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DEVELOPMENT OF THE MOTIVATIONAL COMPONENT OF FUTURE PRIMARY SCHOOL TEACHERS READINESS TO FORMING THE SOCIAL COMPETENCE OF THE PUPILS

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Abstract: The results of the experimental study of motivational component development of future primary school teachers' readiness to the formation of social competence of pupils that determines its orientation to the pedagogical profession and conscious attitude and motivation to succeed in the formation of key competencies of pupils, particularly social one, are given in the article. The initial results of students' motivation based on certain diagnostic instrumentarium, were represented, their specific character was defined. The implemented program of the development of future teachers' motivational sphere as for the formation of social competence of primary school children based on attributive approach, was represented. Its effectiveness was proved by the results of diagnostic evaluation of formedness level of motivational readiness component of future primary school teachers to the formation of social competence of primary school children after the experimental work.

Keywords: motivation, readiness of the teacher to formation of social competence of the pupils, training of a primary school teacher.

Introduction. Transformation processes in the society, integration and competition in terms of social environment encourage us to the formation of a new model of social interaction of the individual. Especially actual this problem is for the students in Ukraine, as it builds the personal system of social relations based on the existing social reality and prism of its interpretation in terms of educational institutions. Taking into consideration the importance of the formation of pupils' social competence as integrative quality of the personality that allows actively interacting with the society, being its productive creator, the acute problem of future teachers' professional training became the development of their capacity to this process.

The readiness of the future primary school teacher to the formation of primary school pupils' social competence is identified as the component personal formation of a future teacher, uniting in its structure the motives of professional activity, social intelligence of a future teacher, system of knowledge and skills of primary school children socialization and their formation as active subjects of social reality, and also ensures the success of pupils' social competence in their future career. We distinguish the motivational, cognitive, activity and personal components in its structure. We believe they are interrelated and interdependent elements of personal formation of future teachers. Taking into consideration the sequence of formation of these components and the importance of motivation of a future teacher's activity, we have considered the feasibility of the experiment, which aim is to study the motivational component of future teachers' readiness to the formation of social competence of pupils and the development and implementation of the experimental program of students' motivational sphere development. The obtained results can serve as a basis for improving the system of future teachers training.

Method. Leading empirical methods of scientific inquiry were as follows: direct and indirect observation; questionnaire (author's questionnaire-test for the detection of aspiration and interest of future teachers in the formation of pupils' social competence), diagnostic methods, namely: the method of investigation of professional activity motivation (K. Zamfir modified by A. Rean), «Values» method (M. Rokych), «Motivation of Students to Succeed in the High School» method (S. Pakulina). The methods of recording, ranking, mathematical and dispersion analysis were used. Statistical

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analysis of data, obtained in the course of carried out pedagogical experiment was made using the F-test of Fisher-Snedecor and homogeneity test χ^2 t of Pearson.

In order to generalize the results of the experiment, the qualitative and quantitative analysis of motivational component indices of future teachers to the formation of primary school pupils' social competence were covered. For quantitative analysis a five-grade scale was used and the minimal estimation of the component formation was defined, namely – 1 grade (x_{min}), and maximal – 5 grades (x_{max}). To form the intervals of estimation the levels of formedness of readiness the principle of equality was applied, according to which each interval boundaries are the same. According to the calculations made, a low level of formedness of the respondents' readiness to the formation of social competence of younger pupils will include all the scores in the range of: low level – $r_{low} \in [1;2)$; medium level – $r_{med} \in [2;3)$; sufficient level – $r_{suf} \in [3;4)$; high level – $r_{high} \in [4;5]$. Total number of respondents – 302 future primary school teachers of experimental high schools, in particular control group (n = 150) (CG) and experimental group (n = 152) (EG).

Let us prove the feasibility of chosen methodological instruments and results of experimental work.

J. and H. Heckhausen define the motives as such content classes of action goals that exist in the form of stable and relatively constant value dispositions. This value dispositions are of «higher» order; that is, they do not play a decisive role in the maintenance of body functioning, they are not innate and develop only in the course of ontogeny, depend on socialization and, consequently, from the social norms of the environment where the people are brought up (Heckhausen, 2008).

S. Pakulina proves that the motive is a phenomenon that is not autogenic, but is the result of activity relation to the subject of activity. Therefore, the task of the teacher is to understand the motivation of student learning. In order to understand the motivation and predict its dynamics it is important to know about its condition, based on the results of a reliable diagnostic instrumentarium (Pakulina, 2009).

The research revealing the impact of motives of learning and achieving the efficiency of educational process in secondary and higher educational institutions is thoroughly presented in foreign psychology A. Bandury (1995), B. Weiner (1979), D. McClelland (1953), G. Murray (1938), D. Takman (2010), M. Seligman (1992) and others. Thus, D. McClelland by introduction in the psychology the concept of "achievement motivation", grounded its particular importance for success achievement in different areas (McClelland, 1953). As for him, the reverse side of this need is the need to avoid failure, based on the desire for safety.

Motives of learning and motivation of future primary school teachers' activity are represented in the research on occupational education of A. Budnik (2014) O. Matviienko (2016), I. Osadchenko (2013), T. Osadchenko (2014), O. Yaroshynskyi (2014) and others. The researchers determine the motivational component as an integral component of their readiness for professional work in primary school, indicating the possibility for its development in terms of professional training in high school.

Taking into consideration the analyzed studies in psychology and professional pedagogy we consider that the motivational component of the future primary school teacher readiness to the formation of social competence of primary school children is a component of motivational sphere of a future teacher, which determines its focus on the pedagogical profession, conscious attitude and motivation to achieve success in the process of formation the key competencies of pupils, particularly social one. Its formedness includes: interest and positive attitudes to learning and professional activity of teachers; pedagogical and social values of future teachers; interest in the formation of pupils' social competence, desire to master the system of knowledge and skills of socialization of primary school children and their formation as active subjects of social reality; awareness of the importance of the process of formation of pupils' social competence, motivation for success and self-improvement in this activity.

Based on the generalization of the results of scientific research it was determined to diagnose the motivational component of respondents' willingness to the formation of social competence of pupils using such methods as: study of professional activity motivation (C. Zamfir modified by A. Rean, 2002); «Values» method (M. Rokych, 1973), «Motivation of Students to Succeed at the High

School» method (S. Pakulina, 2009) and a questionnaire-test to detect the desire and interest in the formation of pupils' social competence. Let us represent the results of the initial state analyses of formedness of motivational component readiness of future primary school teachers to the formation of social competence of pupils.

The study of motivation of professional activity based on the method of K. Zamfir modified by A. Rean showed a negative trend of respondents' motivation, namely a low proportion of internal and external motivation and high proportion of external negative one. Thus, only 62 students of experimental groups (40,7 %) and 60 students of control groups (40,0 %) identified their future professional activities as internally motivated work (4,0 points).

The use of method developed by M. Rokych made it possible to rank a list of terminal and instrumental values of the respondents. Results of the diagnosis showed that among the terminal values future teachers determine in order of significance the following ones: public recognition (respect of others people, team, colleagues at work); happy family life; interesting job; cognition (the ability to expand their educational horizons, general culture, intellectual development); reliable and loyal friends etc. Whereas productive life (maximum full use of one's capabilities, powers and abilities); freedom (autonomy, independence in judgments and actions); development (self-improvement, constant physical and spiritual perfection) occupy the last positions in the ranking. Among instrumental values of the respondents in control and experimental groups, dominate the following ones: education (breadth of knowledge, high general culture); breeding (good behavior) and honesty (truthfulness, sincerity). However, undervalued in the profession of a primary school teacher are such values as: compassion (caring); cheerfulness (sense of humor); liberality (the ability to understand someone else's point of view, respect the other tastes, customs, habits) etc. These results of ranking confirm the absence of holistic understanding by the respondents the peculiarities of the professional activity of a teacher and the role of value orientations in its successful implementation.

Application of the method «Motivation of Students to Succeed at the High school» by S. Pakulina helped to determine the value benefits of the motives of students' success in the high school, forming the structure of motivation of success achievement. Thus, the motivation of success achievement by the respondents was determined by the results of testing in points according to the nine scales attributed to two trends: internalized and externalized success. It was found that most students in the CG (36,0 %) and EG (33,5 %) have low motivation of success achievement as internalized characteristics (success as a result of their own activity, personal success, success as mental health, success as overcoming of obstacles, success-mission), their results were less than 13 points.

Usage of a questionnaire-test to identify the desire and interest of future teachers in the formation of social competence of the pupils made it possible to identify the different aspects of the investigated problem, including the fact that only 39,3 % of students of CG and 39,5 % of students of EG show the desire to deepen their knowledge and practical skills for forming the social competence of pupils in their further professional work.

Subsequent to the result of diagnosis, according to the established 5-point ranking scale the levels of formedness of motivational component of future primary school teachers' readiness for the formation of social competence of primary school pupils were determined. According to the revealed indices it was found that low level of maturity of the above mentioned characteristics have 39,3% of the CG students and 39,5 % of the EG students; medium level have 42,7 % of CG students and 42,8 % of EG students respectively; sufficient level have 11,3 % of CG respondents and 10,5% of EG respondents. 6,7 % of future primary school teachers (CG respondents) have formed high level of motivation component, the number of EG students is 7,2 % (Table. 1).

Table 1

Levels of formedness of motivational readiness component of primary school teachers to the formation of social competence of primary school pupils before experimental work

Group	Index	Formedness levels				F	χ^2
		high	sufficient	medium	low		
Control	persons	10	17	64	59	1,17<1,31	0,08<7,81
	%	6,7	11,3	42,7	39,3		
	average score	4,4	3,4	2,3	1,4		
Experimental	persons	11	16	65	60		
	%	7,2	10,5	42,8	39,5		
	average score	4,4	3,5	2,3	1,3		

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Analysis of the results mainly shows low and medium level of formedness of the motivational component of the respondents. The F-test of Fisher-Snedecor $1,17 < 1,31$ confirms that $F_{\text{observ.}} < F_{\text{cr.}}$, i.e. general dispersions of normal populations of the researched data are equivalent and in this case mean that the willingness of future primary school teachers to the formation of social competence of primary school children by the students of EG and CG groups at the beginning of the experiment doesn't differ significantly and all possible deviations are caused only by random factors. This is also proved by the homogeneity test of Pearson (see Table. 1).

In the context of the development of future primary school teachers' readiness to the formation of pupils' social competence the obtained results reinforce the need for a significant increase of the qualitative and quantitative indices of its motivational component.

As the studying incentives and success achievement take the leading place among the indices of motivational sphere of the investigated readiness, we have determined our further experimental work to their development in terms of professional training. In the work organization we adhere to four basic principles of people motivation, offered by D. McClelland (D. McClelland, 1953).

However, success in academic and professional activities depends not only on how strong a person is motivated to achieve success and what his/her own understanding of the competence is, but also on how he/she explains or attributes his/her success or failure.

Attributive theories of activity motivation are presented in the works of B. Weiner (1970, 1979), M. Seligman (1992), K. Dvek (1986), E. Dessi and R. Ryan (2000), A. Kuckl (1970), D. Takman (2010), H. Heckhausen (2008) etc.

According to H. Heckhausen attribution theory aims to explain «when and who against whom did what, how, what for and why». The subject of attribution theory is the way how a person comes to the conclusion, what information he/she uses and processes, that is how the cognitive attribution of the causes of certain emotions and behavior is made (Heckhausen, 2008).

Recently in the domestic system of training of specialists, the penetration of attributive approach into the applied psychology was observed, including educational psychology. First of all the attributive approach was applied to the study of educational activity motivation and to creating an enabling environment for the development of a positive self-concept of the subject of educational activity (Dolhatov, 2009).

The «attributive style» as a key concept in the theory of attribution introduced by M. Seligman determines the way in which people in everyday life used to explain themselves why something is happening, including their own achievements, successes and failures. These individual differences in explaining the successes and failures in their activity are expressed in cognitive schemes that are called attributive (or explanatory) style of the personality. Psychologists proved that the attributive style (optimistic, pessimistic) as the characteristics of the individual has an individual measure of expression and can be measured by means of specific diagnostic method and also modified with the help of advisory accompaniment or support (M. Seligman, 1992).

Based on the analysis of scientific research on the theory of causal attribution (Weiner, 1979), theory of attribute styles (Seligman, 1992), socio-cognitive theory (Dweck, 1986) the theory of self-determination (Gardner, 1983) etc. it was concluded that the attribution of success and failure affects the success of the activity, achievement motivation and emotional state of activity coordinators. This leads to the possibility of attributive approach usage in the development of students' motivation to form the social competence of pupils.

The main directions of attributive approach implementation are defined based on principles of teacher's behavior, introduced by B. Takman. Such behavior is aimed at creating the optimal attributive style of pupils, avoidance of helplessness and enhance of learning motivation (achievement motivation): to focus on the learning process or the acquisition of new skills, not achievements; to increase the motivation of students by reducing competition between them (using approaches based on cooperation and full mastery of educational material, including methods of formative assessment); to assist students to evaluate their results based on causal factors other than abilities; to seek for the determination of realistic goals in order to increase the probability of success and personal assessment by students of their abilities; constantly analyze the information (verbal and nonverbal) about the reasons for the failures in their professional training; teachers should avoid the state of helplessness; use encouragement to help students to evaluate themselves more positively and feel the desire to achieve something (Takman, 2010).

In order to develop an optimistic explanatory style of the reasons of success and failure and high achievement motivation, we have developed a program of motivational sphere development of primary school teachers to the formation of social competence of primary school children. The main principles of work with the students were the development of optimistic attributive style, high motivation of learning, achievement and self-determination, increase of motivation to personal and professional self-improvement in a future profession, support of positive results of motivation development etc.

The program realization included three blocks of classes, such as: «Development of Motivation for Learning and Professional Activity of Teachers» (1 block), «Motivation of Success Achievement» (2 block), «Attributive Strategy of Development the Future Teachers Motivation» (3 block). Training classes (three classes from each block) included psychological exercises, role plays, group discussions, simulation of situations and the wide use of interactive techniques of group work organization.

Evaluation of the effectiveness of psychological training for students was performed on the basis of achieved qualitative and quantitative indices. Qualitative indices of changes in the motivational sphere development of primary school teachers in the formation of social competence of primary school pupils were as such: understanding by the students of causes and consequences of the lack of learning motivation; forming the productive behavioral strategies based on individual achievement standards; specification of their own style of explanation of success and failure reasons and its impact on the achievement motivation; acquisition of skills of effective motivational behavior strategies construction; usage of knowledge received by the students for their future professional activity. Quantitative indices were considered to be the changes in the formedness indices of future primary school teachers to the formation of social competence of primary school children

To determine the general effectiveness of the implemented programs the repeated diagnostic research in the experimental and control groups was conducted. The statistical significance of the obtained results was controlled using the F-test of Fisher-Snedecor and homogeneity test χ^2 t of Pearson. The results of the formedness of the motivational component of a future primary school teacher's readiness to the formation of social competence of primary school children are given in the Table 2.

Table 2

Levels of formedness of motivational readiness component of primary school teachers to the formation of social competence of primary school pupils after experimental work

Group	Index	Formedness levels				F	χ^2
		high	sufficient	medium	low		
Control	persons	18	35	55	42	1,51 > 1,31	8,55 > 7,81
	%	12,0	23,3	36,7	28,0		
	average score	4,4	3,5	2,4	1,4		
Experimental	persons	27	50	49	26		
	%	17,1	32,9	32,2	17,1		
	average score	4,3	3,4	2,6	1,8		

Discussion. So, after the experimental work it was found that the low formedness level of the investigated readiness component have only 17,1 % of EG students, while CG students have 28.8 %; medium level have 32,2 % of EG students and 36,7 % of CG students; the majority of EG students, namely 32,9 % showed a sufficient formedness level of this component indices, while the CG has only 23,3 % of such students. Significantly increased the percent of such future primary school teachers in EG, who have shown a high level of motivation component – 17,1 %, the index of this level in CG is only 12 % of students. The changes that took place in the indices of motivation component of KG students are lower than by the EG students, while at the initial stage their indices were almost similar.

The F-test of Fisher-Snedecor and the observed value of the Pearson test after the experimental work proved that the studied samples are not homogeneous, i.e. the motivational component of readiness of teachers to the formation of social competence of primary school children is significantly lower by the students in the control group. Thus, the corresponding increase of the motivational sphere level of the future primary school teachers to the formation of social competence of primary school children is caused by the experimental work.

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This provides strong evidence to believe that the development and implementation of the developed program became an effective way of formation of the motivational sphere of future teachers as for the formation of social competence of primary school children based on attributive approach. After the experimental work, the students in the experimental groups showed higher indices of motivation to learning and success achievement in their future professional activity. Results of the research can serve as a basis for improving ways of motivation development of future teachers to their professional activity.

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