

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ**

**«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ**

**Студенттер мен жас ғалымдардың  
«GYLYM JÁNE BILIM - 2023»  
XVIII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ  
XVIII Международной научной конференции  
студентов и молодых ученых  
«GYLYM JÁNE BILIM - 2023»**

**PROCEEDINGS  
of the XVIII International Scientific Conference  
for students and young scholars  
«GYLYM JÁNE BILIM - 2023»**

**2023  
Астана**

**УДК 001+37**  
**ББК 72+74**  
**G99**

**«GYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың  
XVIII Халықаралық ғылыми конференциясы = XVIII  
Международная научная конференция студентов и молодых  
ученых «GYLYM JÁNE BILIM – 2023» = The XVIII International  
Scientific Conference for students and young scholars «GYLYM JÁNE  
BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.**

**ISBN 978-601-337-871-8**

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

**УДК 001+37**  
**ББК 72+74**

**ISBN 978-601-337-871-8**

**©Л.Н. Гумилев атындағы Еуразия  
ұлттық университеті, 2023**

## **PROBLEMS OF DEVELOPING MOTIVATION OF PRIMARY SCHOOL CHILDREN IN SPORT EDUCATION**

**Berkinbayeva Dilara Zhanabayevna**

1st year master's degree student of the faculty of Social Science,

L.N.Gumilyov Eurasian national university

**Academic supervisor — Abdykhalykova Zh.E.**

The president of Kazakhstan Kasym-Jomart Tokayev in his message on 1st of September Year 2020, for the first time announced a new concept for financing children's sports and creativity. And on 30th of December Year 2020 he signed the law of the Republic of Kazakhstan «On amendments and additions to some legislative acts of the Republic of Kazakhstan on issues of culture of physical culture and sports» [1]. The institution for children sport funding was launched in 2021. In regards to this, during the last year more than 162,000 children and teenagers in Kazakhstan attended sports clubs for free of charge. An electronic portal ARTsport.edu.kz was set up, which is a data base for children sport service providers, parents and operators. Therefore, topic of children motivation for sport education is highly relevant. In that case there is a high demand for sport teachers to develop motivation for sport education of primary school children.

Exploration of theoretical aspects of the motivation formation for sport. Analysis of motivation. Psychological and pedagogical aspects of the motivation formation in school children for sports.

To understand the observation of the formation of motivation in children, it is necessary to extend the evolution of children into periods. Periodization of psychophysical development and the formation of motivation in children is an important task of science. According to Erik Erikson, «The adolescent must ply the deep and difficult waters of personal identity, where what is found is the discovery of one's own individuality» [2].

Children process of development in periodization in modern studies applies on two approaches. They are psychophysiological and educational (pedagogical). Therefore, it will be reasonable for a brief introduction for both of this theories. Psychologists highlight periods of childhood that are divided into the following: the prenatal period (prenatal), the neonatal period (up to 6 weeks of life), the breast period (up to 1 year), the crawling period (1-3 years), preschool age (3-6 years), early school age (6-11 years old), pubertal (11-15 years) and youthful (15-20 years) periods. Educators or pedagogies indicates the following periods: infancy (1 year of life), junior preschool age (3-4 years old), middle preschool age (4-5 years old), senior preschool age (5-6 years old), junior school age (6-10 years old), middle school age (10-15 years old), senior school age (15-18 years old) [3].

Pedagogical periodicity commonly rely on both phases of physical and psychological development and on characteristics of the nurture circumstances. One of the key problem of pedagogy is the conditions creation for individual's development, formation of motivation that studied within age regarded physiology and anatomy, sociology and educational psychology. Pedagogy is aimed to identify the main effective ways of formation for children motivation due to harmonious development of individuality.

Adolescence is the sensitive periodic part of age where the motor system intensively develops. More than that, it is the most appropriate time for sport cultivation in children so that kids may rise attraction for sport activities. Therefore, it is important to hold and get benefits from exact adolescence period.

At that time, previous period that comes before adolescence - the sensitive period. It is complex age from 0 to 6 Years in the life of every child when she or he learns anything very easily. Toddler upgrades own skills in any sport without much effort so that motivation forms by itself from inside of

kid as a sport play. Little one does everything with pleasure and interest. Such periods are short-term and pass irrevocably. As L.S. Vygotsky noticed, «Essentially, under the suggestion not to skip this periodic age as well. Certainly, it will not be return impossible to catch up»[4]. In the same way, Maria Montessori hold to opinion that toddler and adolescence times can be easily managed with new knowledge very quickly, fully and joyfully, so that motivation for playing sports can be raised from inside [5]. It is impossible to influence the occurrence and duration of sensitive periods from the outside, but it is necessary to know about the impact it brings, to see their features and signs. For the most part, it is necessary to notice the characteristic manifestations of these stages for the motivation formation.

During the period of sensitive development, the nervous system improves in the younger student and the psyche develops rapidly, which leads to a deeper formation of motivation when playing sports.

The term «motivation» differ from the concept of the term «motive». It is used in modern science in a double sense: as a selection of a system of factors that determine behavior (motives, needs, intentions, aspirations, goals, etc.), and as a process that characterizes the stimulation and maintenance of behavioral activity at a certain level. Motivation can be defined as a set of causes that determine a person's behavior, the activity of children activity and direction.

According to H. Heckhausen the motivation studies divide the flow of activity into small components. Certainly, the main question should be «Why?». So, the answers for several following questions will be found out. For example: «How does the goal of one youth change throughout the life?», «What different changes of an individual can be afterword?», «Why in this situation a person chooses this, and not some other goal (activity)» or «What is the purpose for a child strives to achieve the goal?» [6].

Significant progress in the study of the problem with motivation development was achieved by L.I. Bozhovich, D.A. Kiknadze [7]. Highlighting motivation as an ideal action to build a motive (intention to act), A.N. Leontiev presents motivation as a more complex formation [8]. It includes needs and motives, emotions and worldview, expected assessments of other people and self-image from the outside, forecasting changes in the environment and consequences. The problem of motivation is affected by a large number of scientific works related to the general psychological nature, as well as in the works of sports psychologists.

The attitude of a person to the world around him is one of the main features of personality. Manifested forms, actions, deeds and occupation of activity are diverse. Human activities is the actions that cannot be spontaneous and therefore always have a certain base. On the beginning of any activity will be motive that encourages to action. Motivation is a functional part of personality organization, its individual subjective manifestation. Strength and management are justified by the attitude of the subject and identity of the object. The possessions of the motivation subject and mutual influence depend on the personality. Their significance is determined by the spot in motivation and the functional system, which is motivation.

Motives are not recognized, so instead of them concentration will be on the other factor which is - emotions. For example, if someday an athlete does not want to train, therefore the position of «athlete has no desire», can be identified as the «motive». However, the lack of desire to train can be seen as a secondary factor or consequence, which can be due to many other subjective processes (illness, bad weather, etc.). In other words, in case when motives cannot be identified individual will find a reason to skip the train.

There are following areas can be conventionally distinguished in the educational process of motivation formation: 1) motivation to start sport to have physical activity; 2) the dynamical motivation in sport career; 3) interest in specific sport activity; 4) motivation in psychological satisfaction of

obtained physical skills in sport; 5) motivation of predisposition of individual in sports activities or professional orientation [9].

Among the first research works of the sport motivation theme have been noticed the creation of the primary motives from the need for movement, the emotional attractiveness of physical exercises, and experiencing pleasure from the very beginning of the training process. In other research work of G.D.Gorbunov in regard to problem of sport motivation was revealed out the following set of requirements implemented in sports activities: the need for activity as itself; the need to realize the reflex of purpose and freedom (according to I.P. Pavlov); the need for competition and self-affirmation; the need in communication within the group; the need for new experiences, etc. Yu.F. Kuramshin identified the most common motives in skiing that made possible for sport coaches to determine the reasons why school children encourage to choose sport [10]. As a result of the study, four motives were identified that are associated with achievements in Nordic combined. These include the following motives: «self-affirmation» (I want to become a master of sports), «self-improvement» (I want to be healthy, strong, courageous, dexterous), «imitation» (I want to be like famous athletes), «invitations» (I was recommended to do biathlon coach, parents, friends) [11].

It has been established that the initial motive can be attributed to a factor that objectively affects the dropout rate if this motive is not implemented at the initial stage of sports activity. In contrast, it can affect the growth of sports achievements in Nordic combined if the initial motive is implemented in sports activities. The obtained data of the drop out of sport study by children shows us the dependence on the motives for doing biathlon and their age. So, it allows us to foresee and make appropriate adjustments to maintain the stability of the group in the process of many years of training. [12]. Another example of Yu.V. Boltikov notes that as a result of studying the reasons for choosing wrestling sections, it can be revealed that most of the children are motivated to these activities by the desire to: a) just wrestle; b) learn how to fight; c) increase credibility; d) become a champion [13].

There are prolonged observations, questionnaires and conversations with athletes and coaches made by N.A. Khudadov [14]. So, all researches identified similar motives of primary school students that registered with boxing. The main actual motives that were significant for children are: enjoy the «fight» process in gloves; get satisfaction from the advantage in martial arts (get a reputation as a «boxer» among peers); achieve «sporting fame»; learn to «fight» in order to take revenge on offenders; learn to «fight» to be able to defend if necessary [15]. Basically, less significant motives for children to be enrolled with sport classes are to gain a physical change; diversified development; cultivate courage, confidence and determination in themselves; become like a famous athlete; spend free time; involve for training to have fun; compete with others who already achieved more in sport. All things considered, the majority of children motivated by sport due to personal admiration for physical exercises, while the less active children motivated by rational approach [16]. The motive contents to do sport also experimented in studies by V. Goshek, N. Vanek, N.L. Ilina, GOLO. Palaima, A.Ts. Puni, N.A. Khudadov and other psychologists. A.Ts. Puni determined the dynamic development of the motives and associated them with different periods of process practice [17].

The initial stage of playing sports is associated with the first attempts to get involved in sports activities. Sports motivation at this stage is characterized by: a) diffuseness of interests (young athletes try themselves in different sports); b) spontaneity (I train because I like it); c) the conditions for practicing this sport are favorable, which is associated with environmental conditions [18].

At the stage of specialization in the chosen sport, motives associated with the development and strengthening of interest in a particular classes. Improving technique, acquiring a higher degree of fitness, etc. Sports activity becomes an important need at this stage and requires its full satisfaction, and growing physical activity turns into a kind of necessity.

The sports orientation of the personality was studied by I.G. Kleshchev [19]. Based on the analysis of the goals, motives and interests of athletes, the following types of the individual orientation were

identified: a) sport orientated type; b) semi-sports orientated type; c) contradictory orientated type; d) physical culture and health-improving orientated type. Also, there are researchers of sports motivation (A.Sh. Allahverdiev, G.D. Babushkin, E.G. Babushkin, N.R. Ermak; G.A. Piloyan and others) revealed the dependence of sports results from primary motivation. So, in the formation of sport motivation in order to obtain high achievements, R.A. Piloyan proposes to build the educational and training process on the basis of taking into account the primary motivation of the athlete [19]. In other words, the main aim should be clearly presented in the pedagogical process way for strive in the future.

The motivation to do boxing cause to the positive development, active attitude towards boxing from the first days of training in young boxers. In the course of the study, the author revealed significant differences in the motivation of sports activities among boxers of high qualification and age. The motivation for sport is significantly influenced by nervous processes of individual — strength and balance.

There is a methodology for the sport motivation formation proposed to accompany young boxers. The methodology provides for the formation of an active and effective attitude towards boxing among young boxers. The main content of the methodology is motivational training - causal schemes, personal causality, coming from inside motivation, achievement motivation [20].

For sports practice there is a particular interest to study the relationship between motivation and the sportsman growth. So, in the studies of V.A. Salnikov has been found that athletes who rapidly fulfill the normative requirements to get master of sports grade are characterized by less interest (decreased motivation) in achieving outstanding results compared to other athletes slowly moving to sport progresses. It indicates the necessity for an individual approach in the motivation formation for athlete achievements [21].

So, according to T.T. Dzhamgarov all sport motivation divided into two types: according mainly to process or progress motivation. Process motives are typically for children who are oriented towards physical training and participation in sports exercises. They have no motives for achieving high sports results, success in sports, or they are of a subordinating nature.

American psychologist B. Cretti based on the analysis of the works of M.D. Werner and A. Zander on the issues of sport motivation identified the following motives: striving for stress and overcoming it; reaching of perfection upgrade; increase in social status; the need to be a member of a sports team or group; various types of financial incentives [22].

Indeed, each person has certain needs that appears as prerequisites and sources for physical activities. The formation of a motive occurs on the basis of a person's correlation of his needs with the capabilities and characteristics of a particular activity.

Motive and motivation are the main stimulus for personal preference for sport activities, but at the same time they differ significantly. Motivation is more related to extended psychological category. More than that, it is exactly motivation and not a motive that awakens in an athlete the desire to do sports, achieve high results and gain self-satisfaction with self-improvement.

Analyzing sports motivation, R.A. Piloyan makes the following assumption: «motivation is a special state of an athlete's personality, which is formed as a result of matching his needs and capabilities with the subject of sports activity, which serves as the basis for setting and implementing goals aimed at achieving the highest possible sports result at the moment» [23].

If the motives are not always realized by the subject, although they are experienced by him, then motivation always has an emotional coloring. In sports activities, such a state is characterized by the awareness of the athlete of the opportunity to achieve the goal.

The motive has a narrower meaning. The motive is formed on the basis of the combination of the dominant need with one of the constituent elements of the activity [24].

Noteworthy are the results of a study in the field of motivation by the foreign psychologist H. Heckhausen, who formulated that «there are as many different motives as there are meaningfully

equivalent classes of relations «individual - environment». People differ in individual manifestations of motives (character, strength). Different hierarchies of motives are possible for different people. A person's behavior at a certain moment is motivated not by any or all possible motives, but by the highest motives in the hierarchy (i.e., of the strongest). So that under given conditions, is most closely associated with the prospect of achieving the corresponding target state or conversely, the achievement of which questioned. This motive becomes effective. Therefore, researchers and educators face the problem of actualizing motives [24]

The motive remains effective until the target state is reached. Either target state ends forcefully or the situation conditions make another motive more pressing. The action impulse by a certain motive is referred as motivation. Motivation is understood as a process of choosing between various possible actions, process that regulates, and lead to a person's action to achieve goals. Lastly, motivation explains the purposefulness of action [25].

In conclusion, it can be seen that analysis and synthesis of scientific and educational literature on the problem of sport motivation for primary school children showed the lack of common effective method. It is cause to extremely high psychological and pedagogical aspects that influence to children for sport education. Important to note, that negative family experience can lead to negative individual demotivation for sport activities of children. At the same time, the aim to increase number of children that are physically developed is possible in a complex approach of different methods.

### Reference

1. Law of Republic of Kazakhstan from 30th of December 2020 № 395-VI 3PK can be seen on internet source page: <https://adilet.zan.kz/rus/docs/Z2000000395>;
2. «Child, adolescent and family development» by Phillip T. Slee, Marilyn Campbell, Barbara Spears, Cambridge University Press, 30th of august 2012;
3. «Handbook of Prenatal and Perinatal Psychology» by Klaus Evertz, Ludwig Janus, Rupert Linder, Springer International Publishing, 27th of october 2020;
4. «The Psychology of Scientific Inquiry» by Aaro Toomela, Springer International Publishing, 5th of november 2019;
5. «Developmental Profiles: Pre-Birth Through Adolescence» by Lynn R Marotz, K. Eileen Allen, Cengage Learning, 2015;
6. «Motivation and Action» by Heinz Heckhausen, Jutta Heckhausen, Springer International Publishing, 27th of march 2018;
7. «Active mind» by Aleksey Leontiev, 5th of september 2017;
8. «What I did not become» by Aleksey Leontiev, 2019;
9. «Dictionary of Sport Psychology. Sport, Exercise, and Performing Arts» by Bernd Strauss, Dieter Hackfort, Robert J. Schinke, Elsevier Science, 2nd of february 2019;
10. «Sports, stress, variability» by Elena Gavrilova, electronic book, 2017;
11. «Sport Psychology. A Self-help Guide» by Stephen J. Bull, Crowood, 3rd of may 2011;
12. «Artificial Life and Intelligent Agents» by Christopher J. Headleand, Panagiotis D. Ritsos, Peter R. Lewis, Steve Battle, Springer International Publishing, 18th of april 2018;
13. «Medieval Wrestling. Modern Practice of a 15th-Century Art» by Jessica Finley, Freelance Academy Press, 31st of december 2014;
14. «Actual issues of the development of physical culture and mass sports at the present stage» by Gotovcev I.I., Gulyayev M.D., 26th of june 2014;
15. «The Hornet. From Bullied Schoolboy to World Champion» by Grantlee Kieza, Jeff Horn, ABC Books, 30th of october 2017;
16. «The Challenge of Change in Physical Education» by Ida M. Webb, Taylor & Francis, november 2002;

17. «Russian hand-to-hand combat according to the survival system» by Aleksey Kadochnikov, 2009;
18. «Meaning and Spirituality in Sport and Exercise. Psychological Perspectives» by Noora J Ronkainen, Mark S Nesti, Taylor & Francis, 2nd of november 2018;
19. «Psychological support for the training of athletes in Olympic sports» by Nadezhda Vysochina, 2021;
20. «Emotion, Motivation, and Self-Regulation. A Handbook for Teachers» by Nathan C. Hall, Thomas Goetz, Emerald Group Publishing Limited, july 2013;
21. «Physical culture and sport in the education system. Innovations and development prospects», 5th of january 2021;
22. «Encyclopedia of World Sport: Sailboarding to yachting» by David Levinson, Karen Christensen, ABC-CLIO, 9th of august 2010;
23. «Encyclopedia of Karate» by Vasiliy Mikryukov, 21st of april 2022;
24. «Sport and Exercise Psychology. Theory and Application» by Henning Plessner, Julia Schüler, Mirko Wegner, Robert C. Eklund, Springer International Publishing, 25th of february 2023;
25. «Understanding Sports Coaching. The Social, Cultural and Pedagogical Foundations of Coaching Practice» by Tania G. Cassidy, Robyn L. Jones, Paul Potrac, Taylor & Francis, 18th of august 2008.

UDK 178.11.243

## **THE CONCEPTUAL FRAMEWORK OF TEACHER PERSONALITY IN RELATION TO STUDENT ENGAGEMENT IN FOREIGN LANGUAGE LEARNING AND TEACHING**

**Birleskyzy Meruyert**

Ala2023@mail.ru

MA cont.in Two Foreign Languages at Suleyman Demirel University,  
assistant-instructor of Two Foreign Languages department, Suleyman Demirel University, Almaty,  
Kazakhstan

**Introduction.** Taking terms “teacher personality” and “student engagement” separately from each other, a fair amount of attention was given to the exploration of both. However, while student engagement has been gaining considerable publicity since mid 1990th [1], studies on teacher personality, particularly those using recognized personality theories, are scarce [2] despite it being one of the important variables to teacher effectiveness along with other teacher aspects such as beliefs, attitudes, practices [3].

Eryilmaz [4] discovered that certain personality features are necessary for being a good educator. Still, he also concluded that little research concentrates on the connection between certain personality traits of instructors and students' academic achievement.

Since engagement serves an important function in student academic achievement [5], [6], identifying the reasons for disengagement and addressing them effectively could lead to the better academic performance of students. Teacher personality is revealed to be one of the factors that influence student engagement in the classroom. Data provided by the National Research Council Institute of Medicine [7] depicted that 70% of students who dropout of high school related the reason behind their decision to a lack of motivation to participate. Previous research [8] indicated that the teacher-student relationship plays a paramount role in engagement and that students need to understand that the adults responsible for their education genuinely care about them academically and personally. Numerous American researchers [9], [10], [11] are of the view that personality traits should be a potential concern when recruiting new teachers.

This review provides an extensive review of the definitions of “student engagement” and “teacher