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Formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition

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Abstract

The article provides a theoretical substantiation of the formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition of their professional training and reveals the specific features of its practical implementation in the educational process of a higher education institution. The relevance of the study is determined by the need to prepare future physical education teachers who are able not only to acquire subject-specific knowledge and professional skills but also to consciously perform the health-preserving function of pedagogical activity, assume responsibility for pupils' health, and contribute to creating a safe educational environment. The purpose of the article is to theoretically substantiate the formation of positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition and to reveal the content, forms, methods, and means of its practical implementation in professional training. The research employed analysis, synthesis, systematization, and generalization of scientific sources and regulatory and methodological materials. Professional motivation is considered an integrative personal construct encompassing motives, needs, interests, professional goals, value orientations, and beliefs that determine future teachers' commitment to mastering the profession and achieving professional self-realization. It has been established that motivation for health-preserving activities involves awareness of their social and professional significance, acceptance of health as a professional value, development of intrinsic motives and professional responsibility, and a need for continuous professional self-improvement. The pedagogical condition was implemented without introducing a separate educational component; instead, the potential of the existing educational programme was used by systematically incorporating the motivational and value-based dimension into students' academic, practical, research, and extracurricular activities. The motivational potential of general pedagogical, psychological and pedagogical, and professionally oriented educational components was utilised. The implementation involved professionally oriented tasks, modelling and analysis of pedagogical situations, the case method, problem-based inquiry, interactive, discussion-based and project methods, pedagogical training sessions, business and role-playing games, self-assessment, peer assessment, and reflective methods. Particular attention was paid to teaching practice, positive models of professional behaviour, and situations of professional success as mechanisms facilitating the transition from externally regulated learning activity to intrinsically motivated health-preserving professional activity. It is concluded that the comprehensive implementation of this pedagogical condition provides a motivational and value-based foundation for the conscious acquisition and application of health-preserving knowledge and technologies, strengthens professional responsibility, and encourages future physical education teachers to pursue continuous professional self-improvement and consciously fulfil the health-preserving function of their future pedagogical activity.

Keywords: future physical education teachers, positive motivation, health-preserving activities, pedagogical condition, professional training, health-preserving technologies

Формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічна умова

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Анотація

У статті теоретично обґрунтовано формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічну умову їхньої професійної підготовки та розкрито особливості її практичної реалізації в освітньому процесі закладу вищої освіти. Актуальність дослідження зумовлена необхідністю підготовки майбутніх учителів фізичної культури, здатних не лише володіти предметними знаннями та професійними вміннями, а й усвідомлено реалізовувати здоров'язбережувальну функцію педагогічної діяльності, відповідально ставитися до здоров'я учнів і створювати безпечне освітнє середовище. Метою статті є теоретичне обґрунтування формування позитивної мотивації майбутніх учителів фізичної культури до здоров'язбережувальної діяльності як педагогічної умови та розкриття змісту, форм, методів і засобів її практичної реалізації у процесі професійної підготовки. Для досягнення поставленої мети використано аналіз, синтез, систематизацію та узагальнення наукових джерел і нормативно-методичних матеріалів. Професійну мотивацію розглянуто як інтегративне особистісне утворення, що охоплює мотиви, потреби, інтереси, професійні цілі, ціннісні орієнтації та переконання й визначає спрямованість майбутнього педагога на опанування професії та самореалізацію в ній. Встановлено, що мотивація до здоров'язбережувальної діяльності передбачає усвідомлення її суспільної та професійної значущості, прийняття здоров'я як професійної цінності, розвиток внутрішніх мотивів, відповідальності та потреби у професійному самовдосконаленні. Практична реалізація визначеної педагогічної умови здійснювалася без уведення окремого освітнього компонента шляхом використання потенціалу чинної освітньої програми та системного включення мотиваційно-ціннісного складника в навчальну, практичну, науково-дослідну й позааудиторну діяльність здобувачів вищої освіти. Розкрито можливості загальнопедагогічних, психолого-педагогічних і професійно орієнтованих освітніх компонентів у формуванні позитивної мотивації. Охарактеризовано комплекс форм і методів роботи, зокрема професійно орієнтовані завдання, моделювання та аналіз педагогічних ситуацій, кейс-метод, проблемно-пошукові, інтерактивні, дискусійні й проєктні методи, педагогічні тренінги, ділові та рольові ігри, самооцінювання, взаємооцінювання і рефлексивні методи. Акцентовано значення педагогічної практики, позитивних зразків професійної діяльності та ситуацій професійного успіху для переходу від зовнішньо зумовленої навчальної активності до внутрішньо мотивованої здоров'язбережувальної діяльності. Зроблено висновок, що комплексна реалізація визначеної педагогічної умови створює мотиваційно-ціннісне підґрунтя для свідомого опанування здоров'язбережувальних знань і технологій, розвитку професійної відповідальності та прагнення майбутніх учителів фізичної культури до професійного самовдосконалення.

Ключові слова: майбутні учителі фізичної культури, позитивна мотивація, здоров'язбережувальна діяльність, педагогічна умова, професійна підготовка, здоров'язбережувальні технології

Statement of the problem. Modern professional training of future physical education teachers is focused not only on acquiring subject knowledge and methods of organizing physical activity but also on developing readiness to preserve and strengthen students' health. The implementation of this professional function largely

depends on future teachers' motivational and value orientation, their understanding of the importance of health preservation, and their personal acceptance of relevant professional values. Strong professional knowledge and practical skills alone do not guarantee their purposeful application if health-preserving activities do not

have personal and professional meaning for future teachers. In this regard, it is particularly important to create appropriate pedagogical conditions in the educational process of higher education institutions for developing intrinsic motivation, professional motives, a responsible attitude towards health, and a desire for professional self-improvement. In this context, the focus should be not on separate motivational influences but on the systematic integration of the motivational component into students' academic, practical, research, and extracurricular activities. Therefore, the formation of positive motivation for health-preserving activities should be considered one of the key pedagogical conditions in the professional training of future physical education teachers, which requires theoretical justification and specification of the ways of its practical implementation.

The Analysis of Sources and Recent Research. The issue of developing professional motivation among future physical education teachers is becoming particularly relevant in the context of the growing focus of modern education on health preservation. Research considers the professional training of future physical education teachers as a complex process whose effectiveness depends on the interaction of knowledge, practical readiness, professional values, and personal attitudes towards future professional activity. Azhippo and Korolova (2020) emphasize the importance of the motivational component in developing the professional competence of physical culture specialists, while Bykov (2023) associates the effective development of health-preserving competence of future teachers with their readiness to consciously perform the relevant function in their professional activity. Honcharenko and Shevchenko (2023) examine the development of professional mastery of future physical education teachers and emphasize the importance of future teachers' personal orientation and active professional position.

The health-preserving focus of professional training is directly addressed by Prima and Prima (2021), who study the development of future teachers' creative position in the context of health-preserving professional activity. Shevchenko (2026) examines the preparation of future physical education teachers for preserving schoolchildren's health and emphasizes the need to develop an appropriate professional orientation. Otravenko (2025) considers the psychophysical preparation of future physical education teachers in relation to their readiness for professional activity and further self-improvement. Pavlyshynets (2021) studies the pedagogical conditions for the professional adaptation of future physical education teachers, while Loi and Hordiienko (2023) highlight the importance of an

individual professional and educational trajectory in future teacher training.

At the same time, current research pays considerable attention to the development of health-preserving competence, readiness to use health-preserving technologies, and various aspects of the professional development of future physical education teachers (Bykov, 2023; Hulko, 2025; Mykhailovych, 2025; Polishchuk & Polishchuk, 2022; Rybalko et al., 2024; Selivanov, 2025). However, the purposeful development of positive motivation specifically for health-preserving activities as a pedagogical condition of professional training requires further clarification. In particular, more attention should be paid to integrating motivational and value-based influences into different types of educational activities, selecting appropriate forms, methods, and tools, and supporting the transition from externally stimulated learning activity to an internally accepted professional position. This creates the need for a systematic approach to developing positive motivation among future physical education teachers, in which health preservation gradually becomes a personally meaningful professional value and a stable guideline for their future teaching activity.

The Purpose of the article is to provide a theoretical justification for developing positive motivation of future physical education teachers for health-preserving activities as a pedagogical condition and to describe the content, forms, methods, and tools for its practical implementation in the process of professional training.

Materials and Methods. The study was based on scientific publications addressing the professional training of future physical education teachers, the development of their professional motivation and readiness for health-preserving activities, as well as educational and professional programmes and teaching and methodological materials used in professional training. The methods of analysis, synthesis, systematization, and generalization of scientific sources and regulatory and methodological materials were used to justify the content of the pedagogical condition and identify the forms, methods, and tools for its practical implementation.

The Results of the Research. The justification of the proposed pedagogical condition is based on the idea that the effectiveness of professional training of future physical education teachers depends not only on the subject knowledge they acquire and the practical skills they develop, but also on their attitude towards their future professional activity. This is particularly important in performing the health-preserving function, which requires an understanding of its value, personal acceptance of responsibility for students' health, and intrinsic readiness to

systematically apply relevant principles in teaching practice. Therefore, the motivational component provides an important foundation that gives professional knowledge and skills personal meaning and encourages future teachers to use them in solving health-preserving tasks (Bykov, 2023; Selivanov, 2025).

Professional motivation is viewed as an integrative personal construct that includes professional motives, needs, interests, goals, value orientations, and beliefs and determines future teachers' orientation towards mastering the profession and achieving self-realization in it. For future physical education teachers, such motivation has a specific health-preserving focus, as their professional activity combines educational, developmental, health-promoting, and preventive functions and is directly related to developing students' responsible attitudes towards health.

Motivation for health-preserving activities is defined as a set of internal motives that shape future physical education teachers' positive attitudes towards performing the health-preserving function and their conscious commitment to preserving and improving students' health. It includes an understanding of the professional and social importance of health preservation, an interest in creating safe conditions for physical activity, a desire to promote a healthy lifestyle, and a willingness to improve one's professional practice. Shevchenko (2026) also associates the preparation of future physical education teachers for preserving schoolchildren's health with the development of an appropriate professional orientation. Thus, positive motivation performs not only a stimulating but also a meaning-making function, helping to make health preservation a conscious guideline for professional activity.

An important basis for this process is the system of future teachers' professional values. The key values include human health, a safe educational environment, responsibility for students' physical development and well-being, humanistic teacher-student interaction, promotion of a healthy lifestyle, and the teacher's personal example. Acceptance of these values helps integrate health-preserving activities into the professional position of future teachers and contributes to the development of stable professional responsibility (Prima & Prima, 2021; Shevchenko, 2025).

The development of intrinsic motivation is particularly important. Unlike external incentives related to assessment, teachers' requirements, or the need to complete educational tasks, intrinsic motivation is based on personal acceptance of professional goals, understanding the social importance of the profession, interest in future professional activity, and the need for professional self-realization. Otravenko (2025) associates the motivational

orientation of future physical education teachers with their readiness for professional self-improvement and continued professional activity. Under these conditions, acquiring health-preserving knowledge and technologies gains both personal and professional meaning for students.

At the same time, developing positive motivation cannot be limited to convincing students of the importance of health preservation. They need to gain their own professional experience, which allows them to connect theoretical knowledge with real teaching situations, analyse their decisions, evaluate the results, and experience professional success. Teaching practice has particular potential in this context, as it supports the transition from a generally positive attitude towards the profession to personal acceptance of its health-preserving mission (Pavlyshynets, 2021).

Thus, the formation of positive motivation for health-preserving activities is considered a pedagogical condition aimed at helping future physical education teachers understand the health-preserving mission of their profession, accept health as a professional value, develop intrinsic motivation for such activities, and recognize the need for professional self-improvement. A developed motivational and value-based orientation provides an internal foundation for deepening professional knowledge, gaining practical experience, and consciously applying health-preserving technologies.

The practical implementation of the pedagogical condition was carried out by creating a professionally oriented educational environment in which health-preserving activities gained personal and professional meaning for future physical education teachers. No separate educational component was introduced. Instead, the potential of the existing educational programme was used by systematically integrating the motivational and value-based component into students' academic, practical, research, and extracurricular activities. The main focus was on understanding the social importance of the physical education teacher's profession, the teacher's responsibility for preserving students' health, developing interest in health-preserving technologies, and creating situations of professional success.

The content of this work was implemented through the motivational potential of different groups of educational components. General pedagogical training helped students understand the social mission of the teacher, the humanistic values of the teaching profession, professional responsibility, and the need for continuous self-development. Psychological and pedagogical training focused on students' psychological well-being, mechanisms of motivation, pedagogical interaction, and the creation of

a safe and psychologically comfortable educational environment. Professionally oriented educational components made it possible to directly demonstrate the relationship between physical activity, physical development, health, and the teacher's professional activity.

The implementation of the pedagogical condition combined lectures, practical classes and seminars, independent and individual educational and research work, small-group work, pedagogical training sessions, round-table discussions, and student research activities. Sports and health-promoting events, sports festivals, tourism and local history activities, and health-oriented volunteer projects also had considerable motivational potential. These activities helped transfer health preservation from the theoretical level to students' personal and professional experience.

During practical classes, professionally oriented tasks were used. They included the analysis of teaching situations, designing parts of physical education lessons, planning physical and health-promoting activities, identifying ways to organize physical activity safely, selecting health-preserving technologies, and explaining the reasons for their use. Students were expected not only to suggest a pedagogical solution but also to justify it, predict its possible impact on students' health and safety, and relate it to the teacher's professional responsibility.

An important role was given to modelling professional situations related to the organization of physical and health-promoting activities, the selection of physical education methods, safe physical activity, injury prevention, and the creation of a health-preserving educational environment. Students identified the problem, analysed alternative solutions, selected an appropriate pedagogical action, and justified their position. Such activities helped them understand the practical consequences of professional decisions and their personal responsibility for students' health and safety.

The methods used included problem-based inquiry, interactive, discussion-based, and project methods, the case method, analysis of teaching situations, heuristic discussions, brainstorming, business and role-playing games, and training activities. Portfolios, self-assessment, peer assessment, reflective methods, pedagogical support, and situations of success were also used. These methods were primarily aimed at strengthening professional motives and making the experience gained personally meaningful for students.

Another important way of developing motivation was introducing students to positive examples of professional practice through observing experienced teachers, analysing

teaching experience, and participating in physical, health-promoting, and educational activities. Teaching practice played a particularly important role. During teaching practice, students tested their own pedagogical decisions, conducted lessons and health-promoting activities, analysed the results of their work, and assessed their readiness to perform the health-preserving function. Positive experience in solving professional tasks and receiving feedback supported a gradual transition from extrinsic learning motivation to intrinsic interest in health-preserving activities.

Information and methodological support included regulatory documents in the fields of education and healthcare, educational and course programmes, teaching and methodological materials, cases based on professional situations, multimedia and video materials, digital platforms, and tools for monitoring physical activity. Their use provided a clear professional context, visual support, and a practical focus for the training process.

Thus, the practical implementation of the pedagogical condition was based on the interconnected use of the potential of educational components, professionally oriented forms and methods of teaching, teaching practice, positive professional examples, reflective support, and information and methodological resources. This organization of the training process was aimed at establishing health as a professional value, developing intrinsic motivation and professional responsibility, and encouraging future physical education teachers to pursue self-improvement and perform the health-preserving function in their future professional activity.

Conclusions. The formation of positive motivation of future physical education teachers for health-preserving activities is an important pedagogical condition that helps them understand the health-preserving mission of their profession and accept health as a key professional value. Its implementation involves the systematic combination of the motivational potential of educational components, professionally oriented forms and methods of teaching, teaching practice, reflective activities, and positive examples of professional behaviour. Particular importance is given to involving students in solving professional situations and practical tasks, which supports the transition from externally motivated learning activities to intrinsic motivation for health-preserving activities. The comprehensive implementation of this pedagogical condition provides a motivational and value-based foundation for the conscious acquisition of health-preserving knowledge and technologies, the development of professional responsibility, and future physical education teachers' commitment to professional self-improvement.

Prospects for Further Research. Further research should focus on experimentally examining changes in the motivational component of future physical education teachers' subject competence and evaluating the

effectiveness of the proposed forms, methods, and tools for developing positive motivation for health-preserving activities.

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