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МЕТОДИКА ФОРМУВАННЯ У КУРСАНТІВ - ПІЛОТІВ МОТИВАЦІЙНО-ЦІННІСНОГО СТАВЛЕННЯ ДО ФІЗКУЛЬТУРНО ОЗДОРОВЧОЇ ДІЯЛЬНОСТІ

У статті обґрунтовується значущість сформованості у курсантів-пілотів мотивації до фізкультурно оздоровчої діяльності. Для цього необхідно враховувати, що мотиваційно-ціннісне ставлення до фізкультурно оздоровчої діяльності розвивається не спонтанно, а в результаті специфічних, цілеспрямованих, формуючих дій, підкріплюється мотивами, свідомістю, здійснюється вольовими зусиллями і тому спрямована на найближчі чи віддалені навчальні цілі. Серед форм і методів процесу формування окресленої мотивації пріоритетна роль належить активним методам, що ґрунтуються на внутрішніх ресурсах та забезпечують прояв суб'єктних якостей в навчальній діяльності, позитивне спрямування зусиль на конструювання дій на основі власних рішень, можливостей, компетенцій і цінностей для досягнення результату. За цією схемою провідними мотивами курсантів-пілотів у фізкультурній діяльності стають внутрішні мотиви, мотиви досягнень та мотиви самовизначення, самоствердження та самовдосконалення.

Нині апробовано кілька шляхів формування у курсантів-пілотів окреслених мотивів. Їх психологічна і педагогічна цінність полягає в прояві самостійності курсантів-пілотів у фізкультурній діяльності, що забезпечує: високий рівень вмотивованості до фізкультурної діяльності, безперервне вдосконалення власного потенціалу; формування здатності добровільно і самостійно ставити цілі фізичного самовдосконалення, розробку плану щодо їх реалізації, нести відповідальність за прийняті рішення; ефективну співпрацю на суб'єктному рівні в фізкультурній діяльності, будувати конструктивні стосунки з оточуючими; змістовну регуляцію своїм станом, власними ресурсами.

Ключові слова: мотивація до фізкультурно оздоровчої діяльності, мотиви досягнень, самовизначення, самоствердження та самовдосконалення, фізкультурно-оздоровчі компетентності, активні методи.

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METHODOLOGY FOR FORMING PILOT CADETS' MOTIVATIONAL AND VALUE-BASED ATTITUDES TOWARD HEALTH-ENHANCING PHYSICAL ACTIVITIES

The article substantiates the importance of developing motivation for health-enhancing physical activities among pilot cadets. It emphasizes that a motivational and value-based attitude toward health-enhancing physical activities does not develop spontaneously but as a result of specific, purposeful, formative actions supported by motives, awareness, and willpower. This attitude is directed toward both short-term and long-term educational goals. Among the methods used to foster such motivation, active methods take priority, as they rely on internal resources, ensure the expression of subject qualities in educational activities. Active methods positively direct efforts toward constructing actions based on personal decisions, capabilities, competencies, and values to achieve results. According to this framework, the leading motives for pilot cadets in health-enhancing physical activities are intrinsic motivation, achievement motives, and motives for self-determination, self-affirmation, and self-improvement.

Several approaches have been tested to cultivate these motives among pilot cadets. Their psychological and pedagogical value lies in fostering cadets' independence in health-enhancing physical activities, ensuring a high level of motivation for physical activity, continuous self-improvement, the ability to set personal health-oriented goals independently, develop plans for their implementation, and take responsibility for their decisions. Additionally, these approaches promote effective cooperation in physical activities, constructive relationships with peers, and self-regulation of one's physical and psychological state.

Key words: motivation for health-enhancing physical activities, achievement motives, self-determination, self-affirmation, self-improvement, health-enhancing physical activities competencies, active methods.

Problem Statement and Relevance. Interest in the problem of forming a motivational and value-based attitude toward health-enhancing physical activities as a didactic construct of personality-oriented professional education for future aviation specialists is driven by the active search for didactic tools to enhance individuals' explicit and potential capabilities for performing professional tasks effectively in various flight conditions [1]. A broad range of scientific studies [3; 4; 5] and years of systematic physical training in aviation higher education institutions indicate that one of the possible solutions to this highly relevant problem in flight practice is competency-based physical and psychophysiological training [7].

This approach is based on personal and professional motives that reinforce the significance of physical training tools for the formation of general and specialized health-enhances physical competencies and professional reliability. Under such conditions, physical training for pilot cadets can achieve its objectives to the extent that it creates a demand for personal engagement and creative effort in physical activities. Since competency-based physical and psychophysiological training, according to this interpretation, is a form of creative development in forming health-enhanced physical competencies, it is justifiably considered a technology that translates educational activities into a mode of personal development. Such way cadets become active participants in their educational journey, integrating knowledge, skills, and competencies to address defined tasks. For this reason, the issue of forming a motivational and value-based attitude toward forming health-enhanced physical activities among future aviation specialists, within the context of a personal approach, has become a priority in the aviation sector and higher education institutions. The formation of personal physical culture in the process of professional training in higher education institutions has been analyzed in the works of N.L. Korzh [4], O.V. Zakharchova, T.Ye. Motuzenko, and V.V. Makhno [3]. The authors emphasize that the attitude toward the values of physical culture acquires positive motivation under the condition of transforming external stimulating influences on the student's personality into internal driving forces as a way of "appropriating" and internalizing the spiritual values developed by humanity in the field of physical culture. Recent

studies have focused on the essence of personal physical culture among higher education students. The content characteristics significantly influence its role in transforming the system of values, their essential renewal, which is a prerequisite for constructive self-activation in health-enhanced physical activities. At the same time, a review of the literature reveals that the issue of forming a motivational and value-based attitude toward physical activities among future aviation specialists in the context of personal and professional self-improvement has not been the subject of specialized research. Its relevance and insufficient development determined the objective of our study.

Objective of the Article. The article aims to examine ways to consolidate the significance of physical exercise in educational activities for future aviation specialists, considering the realities of their readiness for professional and personal self-improvement.

Main Research Material. Research on the formation of health-enhanced physical activities and professional competencies among cadets has revealed the complexity of forming a motivational and value-based attitude toward physical activities, interpreting it in the context of professional and personal self-improvement. It is evident that the list of health-enhanced physical competencies should include not only the constructs of psychological, pedagogical, and physical education knowledge presented by researchers but also relatively new physical competencies formed through interdisciplinary synthesis. At the moment, it is worth talking about a new interdisciplinary construct of health-enhanced physical competencies, which are not only subject-oriented but also subjectively indicative. Thus, a cadet's motivational and value-based attitude toward physical training, conscious self-determination toward a healthy lifestyle, physical self-development, and self-surpassing in achieving physical improvement goals during exercise is a complex didactic construct integrating personal engagement in physical activities. This ensures necessary self-activation.

To revitalize the process of physical and psychophysiological training and make it genuinely meaningful for each individual, educational activities in this discipline should focus on updating the subjective conditions for improving the health-enhanced physical competencies of pilot cadets. A

cadet's focus on personal professional and personal growth within the competency-based educational process of physical and psychophysiological training represents the ideal moment for motivating them toward professional and personal self-improvement. This process is associated with the realization of the transcendent essence of creative thinking and the modeling of a synergistic organization of regular physical exercise. The criterion for the effectiveness of health-enhanced physical competence of pilot cadets can be factors that are formed in the individual in the unity of both operational and motivational components. Only under such conditions, a person on his own initiative, on the basis of internal need, will show certain qualities in physical education, regardless of external motives, control and coercion. The value of a pilot cadet's personal qualities in physical activities is assessed considering the motivational basis of their engagement.

The operational component is manifested in self-learning skills, which predominantly appear as external expressions of activity, whereas the motivational component is purely an internal characteristic of the cadet's core personality. If these components are considered together, it can be argued that internal motivation in health-enhanced physical activities is primarily driven by personal motives, needs, and interests, while external motivation is influenced by various stimuli and situational factors. Justifying the importance of the formation in pilot cadets of motivation for physical education, it is necessary to take into account that it does not develop spontaneously, but as a result of specific, purposeful, formative actions. These actions are supported by motives, consciousness, and volitional efforts and therefore aimed at immediate or distant learning goals. Among the forms and methods of the process of forming an outlined motivation, the priority role belongs to active methods based on various sources. Research on motivational sources by J. Barbuto and R. Scholl [9] identifies five primary sources: intrinsic processes, instrumental motivation, external self-concept, internal self-concept, and goal internalization. In particular, the motive is the urge of the individual to self-activity, which is associated with an attempt to satisfy certain needs in regular physical exercises. As a result of awareness and experience of these needs in the individual there are certain motives for actions, as a result of which these needs are satisfied.

As for motivation, it encompasses the internal and external driving forces that encourage cadets to engage in physical exercise, defining the boundaries, forms and focus of physical activity, while orienting it toward achieving specific goals. The motivational sphere of personality is a structural integrity that combines intentions, beliefs, motives, needs, stimuli, and interests. Each individual possesses these sources of motivation in varying proportions with dominance shifting based on individual. It is only about the prevalence of a particular source of motivation in human activity. For self-movement in physical activities, the priority motivational sources for pilot cadets are the internal self-concept and goal internalization. They direct internal resources toward the expression of subject qualities in educational

activities. This ensures a positive orientation of efforts toward constructing actions based on personal decisions, capabilities, competencies, and values for achieving results. In this framework, the leading motives in cadets' physical activities include intrinsic motivation, achievement motives, and motives for self-determination, self-affirmation, and self-improvement. The formation of these motives requires a comprehensive approach. The prerequisite for internal motivation development is the process of personal self-awareness and the formation of self-organization potential [1]. Researchers emphasize that this can be achieved through systematic self-reflection, active engagement, and structuring of personal actions [2; 5]. Psychological and pedagogical value of the declared ways for forming outlined motives among pilot cadets is the manifestation of independence in the decisions made, which ensures:

- a high level of motivation for physical education;
- continuous improvement of own potential;
- the formation of the ability to set the goals of physical self-improvement voluntarily and independently, the development of a plan for their implementation, to be responsible for the decisions made;
- effective cooperation at the subject level in physical education, build constructive relationships with others;
- meaningful regulation of their state, their own resources.

In addition to the efforts that the cadet-pilot should make independently to form internal motivation, we consider effective the influence on future aviation specialists on the part of the instructors during the educational process. Pedagogical instructors, forming internal motivation, should provide cadets with a feeling of complete mental and physical presence in the process of training, concentration of attention, thoughts and feelings on the business, a clear awareness of the goals of the work, a sense of confidence in their actions, knowledge of what to do at any time, lack of fear for the occurrence of possible mistakes or failures. In the process of training, instructors should organize their educational activities in such a way, choose forms and methods of teaching material, assessing success, etc. So, this way cadets have a positive emotional state, they receive joy from activity in the classroom, feel a state of inspiration and get pleasure. To improve internal motivation, it is important to form a sense of their own capabilities for the pilot cadets, their effectiveness, the ability to influence the educational situation and change it. A powerful tool for the formation of internal motivation is a sense of one's own competence in organizing physical education activities, confidence in one's actions.

- Studies of scientists allow us to consider the method of creating a situation of free choice by a cadet as a powerful source of positive motivation for regular physical exercises and the development of independence and initiative [7]. Therefore, during classes it is necessary for the instructor to create such cooperation with the cadets, as a result of which various pedagogical situations arise that encourage

them to make their own choices, increase the sense of responsibility and experience for their solution. In situations where the cadets have to make an independent free choice, the goal is perceived differently. There is an opportunity to evaluate their own resources and increase interest in the problem significantly. In general, the situation of the cadets' free choice during physical and psychophysiological training is an important source of the development of individuality, when they, on the basis of analyzing own knowledge, skills, experience, make an independent decision, for which they then feel responsible. Now several ways to create a situation of free choice have been tested. In particular, cadets are invited to choose various physical exercises for the development of certain physical qualities independently. They can choose forms and methods to improve overall health-enhanced physical activities, develop a plan for their own physical improvement independently and present it in a group. Educators play a critical role in shaping internal motivation by fostering an educational environment where cadets experience full cognitive and physical presence, attention concentration, goal clarity, confidence in actions, and freedom from fear of failing. Teaching methods should be designed to evoke positive emotions, enhance engagement, and foster intrinsic motivation by encouraging cadets to take ownership of their training. A significant theoretical and practical interest was the study of ways to form a positive attitude among cadets toward physical and psychophysiological training, which can be implemented by the department during extracurricular time. These include:

- *Lectures.* The goal of lectures is to disseminate knowledge on specific issues related to competency-based physical and psychophysiological training. The main advantages of lectures include their structured and systematic information delivery, as well as minimal organizational costs and technical equipment requirements. However, a downside of this method is that information may not always be heard, understood, or retained, and there are limited opportunities for emotional engagement and the formation of emotional attitudes.

- *Discussions.* This method is one of the most engaging for cadets, enhancing their involvement in activities and allowing them to share personal experiences. However, discussions are primarily an informational method aimed at informing a group on specific issues and forming convictions when working with groups that have differing viewpoints on a given problem.

- *Debates and Discussions.* These methods generate interest, stimulate active information-seeking regarding self-organization in physical activities, and contribute to deep learning of autodidactic material. During debates, cadets are usually divided into active and passive participants, defending their viewpoints without necessarily forming a unified positive model. The primary goal of this method is to increase engagement and develop participants' convictions.

- *Workshops.* According to K. Fopel, a workshop is an intensive educational event in which

participants, through their own activities, discover that they know and can do more than they initially thought and learn from people they did not expect to learn from [8, p. 13]. This method shapes cadets' views, skills, and corresponding behavior in educational activities, constructing a specific experience of a creative approach to problem-solving that can later be shared with others. The workshop serves as an organizational form that enables cadets to transform their own competence into a functional management tool for professional and personal self-improvement in physical activities. The content of the workshop, structured according to the "do it yourself" principle and directed by the cadet toward self-improvement, represents an expansion and enhancement of their initial ability for self-learning [6].

- When planning such activities, it is essential to consider scientific observations emphasizing that, for personal competence to be effectively realized in physical fitness activities, an individual must possess initiative. Initiative is expressed in the ability to set goals independently, plan their achievement, and organize activities accordingly. To fulfill these objectives, cadets should develop the ability to restrain impulses consciously that hinder progress in educational activities and activate those that contribute to achieving their goals and completing independent tasks. By demonstrating initiative in training sessions, cadets foster readiness for the active search of effective methods to accomplish established objectives.

- This requires significant time and effort to be completed; demands the mobilization and distribution of physical and mental energy throughout intense physical work until the individual's action plan is fully executed. Such prolonged exertion of willpower is impossible without initiative and positive motivation for independent physical exercise. Cadets consciously endure difficulties to accomplish their immediate and long-term objectives. It is within independent physical activities that the ability to perceive, evaluate, and analyze situations is vividly manifested. Every instance necessitates independent decision-making and the demonstration of initiative to solve specific tasks, particularly in specialized areas directly influencing the self-development of future aviation professionals in their educational activities.

Conclusions and Future Research Directions.

The issue of forming a motivational and value-based attitude toward health-enhanced physical activities among pilot cadets is complex and multifaceted. Given the influence of the educational environment, cadets should be able to transform these influences into a personal conceptual understanding of self-directed learning in physical activities. This will enable them to develop an individual algorithm for professional and personal self-improvement. Addressing this urgent pedagogical issue requires further empirical research and the development of a structured strategy for gradual motivational formation during initial flight training.

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ВІДОМОСТІ ПРО АВТОРА

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Scientific interests: problems of individual development in health-enhanced physical activities; psychophysiological and psychological reliability for professional activity.

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Scientific interests: forming competencies of a future aviation specialist through physical and psychophysiological training and local history tourism

LOPATYUK Olena – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Physical Training, Rehabilitation and Drone-Racing Department of Ukrainian State Flight Academy.

Scientific interests: forming professionally important qualities of future aviation specialists, innovative technologies for the development of physical education and health-improving competencies.

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