

KINESIOLOGY & COACHING

OLEG KOKUN^{1(CDEFG)}, SERGIY MAKSYMENKO^{1(ADG)}, GEORGIY KOROBAYNIKOV^{2(ACD)},
WOJCIECH J. CYNARSKI^{3(EFG)}, LESIA KOROBAYNIKOVA^{4(BE)}, LIUDMYLA SERDIUK^{1(FG)},
SOSLAN ADYRKHAIEV^{5(AD)}, LUDMILA ADYRKHAIEVA^{5(CBG)}, DYMYTRI NIKONOROV^{2(CBG)},
IRINA SMOLIAR^{2(CBG)}

1 Department of Psychophysiology, Kostiuk Institute of Psychology, Kyiv (Ukraine)

2 Department of Martial Arts and Power Sports, National University of Ukraine on Physical Education and Sport, Kiev (Ukraine)

3 Institute of Physical Culture Studies, University of Rzeszow, Rzeszow (Poland)

4 Department of Psychology and Pedagogy, National University of Ukraine on Physical Education and Sport, Kiev (Ukraine)

5 Department of Sociology, Open International University of Human Development “Ukraine”, Kyiv (Ukraine)

6 Department of Olympic Sport, National University of Ukraine on Physical Education and Sport, Kiev (Ukraine)

Contact: Dr Georgiy Korobaynikov, National University of Ukraine on Physical Education and Sport, 03150, Kiev, Ukraine

e-mail: k.george.65.w@gmail.com; Tel. +380971491559, +38044289-73-27

Features of the components of students’ psychophysiological readiness to work as teachers

Submission: 6.01.2020; acceptance: 8.02.2020

Key words: kinesiological potential, adaptive readiness, information readiness, motivational readiness, gender differences

Abstract

Problem. Purpose of the research was to analyze the features of such basic components of students’ psychophysiological readiness to work as teachers as: physical (kinesiological potential); and adaptive, informational, and motivational readiness.

Methods. 748 students aged between 18 and 25 (486 women and 262 men) participated in the research. They were students in academic years I to V at four Ukrainian universities (Drahomanov National Pedagogical University, Skovoroda State Pedagogical University in Pereyaslov-Khmelitskyi, Taras Shevchenko National University in Kyiv, Grinchenko Pedagogical University in Kyiv).

Results. The physical (kinesiological potential), adaptive, informational and motivational readiness as basic components of students’ psychophysiological readiness for their future work were studied. The study of students’ kinesiological potential showed most of the students to have a fairly stable working ability; half of them assessed their health as “good” or “very good”. Such indicators of students’ informational readiness as self-assessment of their knowledge about conditions and features of their future work is also mainly at the correct level. However another indicator – self-assessment of their own professional knowledge and skills – is relatively lower, which is quite logical. Indicators of motivational readiness are controversial: on the one hand, the vast majority of the students had high enough interest in learning. On the other hand, a large number of them were not sure whether they wanted to work as teachers. The performed research has determined that women have relatively worse self-assessment of their working ability and health, and higher levels of social frustration and personal anxiety. They tend to mention a greater number of fatigue signs caused by university learning. At the same time, in comparison with men women are distinguished by relatively better relationships with teachers, higher self-assessment of their own professional knowledge and skills, as well as their knowledge of a teacher’s job and higher interest in learning and the intention to work as teachers.

Conclusions. The obtained results can become the base for the development of measures ensuring the formation of students’ psychophysiological readiness to work as teachers.

Introduction

Just as a student should be treated holistically, so should his approach to teaching preparation [cf. Szyszko-Bohusz 1989; Dylak, Peczkowski, Denicolo 2006; Cynarski,

Blazejewski, Pasterniak 2016]. We take into account socio-cultural, psychological, biological and physical, temporal and processual conditions. This is in line with the concept of the new paradigm of systemic approaches [Cynarski 2014a]. It also applies to the preparation of

humanities or physical education teachers, or martial arts and combat sports teachers [Cynarski 2014b; Cynarski, Blazejewski, Pasterniak 2016: 123-168; Szyszko-Bohusz 2016]. We focus our attention on the issue of preparing students' psychophysiological readiness to their future work.

Preparing students' psychophysiological readiness to their future work in their specialty can be considered as one of the obligatory results of their university training, especially because the complexity and stressfulness of various types of professional work is constantly increasing due to permanent changes in professional conditions and requirements [Darling-Hammond 2010; Kokun *et al.* 2018; Krastyu, Angelov 2016; Pichurin 2015]. Along with this, there is a clear tendency towards a constant deterioration of students' physical development, their health, as well as development of their cognitive functions [Korobeynikov 2002; Kokun 2012]. The indicated contradictory tendencies naturally lead to significant difficulties during professional adaptation of recent graduates.

Purposeful formation of students' psychophysiological readiness to professional work is also important because of increased incidences of various health disorders due to regular overloads, and a number of students' psychological problems: depression, anxiety, emotional disorders, sleep disturbances, negative somatic symptoms, chronic fatigue, problems with eating and alcohol [Acampado, Valenzuela 2018; Choi, Cho 2005; Wadeson 2002]. Formation of students' psychophysiological readiness to future professional work in professions of high social significance is particularly important.

The profession of a teacher belongs to such socially significant professions [Darling-Hammond 2010; Kunikowski, Pichkur, Stratan-Artyshkova 2017], which is characterized by increased complexity, stressfulness and high psychophysiological costs [Bellingrath *et al.* 2009; Goyal, Goel 2009; Jimmieson, Hannam, Yeo 2010]. This leads to increased demands for university graduates' psychophysiological readiness for work as teachers [Kokun 2011; MacBeath 2012; Pichurin 2015]. It is clear that the content of future specialists' psychophysiological readiness differs depending on specific professional work. For example, as for the work of a teacher, we have substantiated the following main components of psychophysiological readiness: physical (kinesiological potential), adaptive, informational and motivational readiness [Kokun 2011].

Measures forming students' psychophysiological readiness to professional work should be based on features of a profession acquired by students, as well as features of psychophysiological readiness to professional work characteristic for students from a certain university [Pichurin 2014]. To determine such features, according to [Andrieieva *et al.* 2017; Karaca *et al.* 2016; Kokun *et al.* 2018], it is necessary to research the determining socio-psychological and psycho-physiological character-

istics of university students, peculiarities of their learning organization, living conditions, attitudes towards physical education and sports, and healthy lifestyles.

Therefore, the purpose of the present research was to analyze the features of such basic components of students' psychophysiological readiness to teacher's work as physical (kinesiological potential), adaptive, informational, and motivational readiness.

Methods

N=748 students aged 18-25 (486 women and 262 men) participated in the research. They were students in academic years I to V at four Ukrainian universities (Drahomanov National Pedagogical University, Skovoroda State Pedagogical University in Pereyaslov-Khmelitskyi, Taras Shevchenko National University in Kyiv, Grinchenko Pedagogical University in Kyiv). The studies were conducted with the permissions of the universities' management and the personal consent of the participants.

The experimental study was approved by the Ethic Committee according in accordance with the ethical standards of the Helsinki Declaration. Written authorization for this study was received from all of students. For the research, we used the questionnaire developed by us, the State-Trait Anxiety Inventory of Spielberger, the method of social frustration diagnosis of Vassermann, and the Self-Efficacy Scale of R. Schwarzer.

For statistical analysis, we used SPSS 22.0.0 programming package. The data obtained in research corresponded to the normal distribution of studied data. We examined found mean arithmetic value (M), mean square deviation (SD), frequency distribution and used Independent-samples t-test.

Results

Such students' data from the self-assessment questionnaire as their working ability dynamics during a day and a week, health, a number of signs of fatigue mentioned during learning time, which we consider as the basic component of psychophysiological readiness, were analyzed as indicators of students' kinesiological potential to work as teachers. Our choice of such indicators for students' kinesiological potential researching is consistent with the data as for these components described by Zagrevskaya [2014; *cf.* Cynarski 2014b].

As the survey results show (see Table 1), most students are characterized by a sufficiently stable working ability, which is important as an indicator of their physical readiness to work as teachers. We also see that women are characterized by worse self-assessment of their working ability, both during the day and during the week.

Table 1. Students' self-assessment y of their working ability dynamics

Working ability	Students	n	Getting worse	Stable	Getting better	p ≤
During a day	women	486	43%	42%	15%	0.01
	men	262	25%	57%	18%	
	all	748	37%	47%	16%	–
During a week	women	486	36%	49%	15%	0.01
	men	262	21%	57%	22%	
	all	748	31%	52%	17%	–

Table 2. Self-assessment by students of their health

Students	n	Health					p ≤
		Very bad	Bad	Moderate	Good	Very good	
women	486	1%	5%	47%	44%	3%	0.01
men	262	1%	2%	25%	59%	13%	
all	748	1%	4%	39%	49%	7%	–

Table 3. Signs of fatigue mentioned by students because of learning

Students	n	Number of mentioned signs of fatigue								M	SD	p ≤
		0	1	2	3	4	5	6	7			
women	486	5%	22%	26%	22%	14%	6%	3%	2%	2.70	1.46	0.01
men	262	2%	44%	28%	16%	6%	3%	1%	–	1.96	1.14	
all	748	4%	30%	26%	21%	12%	5%	2%	1%	2.44	1.4	–

In general, the deterioration of working ability, which is characteristic for just over a third of the studied students, can be regarded as their normal response to their educational and extra-curricular load. Therefore, not all students showing this type of reaction need a particular care, but only those ones who show too expressive and significant worsened working ability with real influence on their academic results, because this, doubtless, will be revealed in their future work in their field of specialty.

As can be seen from Table 2 and 3, women evaluate also worse their health, they tend to mention more signs of fatigue caused by university learning.

As for the optimization of this indicator of students' physical readiness to work as teachers, the attention, first of all, should be paid to those students who evaluate health as "very bad" or "bad", as well as those who mention 5 or more signs of fatigue caused by university learning.

The percentage distribution of fatigue signs mentioned by students (Table 4) shows that learning causes at the respondents approximately the same amount (22-33%) of the following fatigue signs: decreased ability to work, nerve stress, indifference, increased irritability, deteriorated attention, instability of mood. Deterioration of health was mentioned only a little less (17%).

The indicators of students' adaptive readiness to work as teachers in our study were: 1) the students' data from the self-assessment questionnaire concerning their relations with classmates and lecturers, and their volitional qualities; 2) social frustration of students (Vassermann's method of social frustration diagnosis); 3) their personal

anxiety (Spielberger's State-Trait Anxiety Inventory of); 4) self-efficacy (Schwarzer's Self-Efficacy Scale).

Table 4. Percentage distribution of fatigue signs mentioned by students during learning

Signs of fatigue	Number of students
Deterioration of health	17%
Loss of working ability	33%
Worsened attention	22%
Nerve stress	32%
Increased irritability	24%
Instability of mood	22%
Indifference	29%
Other signs	5%
No sign	4%

The results obtained indicate that there are, as a rule, good relations with classmates and lecturers. It should be noted that women's relations with lecturers were significantly better than those of men (Table 5).

Regarding these indicators, the sign of absence of students' adaption readiness to work as teachers is students' self-assessment of their relations with classmates and lecturers not only as "very bad" or "bad" (1% in our studies), but also as "mediocre" (15-21%), because the success of future work depends largely on their ability to establish good working relations with colleagues, pupils and their parents.

Table 5. Assessment by students of their relations with classmates and lecturers

Relations	Students	n	Very bad	Bad	MODERATE	Good	Very good	p ≤
With classmates	all	748	–	1%	15%	66%	18%	0.01
	women	486	–	1%	17%	73%	9%	
With lecturers	men	262	–	2%	29%	64%	5%	
	all	748	–	1%	21%	70%	8%	

Table 6. Students’ assessment of their volitional qualities

Volitional qualities				
Very low	Low	Moderate	High	Very high
–	2%	38%	49%	11%

Table 7. Social frustration of students

Social Frustration	Marks	Women	Men	All
Absent	1	–	–	–
Very low	1.05-1.45	3%	7%	4%
Low	1.5-1.95	21%	28%	24%
In the balance	2.0-2.45	44%	37%	41%
Moderate	2.5-2.95	22%	24%	23%
High	3.0-3.45	9%	3%	7%
Very high	≥ 3.5	1%	1%	1%
	M	2.29	2.16	2.23
	SD	0.49	0.48	0.49
	p ≤	0.01		–

Table 8. Students’ anxiety

Anxiety	Marks	Reactive anxiety	Personal anxiety		
			women	men	all
Low	≥ 30	26%	5%	10%	8%
Average	31-45	52%	46%	63%	54%
High	≤ 46	22%	49%	27%	38%
	M	37.5	45.5	41.2	43.4
	SD	10.3	9.5	9.0	9.5
	p ≤	0.01		–	

Table 9. Students’ academic self-efficacy

Academic self-efficacy	Marks	Number of students
High	36-40	10%
Higher than average	30-35	47%
Average	25-29	37%
Lower than average	20-24	5%
Low	≥ 19	1%
	M	30.2
	σ	4.1

As for students’ volitional qualities (Table 6), their self-assessment as “very bad” or “bad” (2% of the respondents) is an obvious sign of maladaptation.

8% of the respondents mentioned their social frustration “very high” or “high” belong those who lack of adaptive readiness for future work as teachers (Table 7). The group of students with “moderate” frustration level can be considered as being on the verge of maladaptation (23% of the respondents).

Concerning personal anxiety, in our opinion, this indicator can predict maladjusted responses in the future work for students whose results exceed 55 points, but not all students with “high” anxiety (38% of the total sample, see Table 8), because there is an obvious lack of differentiation of the methodology. There are 11% of the respondents with predicted (by us) maladjusted responses. In our opinion, an optimal personal anxiety for successful work as teachers according to the used

Table 10. Students' self-assessment of their own knowledge on conditions and characteristics of a teacher's job

Students	n	Knowledge on conditions and features of a teacher's job					p ≤
		Very low	Low	Moderate	High	Very high	
women	486	1%	6%	25%	46%	22%	0.01
men	262	1%	10%	37%	37%	15%	
all	748	1%	7%	29%	44%	19%	–

Table 11. Students' self-assessment of their own professional knowledge and skills

Students	n	Professional knowledge and skills at the moment					p ≤
		Very low	Low	Moderate	High	Very high	
women	486	2%	15%	48%	31%	4%	0.05
men	262	4%	21%	44%	29%	2%	
all	748	2%	18%	47%	30%	3%	–

Table 12. Students' self-assessment of their interest in learning (the level of motivation)

Students	n	Interest in learning					p ≤
		Low	Mediocre	Higher than average	High	Very high	
women	486	1%	20%	40%	31%	8%	0.01
men	262	2%	22%	49%	22%	5%	
all	748	2%	20%	43%	28%	7%	–

Table 13. Students' intention to work as teachers

Students	n	Will work as a teacher					p ≤
		Not	Rather not	Still not decided	Perhaps	Will work	
women	486	11%	19%	28%	25%	17%	0.05
men	262	14%	18%	34%	24%	10%	
all	748	12%	18%	31%	25%	14%	–

method is equal to the average one (31-45 points), 54% the respondent showed such a result.

The surveyed students (57%) showed mostly enough high self-efficacy (Table 9). This testifies not only to their potential ability to successfully overcome their learning load and fulfil university requirements, but also to have a high level of self-efficacy in their future work.

37% of the students showed the average academic self-efficacy, which indicates that they have certain educational problems that need to be addressed and that there is a high probability of problems in their further work in their specialty. Self-efficacy of 6% of the students was unsatisfactory, which can be considered a significant maladaptation.

Indicators of students' informational readiness to work as teachers were obtained on the basis of the questionnaire for self-assessment of knowledge on conditions and peculiarities of a teacher's job, as well as self-assessment of students' own professional knowledge and skills. According to the obtained results, 63% of the respondents evaluated their knowledge on conditions and characteristics of a teacher's work as "high" or "very high" (Table 10), which can be understood as sufficient informational readiness. Knowledge of 29% of students, according to self-assessment, was "mediocre", which as an inadequate

level of readiness. As for 8% of students who rated their own knowledge as "low" or "very low", the question arises as to correctness of their professional choice.

Students' self-assessment of their own professional knowledge and skills was relatively lower than their self-assessment of knowledge on conditions and characteristics of a teacher's job (Table 11), which is completely natural, since their professional knowledge and skills are still being acquired. But, at the same time, 33% of those surveyed rated them as "high" or "very high". According to this indicator of informational readiness, the 20% of the students who assessed the indicated knowledge and skills as "low" or "very low" should receive special attention.

According to the results presented in the two above-mentioned tables, there are significant gender differences in the indicators of students' informational readiness to work as teachers; women's readiness for this component is better.

Students' self-assessment of their own interest in learning and their intention to work as teachers were used as indicators of students' motivational readiness to work as teachers.

As for the first indicator, we can see that 78% of the respondents rated their interest in learning (Table 12) as "higher than average", "high" or "very high", which

is a sufficient interest. Attention should be paid to 22% of the students with “low” and “mediocre” self-assessment for this indicator, because the low motivation to education also testifies to ill-readiness, according to this component, for the future work.

As for the students’ assessment of their intention to work as teachers, the results are worse compared to the first indicator (Table 13). Only 14% of the respondents are sure that they will work as teachers. Another 25% indicate that they “will perhaps work” (together – 39%). 31% answered “still not decided”. And, as many as 30% of the students, mastering the teacher profession, answered that they would “not” or “rather not” to work as teachers.

This is a very disturbing trend, because there cannot be any talk about getting ready for a profession, mastering it, if the students are not going to work in their field of study after graduation, or they are not sure about it. And the number of such students, as we can see, was almost two thirds in our research.

Discussion

Thus, the distribution of the most important indicators characterizing the physical (kinesiological potential), adaptive, informational and motivational components of students’ psychophysiological readiness to the future work have been analyzed based on the research performed among the students of pedagogical universities. The obtained results can become the base for recommendations and measures ensuring formation of students’ psychophysiological readiness to work as teachers, which should be one of the obligatory results of their learning at universities.

As for students’ *physical readiness* (kinesiological potential) to work as teachers, majority of students are characterized by sufficiently stable working ability, which is an important indicator of their physical readiness. Almost half of the students assess their health status as “good” or “very good”. University training causes appearance of approximately the same number (22-33%) of such signs of fatigue as: reduced working ability, nervous stress, indifference, increased irritability, deterioration of attention, instability of mood. Deterioration in health was mentioned only a little less frequently (19%).

Particular attention should be paid to formation of students’ kinesiological potential, since physical activities contribute most effectively to improving of working ability and health maintaining [Kirby, Levin, Inchley 2011; Hortiguera, Fernandez-Rio, Perez-Pueyo 2016; Jerina, Pisot, Volmut 2018]. A positive correlation between students’ academic achievement and physical education classes has been determined by various authors [Chomitz *et al.* 2008; Ni Chroinin, Cosgrave 2013; Alahmed, Yusof, Shah 2016].

With regard to *adaptation readiness*, there are generally good relations of students with classmates and lecturers. The overwhelming majority of them evaluate highly their volitional qualities; their social frustration is within the norm; self-efficacy is sufficient, which indicate their potential ability to be highly efficient at their future work. Adequate adaptive readiness of the vast majority of students was also found in the research of [Kunikowski, Pichkur, Stratan-Artyshkova 2017]. Importance of communicative abilities, self-efficacy and positive self-esteem for a successful teacher’s work was also confirmed by [Rockoff *et al.* 2011]. The optimal level of personal anxiety for successful teaching was an average one, which also was observed for the most students.

Most students showed the proper level of such an indicator of students’ *informational readiness* to work as teachers as self-assessment of their knowledge on conditions and peculiarities of this work. The other indicator – self-assessment of their own professional knowledge and skills – was comparatively lower, which is quite logical, since this knowledge and skills are yet to be acquired. Darling-Hammond *et al.* [2010] and Gallego *et al.* [2001] also point out the insufficient level of practical training for teachers at universities.

The indicators of *motivational readiness* were contradictory. On the one hand, the interest of the vast majority students in learning is rather high. On the other hand, a large part of them are either not sure whether they would work as teachers, or have already decided not to work as teachers. This fact is a real unfavourable factor influencing formation of proper readiness to the profession, which is fully in line with the opinion of such researchers as MacBeath [2012], Magomedova and Damadaeva [2015]. Impossibility of successful professional development of teachers is indicated also by Marcelo [2015].

As for *gender differences* of students’ psychophysiological readiness to work as teachers, women have a relatively worse self-assessment of working ability and health; they show higher social frustration and personal anxiety; they tend to mention a greater number of signs of fatigue caused by university training. At the same time, women have relatively better, in comparison with men, relations with lecturers, they assess higher their own professional knowledge and skills, as well as their knowledge of the teacher work content, and they show higher interest in learning and stronger intention to work as teachers. We could not find in the scientific literature comparable results of similar research on the above-mentioned gender characteristics of future teachers.

Conclusion

In the context of the obtained results, for formation of students’ psychophysiological readiness to work as teachers, the students who need the primary attention

are those who express fatigue and deterioration of work ability under educational load, have poor health, bad relations with classmates and lecturers, low volitional qualities and self-efficacy, high social frustration and personal anxiety, inadequate professional knowledge and skills, as well as inadequate knowledge of conditions and features of a teacher's job, low learning and professional motivation.

References

- Acampado E., Valenzuela M. (2018), *Physical activity and dietary habits of Filipino college students: a cross-sectional study*, "Kinesiology", vol. 50, no. 1, pp. 57-67; doi: 10.26582/k.50.1.11.
- Alahmed M., Yusof A., Shah P. (2016), *Attitude, sports participation and academic performance of undergraduate student-athletes in Saudi Arabia*, "Journal of Physical Education and Sport", vol. 16, no. 3, pp. 1000-1004; doi: 10.7752/jpes.2016.03157.
- Andrieieva O., Hakman A., Balatska L., Moseychuk Y., Vaskan I., Kljus O. (2017), *Peculiarities of physical activity regimen of 11-14-year-old children during curricular and extracurricular hours*, "Journal of Physical Education and Sport", vol. 17, no. 4, pp. 2422 – 2427; doi: 10.7752/jpes.2017.04269.
- Bellingrath S., Weigl T., Kudielka B. (2009), *Chronic work stress and exhaustion is associated with higher allostatic load in female school teachers*, "Stress", vol. 12, no. 1, pp. 37-48.
- Choi M., Cho Y. (2005), *The effects of life stress, perceived anxiety control, and coping style on anxiety symptoms in college students*, "Korean Journal of Clinical Psychology", no. 24, pp. 281-298.
- Chomitz V.R., Slining M.M., McGowan R.J., Mitchell S.E., Dawson G.F., Hacker K.A. (2008), *Is there a relationship between physical fitness and academic achievement? Positive results from public school children in the northeastern United States*, "Journal of School Health", vol. 79, no. 1, pp. 30-37.
- Cynarski W.J. (2014a), *The New Paradigm of Science Suitable for the 21st Century*, "Procedia – Social and Behavioral Sciences", vol. 149, pp. 269-275.
- Cynarski W.J. (2014b), *Polish achievements in the theory of physical education and new directions*, "Ido Movement for Culture. Journal of Martial Arts Anthropology", vol. 14, no. 2 pp. 1-14; doi: 10.14589/ido.14.2.1.
- Cynarski W.J., Blazejewski W., Pasterniak W. (2016), *Pedagogika nowoparadygmaticzna. W poszukiwaniu nowych inspiracji i aplikacji pedagogicznych. Monografia tematyczna [New paradigmatic pedagogy. In search of new inspiration and pedagogical applications. Thematic monograph]*, Rzeszow University Press, Rzeszow [in Polish].
- Darling-Hammond L. (2010), *Teacher education and the American future*, "Journal of Teacher Education", vol. 61, no. 1-2, pp. 35-47; doi: 10.1177/0022487109348024.
- Dylak S., Peczkowski R., Denicolo P. [eds.] (2006), *Globalization processes and teacher education. A cross-cultural look*, Rzeszow University Press, Poznan – Rzeszow.
- Gallego M. (2001), *Is experience the best teacher? The potential of coupling classroom and community-based field experiences*, "Journal of Teacher Education", vol. 52, no. 4, pp. 312-325.
- Goyal S., Goel R. (2009), *Stress level among teachers of public and private sector institutions: an empirical investigation*, "International Journal of Indian Culture and Business Management", vol. 2, no. 4, pp. 454-467.
- Hortiguela D., Fernandez-Rio J., Perez-Pueyo A. (2016), *Long-term effects of the pedagogical approach on the perceptions of physical education by students and teachers*, "Journal of Physical Education and Sport", vol. 16, no. 4, pp. 1326-1333; doi: 10.7752/jpes.2016.04210.
- Jimmieson N., Hannam R., Yeo G. (2010), *Teacher organizational citizenship behaviors and job efficacy: Implications for student quality of school life*, "British Journal of Psychology", vol. 101, no. 3, pp. 453-479.
- Jerina T., Pisot R., Volmut T. (2018), *Social and demographic factors of physical activity in 9-11-year old Slovenian children*, "Kinesiology", vol. 50, no. 1, pp. 68-78; doi: 10.26582/k.50.1.13.
- Karaca A., Caglar E., Deldceoglu G., Balgala N. (2016), *Physical activity with regard to socio-demographic variables and decisional balance perceptions for exercise among university students*, "Journal of Physical Education and Sport", vol. 16, no. 3, pp. 932-939; doi: 10.7752/jpes.2016.03147.
- Kirby J., Levin K.A., Inchley J. (2011), *Parental and peer influences on physical activity among Scottish adolescents: A longitudinal study*, "Journal of Physical Activity and Health", vol. 8, no. 6, pp. 785-793.
- Kokun O. (2011), *Psychological and psychophysiological "price" associated with schoolteachers' occupation*, "Social Welfare. Interdisciplinary Approach", vol. 1, no. 2, pp. 54-65.
- Kokun O. (2012), *Professional orientation and competence of future professionals with a "person-person" occupational type*, "Social Welfare. Interdisciplinary Approach", vol. 2, no. 2, pp. 36-47.
- Kokun O., Imas Y., Vovkohon A., Potop A., Korobeynikov G., Korobeynikova L., Gorashchenko A., Polevaya-Secaryanu A. (2018), *Physical education and sports as a tool for formation of students' psychophysiological readiness to their professional work*, "Journal of Physical Education and Sport", vol. 18, no. 2, pp. 966-971; doi: 10.7752/bsaft-2016-0042.
- Korobeynikov G. (2002), *Human information processing in different age*, "Bratislavské lekárske listy", vol. 103, no. 7-8, pp. 244-249.
- Krastyu K., Angelov P. (2016), *Integral components analysis of the professional readiness for acting in extreme social environment*, "Scientific Bulletin", vol. 21, no. 2, pp. 97-101; doi: 10.1515/jpes.2018.02143.
- Kunikowski S., Pichkur M., Stratan-Artyshkova T. (2017), *Future teachers' psychological readiness for inclusive teach-*

- ing: coping-strategies, "Science and Education", vol. 12, pp. 66-70; doi: 10.24195/2414-4665-2017-12-9.
25. MacBeath J. (2012), *Future of teaching profession*, Leadership for Learning, the Cambridge Network, Cambridge.
 26. Magomedova S., Damadaeva S. (2015), *Psychological readiness of primary school teachers to the introduction of the inclusive education in the republic of Dagestan*, "Biosciences Biotechnology Research Asia", vol. 12, no. 3, pp. 2587-2594; doi: 10.13005/bbra/1938.
 27. Marcelo C. (2015), *Professional development of teachers: past and future*, "ŚŚSIFO / Educational Sciences Journal", no. 8, pp. 5-19.
 28. Ni Chroinin D., Cosgrave C. (2013), *Implementing Formative Assessment in Primary Physical Education: Teacher Perspectives and Experiences*, "Physical Education and Sport Pedagogy", vol. 18, no. 2, pp. 219-233.
 29. Pavlova I., Vynogradskyi B., Kurchaba T., Zikrach D. (2017), *Influence of leisure-time physical activity on quality of life of Ukrainian students*, "Journal of Physical Education and Sport", vol. 17, no. 3, pp. 1000-1004; doi:10.7752/jpes.2017.03159.
 30. Pichurin V. (2014), *Psychological and psycho-physical training as a part of physical education of students in higher educational establishments*, "Pedagogics, psychology, medical-biological problems of physical training and sports", vol. 18, no. 11, pp. 44-48; doi: 10.15561/18189172.2014.1108.
 31. Pichurin V. (2015), *Coping strategies and psychological readiness of students for professional work*, "Pedagogics, psychology, medical-biological problems of physical training and sports", vol. 19, no. 2, pp. 58-64; doi:10.15561/18189172.2015.0209.
 32. Rockoff J., Jacob B., Kane T., Staiger D. (2011), *Can you recognize an effective teacher when you recruit one?* "Education", vol. 6, no. 1, pp. 43-74.
 33. Szyszko-Bohusz A. (1989), *Pedagogika holistyczna* [Holistic Pedagogy], Ossolineum, Wrocław [in Polish].
 34. Szyszko-Bohusz A. (2016), *Towards a new paradigm of pedagogy*, "Ido Movement for Culture. Journal of Martial Arts Anthropology", vol. 16, no. 4, pp. 38-39; doi: 10.14589/ido.16.4.6.
 35. Wadeson K.L. (2002), *Psychological problems and adaptation in a large sample of undergraduates at St. Louis University*, St. Louis University, St. Louis, Mo, USA.
 36. Zagrevskaya A. (2014), *Physical culture and sports education of students relative to kinesiology*, "Theory and practice of physical culture", vol. 10, pp. 8-10.

Cechy składników psychofizjologicznej gotowości studentów do pracy w roli nauczyciela

Słowa kluczowe: potencjał kinezylogiczny, gotowość adaptacyjna, gotowość informacyjna, gotowość motywacyjna, różnice płci

Abstrakt

Problem. Celem badań była analiza cech takich podstawowych składników psychofizjologicznej gotowości studentów do pracy w roli nauczyciela, jak gotowość fizyczna (potencjał kinezylogiczny), adaptacyjna, informacyjna i motywacyjna. **Metody.** W badaniach wzięło udział 748 studentów w wieku 18–25 lat (486 kobiet i 262 mężczyzn). Byli oni studentami I do V roku czterech ukraińskich uniwersytetów (Narodowy Uniwersytet Pedagogiczny im. Drahomanowa, Narodowy Uniwersytet Pedagogiczny im. Skoworoda w Perejasławiu-Chmielickim, Narodowy Uniwersytet im. Tarasa Szewczenki w Kijowie, Uniwersytet Pedagogiczny im. Grinczenki w Kijowie). **Wyniki.** Badano fizyczną (potencjał kinezylogiczny), adaptacyjną, informacyjną i motywacyjną gotowość, jako podstawowe elementy psychofizjologicznego przygotowania studentów do ich pracy zawodowej. Badanie potencjału kinezylogicznego studentów wykazało, że większość z nich ma dość stabilną zdolność do pracy; połowa z nich ocenia swoje zdrowie jako „dobre” lub „bardzo dobre”. Takie wskaźniki gotowości informacyjnej studentów, jak samoocena ich wiedzy o warunkach i cechach ich przyszłej pracy, znajdują się głównie na odpowiednim poziomie; ale inny wskaźnik – samoocena własnej wiedzy i umiejętności zawodowych – jest stosunkowo niższy, co jest dość logiczne. Wskaźniki gotowości motywacyjnej są kontrowersyjne: z jednej strony ogromna większość studentów ma wystarczająco duże zainteresowanie nauką. Z drugiej strony duża część z nich nie jest pewna, czy chce pracować w zawodzie nauczyciela. Przeprowadzone badania wykazały, że kobiety mają stosunkowo gorszą samoocenę zdolności do pracy i zdrowia, wyższy poziom frustracji społecznej i niepokoju osobistego, częściej wspominają o większej liczbie oznak zmęczenia spowodowanych uczeniem się na uniwersytecie. Jednocześnie kobiety wyróżniają się relatywnie lepszymi, w porównaniu z mężczyznami, relacjami z nauczycielami, wyższą samooceną własnej wiedzy i umiejętności zawodowych, a także wiedzą na temat pracy nauczyciela, większym zainteresowaniem nauką i intencją pracy w roli nauczyciela. **Wnioski.** Uzyskane wyniki mogą stać się podstawą do opracowania środków zapewniających kształtowanie psychofizjologicznej gotowości uczniów do pracy nauczycielskiej. kształtowanie psychofizjologicznej gotowości uczniów do pracy nauczycielskiej. el.