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THE MOTIVATION POTENTIAL OF THE FORMATION OF THE INNOVATION-ORIENTED PERSONALITY OF THE FUTURE TEACHER OF PHYSICAL EDUCATION

Nikol Dmitriieva,

*Postgraduate Student at the Department of Educology
and Psychological and Pedagogical Sciences,*

Borys Grinchenko Kyiv University (Kyiv, Ukraine)

ORCID ID: 0000-0001-6492-3371

nikolestern@ukr.net

Abstract. The purpose of the article is to study the essence of the motivational potential in the process of forming an innovation-oriented personality of the future teacher of physical education. As a result of the analysis of scientific and pedagogical literature, we determined that motivational potential is one of the essential characteristics of a teacher, contributes to success in his professional activity and self-improvement, social security in today's conditions and competitiveness in the labor market. Having determined what forces a teacher to act, what motives are at the basis of his professional activity, it is possible to develop an effective system of forming the teacher's motivational competence. The purpose of forming the motivational potential of the future physical education teacher is to be able to push him to work better, to take responsibility for his duties, to make maximum efforts to perform professional tasks. Under the motivational potential of the formation of innovative competence of the future physical education teacher, we understand such a set of factors that effectively influence the formation and development of all components of the professional activity of the future specialist.

Key words: motivation, physical education, personality, innovativeness, innovation direction, professional training, professional education, motivational potential.

Introduction. Today, educational standards are updated, new strategies for the development and improvement of the teaching profession are introduced. In this regard, the emphasis in the learning process changes, it becomes important not only to master knowledge and "hard" skills, but the development of personal qualities and the formation of relevant personal traits in a student of higher education is extremely relevant (Dmitriieva, 2022). To implement this task, it becomes necessary to train a specialist of a new era, with the ability to see and implement innovations in professional activity in general and with modern children in particular. A physical education teacher must be a person open to new ideas, constantly improve his professional skills and be completely focused on the needs of students, interacting with whom he conducts professional activities (Dmitriieva, 2023). Therefore, the task of personality formation in general and innovation-oriented personality in particular arises.

A significant role in revealing a student's creative abilities and transforming them into creative activity is played by his motives and will. Therefore, the educational activity of the higher school should be aimed at forming and enriching the motives of the creative professional activity of the future specialist. It defines certain ratios of dynamic and substantive aspects of activity and behavior. Productivity of activity is determined: first, by the direction of motives, their content; secondly, by the degree of activity, intensity of the motives of the corresponding content; which in general constitutes the originality of the motivation of the student's personality. According to psychologists' studies, the motivational sphere is more dynamic than cognitive and intellectual. Relative dynamism has positive and negative sides. If it is not managed, then there may be a regression of motivation, a decrease in its level and, in general, the effectiveness of the individual may be lost. It is clear that at the student age, the formation of motivation should become the subject of purposeful systematic work.

Main part. The purpose of the article is to study the essence of motivational potential in the process of forming an innovation-oriented personality of a future physical education teacher.

Motivation of the future teacher of physical education in the process of professional training to acquire skills and innovative professional activity.

We consider innovative competence as the readiness of the subject of pedagogical activity, expressed in the ability of an individual to create and apply in educational practice the products of innovative activity, to use the process of obtaining, implementing and distributing them as a mechanism for self-development, personal and professional growth, which is expressed in the individual's awareness of his work as values revealed in the implementation of innovative skills and personal experience at the level of practice-oriented knowledge. Innovative competence provides the subject of activity with content-technological readiness for the implementation and development of one's own innovative potential, allows to become more successful in professional and pedagogical activities, to be satisfied with its results, to successfully realize oneself, to realize one's personal and professional potential, to become ready to participate in competitive relations

Note that innovative competence reflects the system level of formation of innovative knowledge, skills, competencies and experience of innovative activity, the ability to create, create a new product, introduce new technologies and methods into the learning process, acting as a measure of readiness to use one's innovative potential to achieve innovative goals as effectively as possible professional activity.

Based on the comparison of the results of the theoretical foundations of the researched problem, we propose to understand innovative orientation as a personal and psychological formation that enables the specialist's ability to carry out innovative activities and implement innovative ideas. In the process of formation of the innovative orientation of the individual, we identified three successive stages:

- pre-dispositional: manifests itself in the behavioral sphere as a prerequisite for self-development;
- dispositional: denotes the transition of opportunities (as a resource) into the procedural plan, when they are revealed as a relationship, readiness, intention, reflecting the filling of goals and content, which allow resources to declare themselves in simulated situations;
- processual-dynamic: the transformation of the resource component (opportunities) into potentials is fixed – the forces that trigger their implementation, which causes a person to go beyond the limits of the existing experience, the launch of self-development mechanisms. At the same time, actually emerging operational meanings and values, associated with them, are analyzed, the quality of which communication can be judged on the basis of specific behavioral acts formed in potentially innovative situations.

We expressed the innovation-oriented personality of the future teacher of physical education, which is considered by us, in the form of the phenomenon of innovativeness, which involves not only obtaining in the course of productive pedagogical activity in the scientific and educational environment of a higher education institution a scientific and practical result – a final innovative educational product that possesses new qualities, but also its ability to be widely distributed and used in educational practice. We consider the innovation-oriented personality of the future physical education teacher as a set of personal properties, qualities and abilities that ensure her psychological readiness to generate new forms of activity for the creation, mastering and distribution of innovative educational products, as well as self-development and personal growth as a strategic factor of productive pedagogical activity.

The formation of the innovation-oriented personality of the future physical education teacher is a set of personal properties, qualities and abilities that ensure her psychological readiness to generate new forms of activity for the creation, mastering and distribution of innovative educational products, as well as self-development and personal growth as a strategic factor of productive pedagogical activ-

ity. The phenomenon of innovativeness acts as a means of generating new forms of activity with the aim of obtaining an innovative educational result capable of practical use.

Let's move on to consider the problem of structuring the innovation-oriented personality of the future physical education teacher as a subject in innovative pedagogical and scientific-pedagogical activities. Solving this task, we turned to studies that highlight the core personal components in the logical and essential construct of the innovative potential of the individual (Dmitrieva, 2022).

We consider the phenomenon of innovativeness as the readiness of the subject of activity (teacher, young scientist, student), expressed in the ability of an individual to create and apply in educational practice the products of innovative activity, to use the process of obtaining, implementing and distributing them as a mechanism for self-development, personal and professional growth, which is expressed in the individual's awareness of his professional activity as a value, which is revealed in the implementation of innovative skills and personal experience at the level of practice-oriented knowledge. On the basis of this, we state that the phenomenon of innovativeness in the structure of the innovation-oriented personality of the future physical education teacher requires knowledge of the theory of productive pedagogical activity, pedagogical innovation, innovative activity in continuous education; professional knowledge and ideas about directions of educational development, the ability to carry out the process of designing, developing and presenting innovative educational products (programs, methods, projects), self-organization and cooperation skills.

The successful formation of an innovation-oriented personality of the future physical education teacher is largely determined by her creative potential. Therefore, we highlight the phenomenon of innovativeness as a structural component of innovative potential. Novelty and transformation as essential features of innovativeness are the main features of creativity (Dmitrieva, 2023).

The disclosure of the mission of the physical education teacher, creativity in pedagogical activity, as well as the phenomenon of innovation comes first.

The main mission of the physical education teacher is determined by his functions as a subject of activity, the structural hierarchy of practical, praxeological and mental pedagogical activities of the teacher in the unity of their interconnected manifestation. So, we can talk about the systemic and level nature of pedagogical activity, the structure of which is determined by external subject, praxeological and pedagogical mental activity. The implementation of these forms of activity is based on one general idea – the development of activity and independence of the children themselves, the development of their activities. Regulating children's activities, the physical education teacher uses a variety of ways to influence students, related to the creation in the process of education and upbringing of such conditions that contributed to the organization of the independence of the children themselves. At the same time, the teacher's choice of pedagogical tools should be based on the diagnosis and forecast of the pedagogical situation. Only after delving into the essence of pedagogical phenomena, understanding the regularities of the pedagogical process, in which the main goal is the development of the student's personality, correctly assessing one's pedagogical potential, one can choose the necessary methods for students, determine pedagogical tools and apply them. Therefore, practical pedagogical activity is always accompanied by praxeological and intellectual pedagogical activity.

Innovative orientation is an important characteristic of a modern personality and is a personal resource that can be actualized and put into action to achieve the desired result under optimal conditions for the development of personal abilities, as well as the ability of the individual in the field of setting and solving the tasks of his activity. Such a personal resource contributes to the elimination of contradictions between the individual and the living environment, overcoming adverse external circumstances with the help of the transformation of the value-meaning subsystem of the individual, which sets the vector of its orientation, the basis of self-realization through creative activity in the professional sphere (Dmitrieva, 2023).

The general structure of the innovation-oriented personality of the future physical education teacher is considered taking into account the regularities of the functioning of the motivational, emotional and volitional spheres, cognitive processes (divergence of thinking, degree of rigidity of mental processes, etc.), individual characteristics (ability to creativity, internality in decision-making) of the subject activity.

The innovation-oriented personality of the future teacher of physical education is an integral quality of a person, which is formed as a result of his inclusion in innovative activity and consists of interconnected and mutually determining components: orientational, cognitive, active, reflective (Dmitriieva, 2023).

The orientation component of the innovation-oriented personality of the physical education teacher is the core around which the main properties and qualities of the teacher's personality as a professional are constructed. This is explained by the fact that the innovative orientation component performs a regulatory function in the process of teacher preparation for innovative activities. We believe that the innovation-orientation component of the innovation-oriented personality of a physical education teacher is a content-forming component, as it is aimed at forming a future teacher's constant desire for development and improvement of his innovative activity. Orientation to innovative activity includes everything that prompts actual activity, generalized and more specific life goals for which a person acts. A motive is a verbalization of a goal and a program that enables this person to initiate a certain activity. A motive can also be understood as a desired target state within the framework of the "individual – environment" relationship, and motivation as something that explains the purposefulness of an action. The problem of motivational readiness, receptiveness to pedagogical innovations is one of the central ones in teacher training, since only motivation adequate to the goals of innovative activity ensures harmonious implementation of this activity and self-disclosure of the teacher's personality. The innovation-oriented component of the innovation-oriented personality of the physical education teacher must be considered in two directions. Firstly, from the point of view of the place of professional motivation in the general structure of motives and, secondly, by assessing the future teacher's attitude to changes, that is, in the needs for pedagogical innovations, their receptivity, which determines the meaningful side of the creative direction of professional activity. The formation of the innovation-oriented personality of the future physical education teacher is largely determined by the public environment, the collective of teachers – the pedagogical community. The personality of each teacher is unique, as well as determines the degree of receptivity to pedagogical innovations, the nature and peculiarities of the author's concept, the level of its implementation and others.

The cognitive component of the innovation-oriented personality of a physical education teacher is aimed at enriching future physical education teachers with psychological and pedagogical knowledge and information about the essence of innovative activity in the direction of physical education, its structural components, signs and features.

The active component of the innovation-oriented personality of the future physical education teacher is an important guarantee of the implementation of innovative activities, as mentioned above, which is necessary for the creation of a new program, as well as for the modification of this new one at the level of implementation. Therefore, pedagogical creativity is a necessary component, a key to the formation of the ability to use a certain amount of specific knowledge, skills necessary for the effective implementation of creative pedagogical activity by a physical education teacher.

The reflective component of the innovation-oriented personality of the future physical education teacher as a system-forming component of professional activity in the pedagogical sphere, as an integrative quality of the personality provides stable professional motives, motivational focus on the implementation of reflection in professional activity, systematic knowledge about reflection itself, its place in the socio-pedagogical sphere, which allows to effectively and adequately implement it, to creatively understand and overcome problematic moments, to forecast situations. It is this quality of

the personality of the future physical education teacher as a professional that contributes to self-development and the ability to develop reflection in others (Dmitriieva, 2023).

The innovation-oriented personality of the future physical education teacher also includes the following personal qualities: tolerance for uncertainty, the ability to take justified risks, responsibility, the need for self-realization, achievement motivation, reflexivity, creativity (quality of intellect, intellectual initiative).

We came to the conclusion that the formation of an innovation-oriented personality of a future physical education teacher is a holistic dynamic process of influencing the development of innovation-oriented, cognitive, praxeological, reflective components of education, which enables the individual to internalize innovative pedagogical ideas with their further application in practice. This process is a component of the formation of the professional competence of the future teacher of physical education and is realized through creativity, which represents a creative understanding of the task and acts as a basis for innovation (Dmitriieva, 2023).

To create an innovative product, it is necessary to apply creative thinking, a non-standard approach, find a new quality in an existing product, the ability to be creative, which is aimed at the fulfillment of a specific scientific and practical goal, which involves obtaining a certain effect, and the creative potential of an individual is the basis for the formation of an innovation-oriented personality of the future teacher of physical education, the value of the personality, which must be developed, taking into account the requirements of modernity, and therefore the effectiveness of the formation of the innovation-oriented personality of the future teacher of physical education in the scientific and educational environment (Dmitriieva, 2023).

The theoretical analysis of the literature made it possible to determine the meaning of the concept of "motivation" as a type of managerial activity that ensures the process of encouraging a person to be effective, aimed at achieving personal goals or goals of the organization (Dubaseniuk, 2017).

Motivation in didactics is the process of formation and consolidation of positive learning motives. Motivation not only determines the student's educational activity, but also permeates the cognitive sphere of his mental activity with all its cognitive processes: perception, thinking, imagination and memory (Ovsianetska, 2007).

The concept of "motivation" is interpreted as "a set of motivational factors that determine the activity of an individual; these are all motives, needs, incentives, situational factors that encourage human behavior" (Zaniuk, 2002).

There are three regulatory functions performed by motivation in relation to activity: motivational, i.e. providing the activity with a motor impulse or motive for the individual to start the activity; meaning-making, i.e. providing activities with deep personal significance; organizational – one based on goal setting, when perceived motives are transformed into motives-goals (Liashenko, 2023). Motivation (moveo – I move) is considered as the implementation of a motive in a specific activity in the process of choosing possible actions aimed at achieving certain goals. Motive is a drive or desire to achieve a goal and awareness of action to achieve it.

We understand positive motivation for educational and cognitive activity as a dynamic phenomenon, as a process of formation of such learning motives in students of higher education, which prompt them to productive cognitive activity and mastering the content of professional training, as well as maintenance and implementation of already existing positive motives for professional training.

Therefore, educational motivation is the result of the student's need for cognitive activity and his readiness to master the components of the educational and professional program. Actually, professional training has a smaller effect on the enrichment and development of motivation. In this regard, it is necessary to dwell in more detail on the analysis of educational motivations.

Under educational motivation, it is proposed to understand such a subjective need that can be satisfied with the help of additional professional education, advanced training, etc., that is, those types

of training that can be part of the corporate education system. Their specificity lies in the fact that the source of their formation can be bilateral. Educational needs can arise both from the subject of professional activity (directly a professional), who feels a low level of his own competence in something, and from the organization in which he performs professional activity (Stepaniuk, 2018).

Professional motivation can be defined as the action of specific incentives that determine the choice of a profession and the long-term performance of duties related to this profession, or a set of internal and external forces that push a person to work and give this activity a direction oriented towards achievement certain goals. According to scientists, professional motivation as a personality trait is a system of goals and needs that prompt a student to actively acquire knowledge, master skills and abilities, and consciously relate to the profession (Shevchenko & Dzhoan, 2017).

The structural components of professional motivation are initiation motivation (encourages activity); selection motivation (contributes to goal selection); implementation motivation (ensures regulation, control of the implementation of the corresponding action); post-realization motivation (makes it possible to complete an action and encourage another) (Yerokhin, Nikitin & Nikitina, 2011).

The motivation of innovative behavior is a set of needs and motives that encourage an employee either to innovative activities for the creation and introduction of new products, technologies, services or, on the contrary, to their purchase and use in their activities and everyday life. Therefore, the motivation for innovations can be considered dually: as motivation for their creation and implementation and motivation for using innovations (Martynenko, 2011).

Motivation to innovate can be defined as a set of methods and motives that encourage personnel to actively engage in creative activities aimed at creating innovative goods and services, forms of their use, and the introduction of new technologies to ensure an increase in the level of competitiveness and product quality (Khlyup'ianets, 2020).

Let's consider innovative professional and pedagogical activity, which is characterized by productive creative activity, the solution of non-standard professional problems, a high level of development of professional competences. The innovative activity of the future physical education teacher is manifested in the degree of intellectual initiative, in the development of creative activity, in the transition to personally oriented learning, in the use of educational situations related to the professional activities of future specialists. The concepts of "motivation" and "potential" should be distinguished. Thus, in the dictionary of foreign words, it is stated that potential is opportunities, available forces, reserves, means that can be used.

In the large explanatory dictionary of the modern Ukrainian language, the concept of "potential" is presented as a set of all available means, opportunities, productive forces, etc., which can be used in any field, area, sphere; stock of something, reserve; hidden abilities, forces for any activity, which may appear under certain conditions (Velykyi tлумachnyi slovnyk suchasnoi ukrainskoi movy, 2005).

The concept of "potential" as a psychological phenomenon integrally describes the phenomena of motives and abilities. The abilities of the individual are reflected as already realized potential, and the motivation of the individual – as further prospects for the development of potential, that is, unrealized potential (Liashenko, 2022). The potential of the individual is a systematic and hierarchical formation.

In the acmeological sense, potential is considered not only as naturally determined (abilities, naturally determined professionally important qualities, positive hereditary factors), but replenished resources (intellectual, psychological, volitional, and others), but replenished or restored not "automatically", but arbitrarily, i.e. directed by the individual himself in accordance with the chosen goals, in particular, focused on progressive personal and professional development.

There is also the concept of educational potential, which is considered from three positions. First, it concerns the model of activity implemented in the school. Secondly, the potential for development is related to the choice of a functional or developmental type of management. Thirdly, the development potential is related to the expressiveness of teachers' desire for self-educational work.

Let's analyze the concept of "professional potential".

According to the resource-based approach to determining the potential, the professional potential of a specialist is understood as a renewable self-managed system of his internal resources, which are manifested in professional achievements. The key quality of professional potential is its systematicity. Therefore, the potential covers not only the set of resources, but also the system of their management, which has conscious and unconscious levels.

Professional potential as a set of all available means, opportunities, resources, hidden abilities first develops, accumulates, and later is realized in professional activity. Separate issues of the formation of positive motivation for the professional pedagogical activity of specialists are highlighted in the works of Ukrainian teachers.

The general problems of motivation are studied within the framework of different paradigmatic approaches of psychology, in particular, highlighting the motivational factors of a teacher's professional development.

An important role in the aspect of formation of innovative competence is played by motivational potential. The motivational potential is understood as the strength of the influence that this stimulus has on the energy of the motive. External stimuli can strengthen or weaken the power of the motive.

As a result of the analysis of scientific and pedagogical literature, we determined that motivational potential is one of the essential characteristics of a teacher, contributes to success in his professional activity and self-improvement, social security in today's conditions and competitiveness in the labor market. Having determined what forces a teacher to act, what motives are at the basis of his professional activity, it is possible to develop an effective system of forming the teacher's motivational competence.

The purpose of forming the motivational potential of the future physical education teacher is to be able to push him to work better, to take responsibility for his duties, to make maximum efforts to perform professional tasks.

Based on the considered concepts, a proper interpretation of the motivation of the future physical education teacher in the process of professional training to acquire the skills and abilities of innovative professional activity is formulated – this is a process, the result of which is the construction of the student's educational activity taking into account the needs, interests, and capabilities of the individual in relation to effective future professional activity .

Under the motivational potential of the formation of innovative competence of the future physical education teacher, we understand such a set of factors that effectively influence the formation and development of all components of the professional activity of the future specialist.

Conclusion. On the basis of the conducted research, we came to the conclusion that the motivation of the future teacher of physical education in the process of professional training to acquire the skills and abilities of innovative professional activity is a process, the result of which is the construction of the educational activity of the student taking into account the needs, interests, and capabilities of the individual regarding effective future professional activity. The general structure of the innovation-oriented personality of the future physical education teacher is considered taking into account the regularities of the functioning of the motivational, emotional and volitional spheres, cognitive processes (divergence of thinking, degree of rigidity of mental processes, etc.), individual characteristics (ability to creativity, internality in decision-making) of the subject activity. The innovation-oriented personality of the future teacher of physical education is an integral quality of a person, which is formed as a result of his inclusion in innovative activity and consists of interconnected and mutually determining components: orientational, cognitive, active, reflective. The formation of an innovation-oriented personality of the future physical education teacher is a holistic dynamic process of influencing the development of innovation-oriented, cognitive, praxeological, reflective components of education, which enables the individual to internalize innovative pedagogical ideas with

their further application in practice. This process is a component of the formation of the professional competence of the future teacher of physical education and is realized through creativity, which represents a creative understanding of the task and acts as a basis for innovation. To create an innovative product, it is necessary to apply creative thinking, a non-standard approach, find a new quality in an existing product, the ability to be creative, which is aimed at the fulfillment of a specific scientific and practical goal, which involves obtaining a certain effect, and the creative potential of an individual is the basis for the formation of an innovation-oriented personality of the future teacher of physical education, the value of the personality, which must be developed, taking into account the requirements of modernity, and therefore the effectiveness of the formation of the innovation-oriented personality of the future teacher of physical education in the scientific and educational environment. Under the motivational potential of the formation of innovative competence of the future physical education teacher, we understand such a set of factors that effectively influence the formation and development of all components of the professional activity of the future specialist.

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