



# Features of the formation of stress resistance as a component of the motivational readiness of future teachers-athletes for professional activities

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## Abstract

**Objective of the study** was to identify and present the characteristics of the features of the formation of stress resistance as part of the motivational readiness of teachers-athletes for professional activities.

**Methods and structure of the study.** Pilot-experimental work was carried out at the Federal State Budgetary Educational Institution of Higher Education "Bunin Yelets State University". The respondents were students of 1-3 years of study; areas of training 49.03.01 Physical culture; 44.03.05 Pedagogical education (with two training profiles), focus (profile) Physical culture, Life safety; Physical culture and life safety, Technology. Accordingly, these respondents study in groups C-11, SB-31, SBT-11 of the Institute of Physical Culture, Sports and Life Safety of YSU. I.A. Bunin.

Diagnosis was carried out using the technique of Shcherbatykh Yu.V.; Boston test for stress resistance; S. Cohen and G. Williamson's test; 5PFQ test (adapted by Heijiro Tsuya, translated by A.B. Khromov); methods "Value orientations" (O.I. Motkova, T.A. Ogneva), methods of K. Zamfir (modified by A. Rean).

**Results and conclusions.** The results of the study of value orientations did not allow a clear separation of the most preferred values within the control and experimental groups. The results obtained made it possible to develop recommendations for the program of stress resistance formation in future teachers-athletes, also relying on the significant characteristics of professional activity and coping strategies that can be used in its implementation.

**Keywords:** *psychological and pedagogical features, resistance to stress, motivational readiness, teachers-athletes, professional activity, students.*

**Introduction.** The main task facing university graduates is to be competitive in the labor market. Moreover, sharing the point of view of V.G. Leontiev, we define the motive as a special internal source of personality activity [7]. M.I. Dyachenko and L.A. Kandybovich indicate that the motivational side of the psyche largely determines the effectiveness of the functioning of the system as a whole [3]. Many scientists point out the need to form a motivational component as a determinant of readiness for activity in various professional fields [2, 5, 4, 9]. We have previously experimentally proved that the higher the resistance to stress, the more optimal the motivational complex [1].

An analysis of the available studies on this topic (A.G. Aleksandrov, O.V. Efimova, O.N. Koptyaeva, Yu.V. Bessonova, E.P. Ilyin, etc.) determined the need to identify and describe the features of the formation of stress resistance in the composition motivational

readiness of teachers-athletes for professional activities, which was the objective of the study.

**Methods and structure of the study.** According to the purpose of the study, a theoretical model of the formation of stress resistance in the motivational readiness of teachers-athletes for professional activities was developed (see figure).

1. The readiness for professional activity of a teacher-sportsman is determined by needs, preferences, which, in the course of objectification, through a positive attitude, interest become a motive or a set of motives. The motive is aimed at the goal, which, in turn, is determined both by the meaning of professional activity and by the subjective meaning of its results. These are the constituent components of the block of basic concepts of the model.

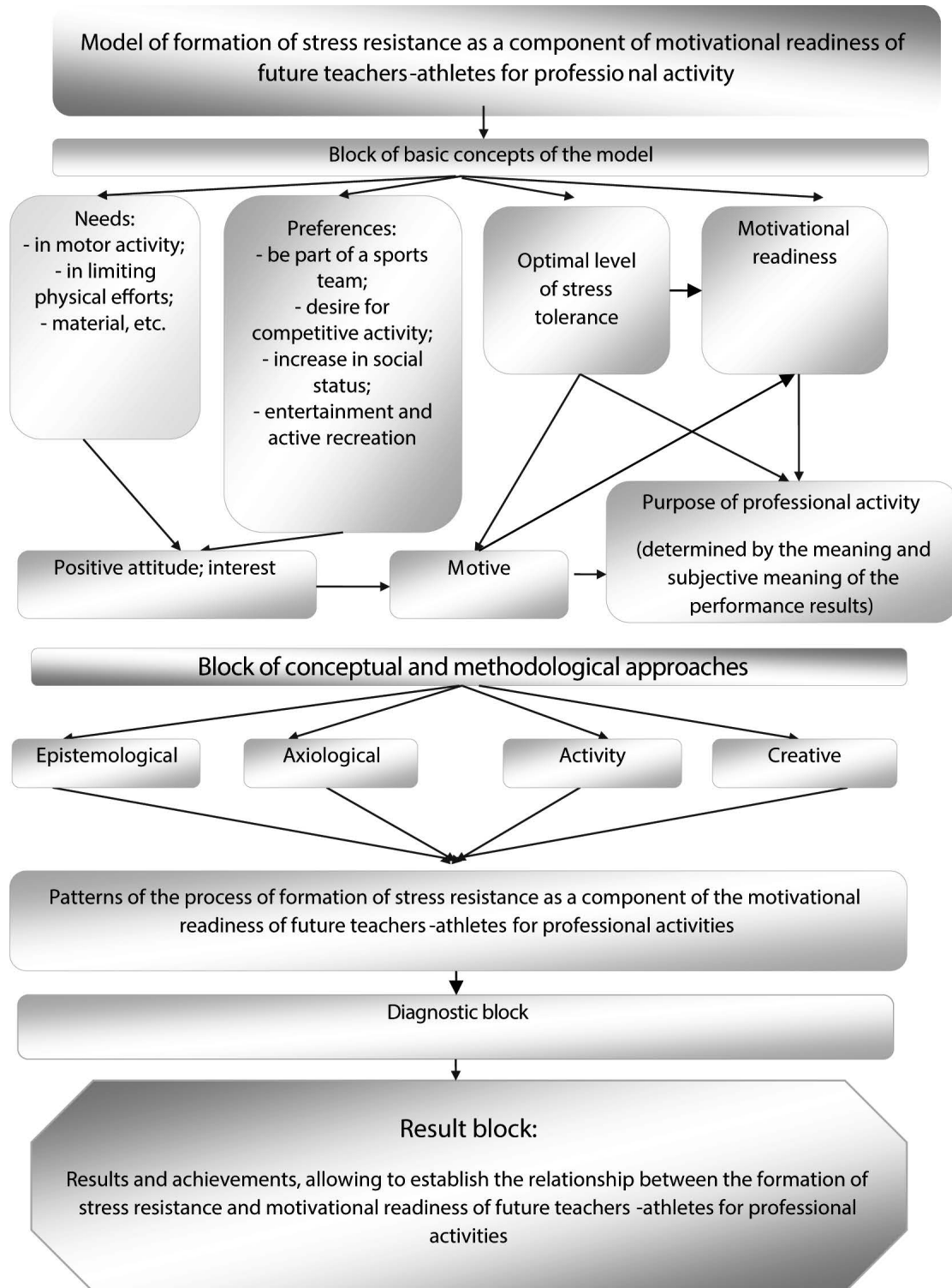
2. The subject of activity must feel an urgent need to go in for sports and interest in this type of activ-



ity, as well as clearly imagine the result he is striving for, he must have the ability to resist those emotional experiences that are inevitable during sports competitions. The presence of this ability is indicated by the optimal level of stress resistance, which is characterized as a certain degree of adaptation of the individual to the effects of cumulative factors [10] and

the choice of constructive forms of coping with stress [12, 13, 14].

3. The block of conceptual and methodological approaches includes the synthesis of components. Gno-seological - characterizes the knowledge component; axiological - reflects the comprehension of semantic values, attitudes, orientations of professionals in their



Theoretical model of the formation of stress resistance as a component of the motivational readiness of future teachers-athletes for professional activities

**Table 1.** Comprehensive characteristics of stress tolerance

Index	1st control group (CG)	2nd group experimental (EG)	Student's t-test
Stress sensitivity	Average: 27.22	Average: 83.75	temp = 3.3 in the zone of significance.
Self-assessment of stress tolerance	Average: 8.6	Average: 19.25	temp = 4.7 in the zone of significance.
Current state of stress	Average: 35.11	Average: 41.67	temp = 0.8 in the zone of significance.

**Table 2.** Summarized results for the main personality factors

Factor	1st control group (CG)	2nd group experimental (EG)	Student's t-test
Extraversion - introversion	57.4	52	temp = 1.7 in the zone of insignificance
Emotional stability - instability	48	37.57	temp = 1.2 in the zone of insignificance
Attachment - detachment	54.6	44	temp = 3 in the zone of uncertainty
Self-control - impulsiveness	57.2	49.33	temp = 1.8 in the zone of insignificance
Expressiveness - practicality	56.6	44	temp = 4.9 in the zone of significance.

activities; activity - synthesizes knowledge, skills and experience of professional activity, taking into account the level of stress resistance and the formed motivational readiness of a professional; creative - reflects the search nature of the actions of teachers-athletes. These approaches as basic provide research of the claimed process.

4. The diagnostic block of the model includes: the technique of Shcherbatykh Yu.V.; Boston test for stress resistance; test by S. Cohen and G. Williamson [11]; 5PFQ test (adapted by Heijiro Tsuya, translated by A.B. Khromov). Methods: "Value Orientations" (O.I. Motkova, T.A. Ogneva) and the method of K. Zamfir (modified by A. Rean) [8].

Pilot-experimental work was carried out at FSBEI HE "Bunin Yelets State University". Students of the Institute of Physical Culture, Sports and Life Safety were selected as respondents, their areas of training: 49.03.01 Physical culture; 44.03.05 Pedagogical education (with two training profiles), focus (profile) Physical culture, Life safety; Physical culture and life safety, Technology. We have identified two groups of subjects: the control group (CG) with high and normal stress resistance and the experimental group (EG) with low stress resistance. The differentiation of groups is based on a complex characteristic of stress resistance: stress sensitivity, resistance to stress, the level of regulation in stressful situations.

**Results of the study and their discussion.** The results obtained were compared using the methods of mathematical statistics, in particular the Student's t-test.

It was revealed that both in the CG and in the EG constructive ways of coping with stress prevail. Self-assessment of stress resistance in CG did not go beyond 3 levels: excellent, good, satisfactory; while the level was determined in the EG - bad, and very bad. There were no significant differences in assessing the current level of stress.

Within the selected groups, an assessment was made of indicators of individual typological characteristics of the personality and value orientations of the motivational sphere. See the results in table 2.

Thus, significant differences in individual-personal characteristics allow us to assert that people with sufficient stress tolerance generally have a lighter attitude to life, interest in its various aspects. The results of the study of value orientations did not allow a clear separation of the most preferred values within the CG and the EG.

The results obtained made it possible to develop recommendations on the program for the formation of stress resistance in sports teachers. The program is based on the classification of coping strategies for coping with stress by R. Lazarus and S. Folkman [6]. The formation of stress resistance with a priority on the motivational complex IM>EPM>ENM involves the selection of methodological tools based on the formation of productive coping strategies of the first group. Why is it necessary to focus efforts towards the formation of communicative and motivational competencies.

**Conclusions.** The results obtained made it possible to develop recommendations on the program for the formation of stress resistance in future teachers-athletes, also relying on the significant characteristics of professional activity and coping strategies that can be used in its implementation. The identified and analyzed five features of the process under study determine the prospects for further research.

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