

IMPLEMENTATION OF EDUCATIONAL MENTORING AS A MEANS OF RAISING MOTIVATION AMONG RUSSIAN AND FOREIGN STUDENTS OF THE DEPARTMENT OF PHYSICAL EDUCATION

Irina V. Lebedeva¹, Yulia S. Krasilnikova², Ivan A. Sedov², Olga V. Sesorova², Anna A. Zelenova²

Importance of the research topic is related to the fact, that training projects are an effective form of educating PE Teachers; however, this technology is weakly implemented with participation of foreign students, which lowers the quality of their training. For this reason, the authors offer implementing this educational technology within the implementation of the mentoring potential as a form of cooperation. The first and critically important stage of the study is students' motivation based on diagnosis of their emotional affective sphere. The purpose of the study is to define methods of raising motivation among Russian and foreign students to implement training projects on physical education by means of educational mentoring. The main approach of the study is the learner-centered approach, where formation of professional skills and labor activities is the most effective in conditions of simulating professional activities, in particular project methods. The main study results are the revealed correlated motives of students-tutors (mentors) and students-mentees, as well as a number of methods offered by the authors and tried in the experiment, stimulating Russian and foreign students to create and implement training projects in the sphere of Physical Education. The research materials may be useful for students of Secondary and Higher educational institutions in the sphere of Physical Education, as well as in the system of vocational education.

Keywords: Physical education teacher, emotional affective sphere of an individual, educational motivation, training project, educational mentoring.

INTRODUCTION

It is important in the education a land professional sphere to create professionally relevant motives that can contribute to speeding-up the adaptation of a young professional in the sphere of physical education to the conditions of a professional activity (Bugrimenko, 2006; Tenkova, 2015). The indicated process takes place at implementation of a pedagogical technology – a training project method. Several motive groups are created at the same time: fulfillment of educational and labor actions (Ilyin, 2009).

Motives as an impulse to learning (Bogoslovskaya, 2006) and professional activity provide for development of a personality in the learning process according to the Theory of developmental learning (Davydov, 2000). According to the theory (Bazhovich, 1979) the following vital and professionally relative motives are formed in the learning activity:

¹ Department for General and Social Pedagogy, Nizhny Novgorod State Pedagogical University named after K. Minin, Nizhny Novgorod, Russia.

² Department of Physical Education, Nizhny Novgorod State Pedagogical University named after K. Minin, Nizhny Novgorod, Russia.

1. Motives built-in the learning activity itself, related to its direct product. This group includes motives related to the content of the learning activity and learning process-related motives.
2. Motives related to the indirect product of learning, related to its result, something that lies outside the learning activity itself. It happens when during the learning process students solve socially important problems in the sphere of sport or any other public activity.

It is necessary to add to the classification the motives (Dmitriev, 2009) of self-implementation of educational and social potential of an individual. These motives appear only in case a student realizes and understands the changes in him-/herself as in the subject of a professional activity, which take place in conditions of an educational process (Smirnov, 2012).

Such understanding is difficult if there are representatives of different nationalities in the study group, including students with a significant language barrier. In this case, not quite adequate motivation centration can be formed according to A.B. Orlov (2002). In order to form them in direction of socially positive centration the authors offer to use educational professional mentoring in conditions of implementing the technology of training projects on Physical education. For their identification ascertaining investigation is used, for their correction and development in students – formative experiment.

However in the sphere of professional education training projects are largely of socially significant nature and they are based on solution of socially significant problems (Kolesnikova, 2005). In sport sector it's a problem of population health improvement, active leisure time, healthy lifestyle and sport achievements. These exactly projects constitute a basis of professional education in the sphere of physical education (Kallimulina, 2009; Morozova, 2010). Participation in such projects is easily available not only for Russian, but also for foreign students. However, pedagogical project fundamentals are easily learned by Russian-speaking students, while for foreign students this process appears to be a difficulty related to the language barrier. That is why the authors offer to arrange educational cooperation between students – fellow students – representatives of different ethnic groups in cooperation, in a natural way Russian-speaking students became tutors, mentors, and others – mentees. Thus, educational cooperation (Zimnyaya, 2001) can be implemented in the form of educational-professional mentoring.

METHODOLOGICAL FRAMEWORK

Glossary

Emotional-affective sphere of an individual represents a number of psychical processes, which characterize sensuous attitude to life and cooperation with the world and people. Such processes and events include: feelings, emotions, anticipation, wishes and impulses, motives and needs, impressions and worries.

Motivation of professional activity is a number of stable motives, interests, incentives, defining the content, direction and character of the professional activity of an individual as a specialist, his/her behavior.

Training project represents a joint learning and cognitive activity, creative or play activity of students with a joint aim, approved methods, work methods, focused on achievement of a joint result in solution of a problem significant for project participants.

Educational cooperation represents a joint activity of a number of subjects, characterized by a unity of aims, allocation of functions and availability of positive interpersonal relations.

Educational-professional mentoring represents a cooperation of students within solution of a professionally significant problem, when the levels of professional skills, labor activities differ significantly, where a student gaining educational results to a larger extent supports and helps in the activity another student with a lower level of educational results.

Bibliographic survey on the problem of implementing educational mentoring as a means of raising motivation among Russian and foreign students

The term “motivation” was first mentioned in special monograph “Motivation and Behavior” (Young, 1936).

Activity motivation was studied by A.N. Leontyev (2002).

Study of motivation as an element of learning activity determined by the purpose and arrangement of education is in detail reflected in the paper of T.V. Kudryavtseva (1991), N.V. Kuzmina (1990), A.N. Leontyev (2002), A. K. Markova (2007), A. B. Orlov (2002), N.F. Talyzina (2013) and others.

Motivation as a subject-individual characteristic is reflected in the research papers of L.I. Bozhovich (2008), I.I. Vartanova (2001), T.D. Dubovitskaya (2005), Yu. P. Vavilov (2003), P.E. Ilyin (2000).

N.L. Ivanova and Rumyantseva (2008), L.S. Rogachevskaya (1982) defined stages of mentoring formation, identified methods of knowledge translation from senior workers among youth to junior workers.

G. Lewis (2002) characterizes the “mentoring” phenomenon as a process, when one person offers management, help, support and advice to another. A Mentor is a worker possessing the required level of communication, certain skills, trying to support his/her mentee, sharing experience sufficient and required to learn the profession (Eremina & Jioeva, 2013).

The problem of arranging cooperation of Russian-speaking and foreign students within a training project on physical education in the mentoring mode

We have defined theoretical and practical preconditions of introducing educational mentoring models in conditions of implementing the training projects technology

for the purposes of raising motivation of students of the Physical Education Department to professional pedagogical activity. The main preconditions are as follows:

1. Lack of students' motivation to educational professional activities in conditions of various national study groups.
2. Absence of experience in usage of educational mentoring in educational activity in the sphere of Physical Education.
3. Necessity to unlock the potential of training projects as a means of raising motivation of students for further professional pedagogical activity and establishing a correspondence of mostly effective students' mentoring models with the topics of training projects.

The research problem: what is the way to arrange cooperation of Russian-speaking and foreign students within a training project on physical education in the mode of mentoring, which would contribute to raising students' motivation to continue their further professional pedagogical activity in the sphere of physical education and sports?

Thus, the purpose of the research is to define methods of raising motivation of Russian and foreign students to perform training projects on physical education by means of educational mentoring.

As research hypothesis an assumption was taken that certain models of educational mentoring implemented according to the focus of training projects may lead to raising of the level of professionally relevant motives such as cognition motives, motives of cooperation and communication, leadership motive, achievement motive, self-actualization motives among Russian and foreign students and improving efficiency of their adaptation to professional pedagogical activities.

RESULTS

The models of educational mentoring offered by us, implemented in compliance with the focus of training projects led to raising of professionally significant motives, such as motives of cognition, motives of cooperation and communication, leadership motive, motive of achievement, motive of self-actualization among Russian and foreign students and to improving efficiency of their adaptation to professional pedagogical activities.

As a result of the repeated diagnosis of *problems related to arrangement of cooperation between Russian-speaking and foreign students within a training project on physical education in the mentoring mode* the following increase of tutor's deficit motives were identified: motives of cooperation and communication – 11,8%, of achievement – 12,3%, of self-actualization – 12,4% and the following increase of mentee's deficit motives: motive of cognition – 9,9%, of achievement – 10,5%, of self-actualization – 11,8%. The diagnosis results are presented in table 2 and histograms.

TABLE 2: THE RESULTS OF DIAGNOSIS OF TUTORS' AND MENTEES' DEFICIT MOTIVES AFTER THE EXPERIMENT, %

Motivation	Motive of cognition	Motive of cooperation and communication	Motive of achievement	Motive of self-actualization	Max
Tutor	17,5	11,8	12,3	12,4	20
Mentee	9,9	11,6	10,5	11,8	20

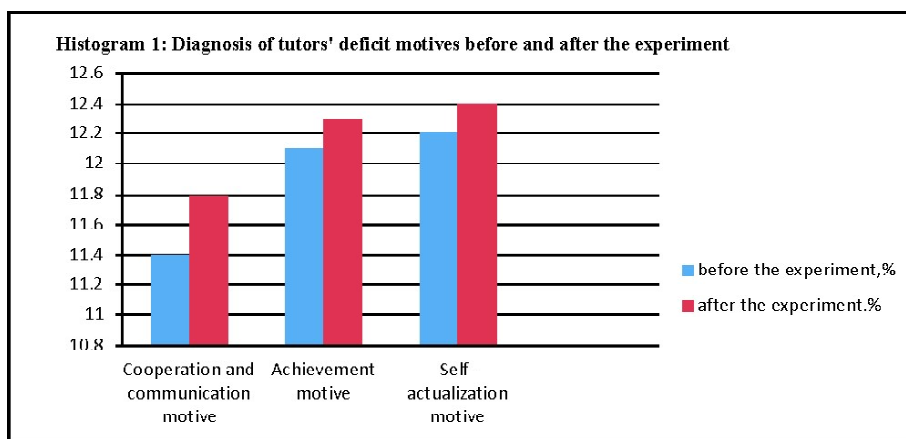


Figure 1: Diagnosis of scarce motifs of tutors before and after the experiment

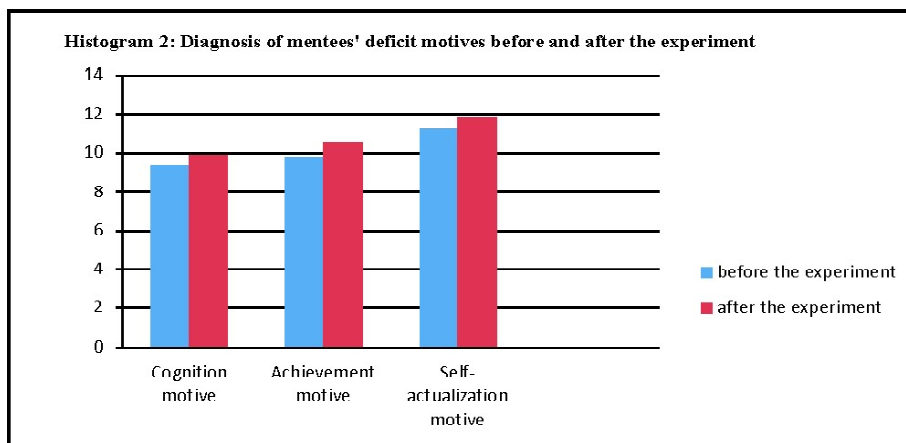


Figure 2: Diagnosis of patronage motives before and after the experiment

DISCUSSIONS

As follows from the analysis of the problem related to the arrangement of cooperation between Russian-speaking and foreign students within a training project

on physical education in the mentoring mode, deficit motives of a tutor were identified, including motives of cooperation and communication – 11,4%, of achievement – 12,1%, of self-actualization – 12,2%, and deficit motives of a mentee: motive of cognition – 9,3%, of achievement – 9,8%, of self-actualization – 11,2%.

TABLE 1: THE RESULTS OF TUTORS' AND MENTEES' DIAGNOSIS FOR EXPRESSIVENESS OF MOTIVES BEFORE THE EXPERIMENT, %

<i>Motivation</i>	<i>Motive of cognition</i>	<i>Motives of cooperation and communication</i>	<i>Motive of leadership</i>	<i>Motive of achievement</i>	<i>Motive of self-actualization</i>	<i>Max</i>
Tutor	17,5	11,4	13,3	12,1	12,2	20
Mentee	9,3	11,6	11,4	9,8	11,2	20

The highest value among the tutors' motives was gained by the motive of leadership – 13,3% and cognition – 17,5%. Among the mentees' motives the highest value was gained by the motive of leadership – 11,4% and the motive of cooperation and communication – 11,6%. We identified that in the educational and professional spheres it's important to form professionally relevant motives in students. The result is that the students' deficit motives, according to the diagnosis results, slow down the adaptation of a specialist in the sphere of physical education to the conditions of professional activities.

This raises a necessity to unlock the potentials of training projects as a means of raising students' motivation for further professional pedagogical activity and establishing a correspondence of mostly effective students' mentoring models with the topics of training projects.

TABLE 2: CORRESPONDENCE OF THE MOST EFFECTIVE STUDENTS' MENTORING MODELS WITH THE TOPICS OF TRAINING PROJECTS.

<i>Tutor's deficit motives</i>	<i>Mentee's deficit motives</i>	<i>Mentoring model</i>	<i>Training project content</i>
Motive of cooperation and communication	Motive of cognition	“Together” model	A social project (A Healthy Lifestyle – a happy generation).
Motive of achievement	Motive of achievement	“Follow me” model	A creative project (Sports festival “Peoples' friendship”)
Motive of self-actualization	Motive of self-actualization	“Beside” model Модель «Рядом»	A research project. Essay “Me and my profession – a Teacher”

The students were offered the following training projects and the contents:

A social project “A Healthy Lifestyle – a Happy Generation”

Develop a social project, solving the problem of a healthy lifestyle formation among students in a Higher Educational Institution by means of play and creative methods. Present your project.

Sequence of project work:

1. Preparation stage (Awareness of a problem situation, project topic selection).
2. Stage of conceptualization and programming. (Drawing a preliminary action plan, discussion of solution variants, creation of a result achievement route, ways and means of activity).
3. Planning stage (Activity plan formation, discussion of possible research variants, selection of methods. Thinking over the activity, allocation of tasks in the work, taking into account the chosen role.)
4. Practical stage (Research, solution of separate tasks, collection and processing of data, results interpretation, graphical representation of results).
5. Analytical stage (Comparison of planned and actual results, generalization, conclusions).
6. Control-correctional stage (Analysis of success and mistakes, search for a way to correct mistakes).
7. Final stage (Presentation of the work content, grounding the conclusions).

Report form: Project presentation.

Structure: relevance, project purpose and scope; data collection methods; project implementation plan, theoretical and practical significance of a project, project presentation.

A research project. Essay "Methods of training and education used by a teacher in multicultural educational environment".

1. What types of play and creative methods of training and education can be used by a teacher in multicultural educational environment for the purposes of improving the learning efficiency?
2. Give examples of pedagogical conditions most favorable for usage of play and creative methods of training and education.

Criteria (scoring algorithm):

1. Compliance with the standard presentation format.
Essay length – 3-7 pages. Times New Roman font 12 point size, 1,5line pitch;
2. Presentation of game examples/giving explanations (3-5 examples);
3. Illustration of examples of games usage in the multicultural educational environment;

4. The Essay is divided into conceptual parts and there is logic of reasoning when passing from one part to another;
5. Individual point of view, evaluation and comments: structuring;
6. Intermediate and final conclusions are given;
7. Validity.

A creative project. Sports festival "Peoples' Friendship"

The festival's purpose is to use creative activities as a basis of a sports festival to ensure joint cooperation of adults and children, as a means of ethnic conflicts prevention in a multicultural society.

Project implementation conditions: a sports festival is implemented on the base of NSPU named after Kozma Minin of Nizhny Novgorod.

Stages of sports festival implementation:

1. Preparation stage (2-3 weeks of contests) includes the following:
 - a) attraction of specialists and groups to joint event arrangement.
 - b) joint creation of posters by adults and children with statements about Sports and Healthy Lifestyle
 - c) allocation of tasks (responsible for supporting music; accessories; hall decoration, responsible for team symbols and invitations; a photographer, a camera operator, a judge of a team, judges on the line; jury consisting of parents, teachers and children.

Making a sports festival scenario with participation of children;

- d) educational activity means (define responsibilities),
2. Main stage (the event day):
 - a) Meet the parents and guests of the festival

The festival program includes competitors' parade and official opening of the festival with hoisting the flag, mass performances (flash mob with parents, children and teachers), simple sporting contests, games, sport dances, songs. At the official festival closing the winners are awarded prizes and certificates.
 - b) participants' parade (with background music)
 - c) presentation
 1. Development of an event plan, containing the motivation, value-and semantic-based, target and strategic platform of all the further actions.
 2. Preparation of an event scenario, including the event content, action system for its implementation and providing for the dates and time of its execution.
 3. Execution of an event devoted to the 8th of March or the 23rd of February, based on cooperation of adults and children in the multicultural society.

4. Summarizing the event results, analysis of personal consciousness and activity results.

CONCLUSION

It's important to form the structure of educational and professional sphere professionally relevant motives, which may contribute to speeding-up the adaptation of a young professional in the sphere of physical education to the conditions of professional activities.

As a result of our study, issues of increasing the motivation of Russian and foreign students were considered, based on the diagnosis of their emotionally effective sphere; and the mentoring technology as a form of students cooperation in a multicultural educational environment is presented.

The following professionally relevant motives were identified as a result of our study: motive of cognition, motive of achievement, motive of cooperation and communication, motive of leadership and motive of self-actualization. Motives of tutors and mentees were on different levels. Among deficit motives of students-tutors are the motives of cooperation and communication, achievement and self-actualization pointed out, and among the motives of students-mentees – motives of cognition, achievement and self-actualization. For each motive a corresponding form of mentoring and a training project were selected.

As a result of using the models of educational mentoring, it was identified that the problem of arranging cooperation of Russian-speaking and foreign students within a training project on physical education in the mode of mentoring exists.

After implementation of an educational mentoring a diagnosis of deficit motives of tutors and mentees was repeated. It showed the following results: before the experiment the mentees and tutors had a problem of motivation among the students for further professional pedagogical activities in the sphere of physical education and sports, and it was evidenced in low motive indices. Participation in training projects allowed the students learning to cooperate, to take joint decisions and to show leadership skills.

After performance of all the mentioned above, we came to a conclusion that introduction of educational mentoring models in conditions of implementing the training projects technology would influence students' motivation and interest in terms of the study subject-matter, maintenance and enhancement of the meaning of the information received earlier in a different form, development of skills: critical thinking and analysis, decision-making, perception of interests of other participants of social roles; self-development or development thanks to other participants: understanding the educational attainment of himself/herself, obtaining skills, leadership skills; teacher's (trainer's or tutor's) assessment of the same skills of the participant, raise the level of motivation among the students of departments for

physical training for educational activities, and consequently to efficiency of their adaptation to professionally pedagogical activities.

RECOMMENDATIONS

Application of educational mentoring models in training, at implementation of training projects may be used for solution of a wide range of educational tasks. Training projects can be implemented in schools, in students' learning activities and in arrangement of a training process by teachers of higher educational institutions. They can be useful in the system of additional vocational training. Usage of the educational mentoring models may be as well useful for teachers of postgraduate courses as a source of motivation to professional activities. The relevance of training projects is also high for formation of new educational standards and the main educational programs. The experiment results may be useful for development of a psychology and pedagogical support program for higher-educational teaching personnel, revealing approaches and recommendations on creation in conditions of activation and optimization of motivation of learning and cognitive activity related to students' professional formation; implementation of a multi-level system of optimizing the motivation of learning and cognitive activity (schools, higher educational institution, postgraduate education).

References

- Bogoslovskaya, O. (2006). Motivation for higher education in the context of the choice of profession. *Higher education in Russia*, 5: 44-47.
- Bozhovich, L.I. (2008). Personality and Its Formation in Childhood. Psychology masters library St.P.: Piter.
- Bugrimenko, A.G. (2006). Internal and external educational motivation in students of a pedagogical university. *Psychological education*, 3: 51-60.
- Davydov, V. V. (2000). Types of generalization in teaching: Logical and psychological problems of the construction of school subjects. Moscow: Pedagogical Society of Russia.
- Dubovitskaya, T.D. (2005). To the problem of training motivation. *Psychology Issues*, 1: 73-78.
- Dubrovina, I.V., Prikhozhan, A.M., Zatsepin, V.V. (2003). Developmental and pedagogical psychology. Chrestomathy: study guide for pedagogical Higher Educational Institutions Moscow: Academy.
- Eremina, I.Yu., Jioeva, F.A. (2013). System of relations – “tutor-young specialist”. *Works of Russian State University of Oil and Gas named after Gubkin I.M.*, 2: 86-96.
- Ilyin, E.P. (2008). Differential psychology of professional activity. St. Petersburg: Peter.
- Ilyin, P.E. (2000). Motivation and Motives. St.P.: Publishing House Piter.
- Kallimulina, O.A. (2009). Technology of creative cooperation of a teacher and students audience via training and practical lessons. *Bulletin of Kazan State University of Culture and Arts*, 4: 7-12.
- Kolesnikova, I.A. (2005). Pedagogical Design: Proc. Allowance for higher education. Training Institutions. Moscow: Publishing Center “Academy”.

- Kudryavtsev, V.T. (1991). *Problem training: sources, essence, prospects*. Moscow: Knowledge.
- Kuzmina, N.V. (1990). Professionalism of a Teacher's personality and a Master of vocational training. Moscow: Knowledge.
- Lewis, G. (1998). *The Mentoring Manager. Strategies for fostering talent and spreading knowledge* / Translated from English. Voronezh: Amalfeya.
- Markova, A.K. (2007). *Teacher's labor Psychology: textbook for teachers*. Moscow: Knowledge. Prosveschenie.
- Ivanova, L.L. (2012). Mentoring in the state civil service: institutional aspect. State and municipal management. *Scientific notes SKAGS, 4*: 130-138.
- Meshkov, N. I. (1995). Motivation of educational activity-Students: study. Allowance. Sa-Rusk: Mordov Publishing House. University.
- Morozova, S.V. (2010). The technique of diagnosing the professional motivation for studying the academic discipline. *Vestnik SPBU, 12(4)*: 61-67.
- Orlov, A.B. (2002). *Psychology of a human personality and essence: Paradigms, projections, practices: study guide for students of Psychology Departments of higher educational institutions*. Moscow: Publishing House Academy.
- Rogachevskaya, L.S. (1982). *Mentoring: History and Modernity*. Moscow: Knowledge.
- Starikova, L. (2007). Professional self-determination and vocational guidance. *Higher education in Russia, 5*: 75-77.
- Talyzina, N.F. (2013). *Pedagogic psychology: study guide for students*. (9thed). M.: Publishing House Academy.
- Tenkova, V. A. (2015). Characteristics of student motivation. *Bulletin of Voronezh State University. Problems of higher education, 4*: 87-90.
- Vartanova, I.I. (2001). Development of training motivation and teaching methods at school. *Bulletin of Moscow University. Part 14: Psychology, 2*: 16-24.
- Vartanova, I.I. (2003). Study of the personality of adolescents in learning activity. *Psychological Science and Education, 1*: 8-14.
- Zimnyaya, I.A. (2001). *Pedagogical psychology: textbook for Higher Educational Institutions* (2nded.). Moscow: Logos.