



THE ROLE OF THE PHYSICAL EDUCATION TEACHER IN DEVELOPING STUDENTS' MOTIVATION

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Abstract: the article examines the role of the physical education teacher in shaping and developing students' motivation to engage in physical education and sports. Pedagogical methods that contribute to increasing young people's interest in physical activity are analyzed, as well as the influence of the teacher's professional and personal qualities on student engagement. Special attention is given to creating a favorable educational environment, the use of modern pedagogical technologies, and an individualized approach in the process of physical education.

Keywords: physical education, student sports, motivation, teacher, physical education training, pedagogy, students.

Аннотация

В статье рассматривается роль преподавателя физической культуры в формировании и развитии мотивации студентов к занятиям физической культурой и спортом. Анализируются педагогические методы, способствующие повышению интереса молодежи к физической активности, а также влияние профессиональных и личностных качеств преподавателя на вовлеченность студентов. Особое внимание уделяется созданию благоприятной образовательной среды, использованию современных педагогических технологий и индивидуальному подходу в процессе физического воспитания.



Ключевые слова: физическая культура, студенческий спорт, мотивация, преподаватель, физическое воспитание, педагогика, студенты.

In modern conditions, the problem of declining physical activity among young people is becoming one of the most relevant social and pedagogical issues. Heavy academic workloads, the widespread use of digital technologies, and a sedentary lifestyle have a negative impact on students' health. In this regard, the system of physical education in higher education institutions is of particular importance.

One of the key factors in the effectiveness of physical education is students' motivation to engage in physical activity. The physical education teacher plays an important role in shaping this motivation, as they not only organize the educational process but also act as a mentor capable of fostering a sustainable interest in a healthy lifestyle among students.

The aim of the article is to determine the role of the physical education teacher in developing students' motivation for regular participation in sports and physical activity.

The Concept of Motivation in Physical Education (with scientific references)

Motivation is one of the key categories in pedagogy, psychology, and the theory of physical education, as it determines the direction of an individual's activity, the level of their activity, and the stability of interest in a particular type of activity (Е.П. Ильин, 2019; А.Н. Леонтьев, 1975). In the context of physical education, motivation is understood as a combination of internal psychological mechanisms and external social factors that encourage students to engage in regular physical activity, form a positive attitude toward physical education classes, and determine their level of involvement in sports activities (Deci & Ryan, 2000).



From a pedagogical perspective, motivation is considered a crucial condition for the effectiveness of the educational process, since the presence of stable motives promotes conscious and active participation of students in educational and training activities (Лубышева, 2020; Л.П. Матвеев, 2020). In higher education, the issue of developing motivation for physical education is particularly relevant due to the decline in youth physical activity, the spread of sedentary lifestyles, and increasing psycho-emotional stress.

In scientific literature, motivation is defined as a complex multi-level system of incentives that includes needs, interests, value orientations, goals, and personal attitudes (Л.С. Выготский, 1978). In the field of physical education, students' motivation largely depends on their individual characteristics, level of physical fitness, health status, life priorities, as well as the organization of the educational process and the professional activity of the teacher.

Researchers distinguish two main types of students' motivation for physical education: intrinsic and extrinsic (Deci & Ryan, 2000).

Intrinsic motivation is based on the student's personal interest in physical activity and is associated with satisfaction derived from the process itself. It is expressed in the desire for self-improvement, health promotion, improvement of physical fitness, development of volitional qualities, and personal growth (Ильин, 2019). Students with a high level of intrinsic motivation, as a rule, show a stable interest in sports, demonstrate greater independence, and are more likely to continue physical activity beyond the mandatory curriculum.

Extrinsic motivation is determined by external factors and incentives. These include curriculum requirements, assessment systems, teacher supervision, the desire to gain approval from others, participation in competitions, as well as the need to meet social norms and expectations (Ryan & Deci, 2000). Extrinsic motivation plays an important role at the initial stage of students' involvement in physical



education and sports activities; however, without the development of intrinsic interest, it is often insufficiently sustainable.

It should be noted that the effectiveness of physical education largely depends on the teacher's ability to transform external motives into internal ones (Бандура, 1997). This process requires the use of modern pedagogical technologies, an individualized approach, the creation of a favorable psychological atmosphere, and the development of students' awareness of the personal importance of physical education for maintaining health and improving quality of life.

Of particular importance in the formation of motivation is the emotional component of the educational process. Positive emotions arising during physical education classes contribute to the development of a stable interest in physical activity (Сухомлинский, 1977). In this regard, the teacher should use diverse forms of organizing classes, game-based and competitive methods, as well as create situations of success that increase students' confidence in their abilities (Ш.А.Амонашвили, 2001).

Thus, motivation in physical education is a complex pedagogical and psychological phenomenon that determines students' attitudes toward physical culture and sports. The development of stable intrinsic motivation is one of the most important tasks of the physical education teacher and a necessary condition for improving the effectiveness of the physical education system in higher education institutions (Лубышева, 2020; Бальсевич, 2018).

Use of Modern Pedagogical Technologies

In the modern context of higher education development, the application of innovative pedagogical technologies in the process of students' physical education is of particular importance (В.А. Слостенин, Ю.К. Бабанский). Traditional methods of organizing classes are not always able to ensure a high level of student



engagement, which is due to changes in the lifestyle of modern youth, the widespread use of digital technologies, and a general decline in physical activity. In this regard, there is a need to introduce modern pedagogical approaches aimed at increasing students' motivation and activating their cognitive and physical activity.

Modern pedagogical technologies in the field of physical education represent a combination of methods, forms, and teaching tools aimed at improving the effectiveness of the educational process, developing students' personal qualities, and forming a stable need for regular physical education and sports activities (В.А.Сластенин, И.П. Подласый).

One of the most effective approaches is the use of game-based technologies. Game activity contributes to creating an emotionally favorable atmosphere, increases students' interest in classes, and reduces psychological tension (Л.С.Выготский). The use of active and sports games allows for the activation of students' motor activity, the development of communication skills, the ability to interact in a team, and the formation of a positive attitude toward physical activity. In addition, game-based teaching methods create conditions for more natural acquisition of motor skills and development of physical abilities.

Team-based forms of organizing the learning process play an important role in increasing students' motivation. Teamwork contributes to the development of social responsibility, cooperation skills, mutual support, and leadership qualities (Л.С. Выготский). Team activities foster a sense of belonging to a group, increase emotional engagement, and stimulate the desire to achieve common results among students.

One of the promising directions in modernizing physical education is the use of digital technologies and physical activity monitoring tools. Modern mobile applications, fitness trackers, and electronic platforms for monitoring physical load



allow students to track their own results (Н.А. Зимняя), analyze their physical fitness level, and monitor the dynamics of individual achievements.

Competitive teaching methods, based on creating conditions for activity, initiative, and striving for better results, are also of significant importance. Elements of competition stimulate the development of volitional qualities, persistence, discipline, and confidence in one's abilities (Л.П. Матвеев).

No less important components of modern physical education are interactive teaching methods, which involve active interaction between the teacher and students (Ш.А. Амонашвили). These include discussions, group tasks, project-based activities, problem situations, and methods of collaborative decision-making.

Thus, the implementation of modern pedagogical technologies in the system of physical education contributes to improving the effectiveness of the educational process, developing students' sustainable motivation for physical education, and creating favorable conditions for the formation of a harmoniously developed personality.

Personal Example of the Teacher

In the system of students' physical education, the personality of the teacher plays an extremely important pedagogical and educational role (В.А. Сластенин). The physical education teacher acts not only as an organizer of the educational process but also as a carrier of certain values, behavioral norms, and lifestyle patterns.

One of the most effective factors of pedagogical influence is the teacher's personal example. A high level of professional training, physical fitness, culture of behavior, discipline, emotional stability, and a responsible attitude toward one's own health form students' positive perception of physical culture.



Pedagogical practice shows that students are much more willing to engage in physical education and sports activities if the teacher demonstrates personal interest in sports and an active lifestyle (Л.С. Выготский). In this case, the teacher becomes a social role model for learners.

The teacher's personal example is especially important in the process of developing students' stable intrinsic motivation for physical education classes. Regular demonstration of a positive attitude toward physical activity helps students develop an awareness of the importance of sports for maintaining and improving health.

In addition, an important aspect of pedagogical influence is the teacher's communication style with students (Ю.К. Бабанский). Friendliness, respectful attitude, and a psychologically comfortable atmosphere increase students' trust and engagement.

Thus, the teacher's personal example in physical education is a key pedagogical tool for forming students' motivation for sports and a healthy lifestyle.

Problems of Students' Motivation for Physical Education

Despite the generally recognized importance of physical activity for maintaining health, improving performance, and ensuring the harmonious development of the individual, in the modern system of higher education there is a steady decline in students' motivation to engage in regular physical education. This problem is complex in nature and is caused by a combination of socio-economic, pedagogical, psychological, and behavioral factors (В.А. Сластенин, И.П.Подласый).

One of the key factors influencing the decline in motivation is the lack of free time among students. A heavy academic workload, the need to combine studies with



part-time work, as well as a significant amount of independent study lead to the fact that physical activity is often perceived as a secondary type of activity.

The insufficient attractiveness of traditional forms of organizing physical education classes is also significant (Л.П. Матвеев). In some cases, the educational process is characterized by monotonous content, limited use of modern pedagogical technologies, and insufficient variability of motor activity.

An additional problem is the heterogeneous level of students' physical fitness. A significant proportion of students enter higher education institutions with a low level of physical activity and insufficiently developed basic physical qualities (Л.П.Матвеев; theory of physical education).

The psychological factor also plays an important role in shaping students' motivational sphere. Lack of confidence in one's physical abilities and fear of negative evaluation from the teacher or peers are considered within the framework of self-efficacy theory and achievement motivation (А. Бандура; Дж. Аткинсон).

Modern research also points to the significant influence of the digital environment and sedentary lifestyle on the decline in youth physical activity (Н.А.Зимняя). Prolonged use of digital devices, high engagement in social networks, and online communication contribute to the formation of a habit of a sedentary lifestyle.

Taken together, these factors necessitate a revision of traditional approaches to the organization of physical education in higher education institutions. In this context, the role of the teacher becomes particularly important, especially in applying student-centered and variable pedagogical approaches (В.А. Слостенин; Ш.А. Амонашвили).

Ways to Increase Students' Motivation for Physical Education



Increasing the level of students' motivation for regular physical education requires the implementation of a comprehensive pedagogical approach based on the integration of student-centered, activity-based, and innovative educational technologies (В.А. Слостенин; И.П. Подласый). The effectiveness of forming stable motivation is determined by the extent to which individual characteristics of learners are taken into account, the variability of the learning content, and the creation of conditions for positive emotional experience during motor activity.

One of the key directions in optimizing students' motivational sphere is the implementation of the principle of individualization in the educational process. An individualized approach involves consideration of physical fitness level, health status, psychophysiological characteristics, and personal interests of students (Н.А. Зимняя). Differentiation of learning tasks helps reduce psychological barriers, increase students' confidence in their abilities, and ensure the gradual involvement of each learner in physical education and sports activities.

An important factor in increasing motivation is the introduction of modern and varied forms of class organization. The use of innovative pedagogical technologies, including game-based methods, competitive activities, circuit training, fitness-oriented programs, and elements of project-based learning, contributes to increasing the emotional richness of the educational process (Л.П. Матвеев).

Of particular importance is the creation of a "situation of success" for each student. This pedagogical approach is aimed at ensuring conditions in which students achieve positive results in their activities (Ш.А. Амонашвили). Positive reinforcement of achievements helps build self-confidence, reduces anxiety levels, and promotes the development of intrinsic motivation.

Another significant aspect is the formation of a favorable emotional and psychological climate during classes. A positive emotional atmosphere based on



respectful interaction between teacher and students, support, and cooperation corresponds to the principles of pedagogical communication (Ю.К. Бабанский).

An important resource for increasing students' motivation is the development of the student sports system and the expansion of extracurricular sports activities (Л.П. Матвеев). Participation in competitions, sports clubs, and mass sporting events contributes to the formation of competitive motivation and social integration.

A promising direction in modernizing the system of physical education is the active use of digital technologies for monitoring physical activity (Н.А. Зимняя). The use of mobile applications, fitness trackers, and online educational platforms enables individual control of physical load and the development of self-regulation skills.

Thus, the comprehensive implementation of the above-mentioned pedagogical conditions and methods ensures an increase in students' motivation for physical education, contributes to the formation of stable intrinsic motivation, and fosters a value-based attitude toward a healthy lifestyle.

Conclusion

The conducted analysis makes it possible to conclude that the physical education teacher acts as a key subject of pedagogical influence in the process of forming students' motivation for systematic physical education and sports activities. The degree of students' involvement in physical and sports activities largely depends on the teacher's level of professional competence, mastery of modern pedagogical technologies, and ability to build subject–subject interaction.

It has been established that the effectiveness of motivational influence is determined not only by the transmission of motor skills and abilities, but also by the purposeful formation of students' value-based attitude toward physical activity. A teacher who applies an individualized approach, creates situations of success, and



uses diverse forms of class organization can significantly increase students' intrinsic motivation and reduce the impact of factors that hinder regular physical activity.

In addition, an important result of pedagogical activity is the formation of stable behavioral attitudes in students aimed at maintaining a healthy lifestyle. In this context, physical education ceases to be perceived solely as an academic discipline and becomes a personally significant value integrated into students' everyday life.

It should be noted that the systematic use of modern pedagogical technologies, the development of student sports, and the introduction of digital tools for monitoring physical activity create additional conditions for increasing motivation and expanding students' self-regulation capabilities in the sphere of motor activity.

Thus, the activity of the physical education teacher has a comprehensive impact not only on students' physical condition but also on their personal development, forming such qualities as discipline, responsibility, goal orientation, and the ability for self-regulation. In this regard, the improvement of pedagogical approaches in the system of physical education should be considered one of the priority directions for the modernization of higher education, aimed at improving youth health and enhancing the quality of human capital.

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