

The role of individual and personal characteristics in professionalization in the modern information society

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Abstract. Today, specialists are in demand who are able to flexibly adapt to the challenges of the time, ready for constant self-development and self-improvement, instant mastery of innovative digital technologies and inclusion in the information society. The aim of the research is to study the features of self-assessment of professional and pedagogical motivation among coaches with different self-efficacy. The study involved 75 people. The respondents were coaches, of whom 15% were female and 85% were males, 82% of the subjects had higher education and 18% had secondary vocational education. Work experience ranges from 1 year to 28 years. Age limits are from 21 to 49 years old. Methods used: test "Self-assessment of professional and pedagogical motivation" (adapted by NP Fetiskin), "Diagnostics of self-efficacy by the method of Madduks and Scheer." "Test "Assessment of job satisfaction" V.A. Razonova. When carrying out mathematical processing, the computer program for statistical analysis and data processing SPSS v 21 was used. It has been empirically established that for coaches with different self-esteem of professional and pedagogical motivation, self-efficacy, ideas about the object of work and about their work are different. Prospects for further research are relevant in the direction of studying the problem of psychological and pedagogical support of the process of professional self-determination and professional development of coaches in the information society. **Keywords:** professional, motivation for professional development, self-efficacy, self-realization, self-esteem, innovative technologies, information society.

1 Introduction

Growing global competition in elite sports makes new requirements for the training of human resources. In the modern information society, highly qualified specialists are in demand who have formed competencies in coaching. The works of modern researchers emphasize the need for the development of the professional subjective position of the teacher, the formation of the motivation of competence and the personal meaning of professional improvement, continuous self-education and self-development, the formation of the image (A.Korochentseva, N.Lomova, E.Suroedova, N.Khachatryan, O.Nikolenko) [1]. The

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specific conditions of the coach's activity determine the presence of a stable professional orientation, which is manifested in the future in satisfaction with the chosen activity, in the desire to improve in it (L.Zheldochenko, O.Nikolenko) [2,3]. L.Zheldochenko, O.Nikolenko write: "of successful professionalization of the individual is a formed professional identity based on adequate representations of their professional future, clear ideas about their professional activities and conscious self-identification with the image of a professional" [3].

In the case when graduates make a decision about vocational training without taking into account the requirements of the chosen profession to the individual, without an objective assessment of their own abilities, interests and their potential, without clear ideas about the profession itself, this usually leads to a violation of professionalization already at the initial stage - studying at a university. All this negatively affects the attitude of a number of specialists in physical culture and sports to their profession, reduces educational and professional motivation and distorts professional and pedagogical motivation (B.I. Ya-kubchik, A.I. Volkov, T. Khamrakulov, etc.).

1.1 The problem of a coach's self-efficacy in professional activities in the context of distance learning

In the conditions of a forced break in the training process, coaches, following teachers, teachers and fitness instructors, turned their attention to the possibility of using information and communication technologies and the possibility of embedding online interaction in the training process with pupils. It is important to note that a significant role in the ability to flexibly adapt to the challenges of the time is played by personal factors and individual personality traits [4].

Such foreign psychologists as A. Bandura (1995) and J. Rotter made a great contribution to the creation and development of the concept of self-efficacy of the individual.

- The leading postulate of the theory of self-efficacy is to determine the expectation of efficiency as a decisive condition for the beginning and sustainable implementation of any type of activity. Self-efficacy can be influenced by the coach's communicative tolerance as a personality characteristic having a complex structure that includes motivational-value, cognitive, emotional-volitional and behavioral components [5].
- A high level of self-efficacy associated with an expectation of success tends to lead to good outcomes and therefore fosters self-esteem.
- Those who are aware of their high efficiency always envision a successful scenario that will provide them with positive guidelines for building behavior. Thus, they consciously rehearse successful solutions to potential problems.
- Low self-efficacy is associated with expectations of failure, failure and usually leads to failure, leads to a decrease in self-esteem.
- Researchers understand self-efficacy as a person's belief in their ability to achieve a certain result at a certain cost.

According to I. V. Ermakova and I. M. Kondakov (2008) [6], self-efficacy is a belief in one's own ability to be successful in solving certain types of problems. From the point of view of E.A. Shepeleva, self-efficacy is a relevant activity of a personality cognitive variable that characterizes the degree of a person's confidence in the success of solving a problem. T.I. Vasilieva [7] considers self-efficacy as a person's confidence in their own specifically designated competence, in their abilities to organize and perform actions, R.L. Krichesky defines self-efficacy as "the conviction of people in their ability to mobilize motivation, intellectual resources, and behavioral efforts to control events that affect their lives." According to T.O. Gordeeva, self-efficacy is "the subject's belief in his ability to cope with a certain activity." Summarizing theoretical materials, Gaidar M.I. clarified the definition of self-efficacy as follows: self-efficacy is a combination of a person's ideas about his

capabilities and abilities to be productive in the implementation of future activities, communication and his confidence that he will be able to realize himself in them and achieve the expected objective and subjective effect [8].

1.2 Determinants of self-efficacy in the professional work of a coach

Depending on how a person determines his effectiveness, he can either expand or limit the possibilities of choice that open up to him. Consequently, self-assessment of effectiveness also affects a person's behavior, emotions and motivation for action [2,4,5]. Let's look at the main determinants.

- 1) Personal experience of achievement, i.e., personal experience of success and failure in an attempt to achieve the desired results, has an important influence on the coach's self-effectiveness [7].
- 2) Indirect experience gained as a result of observing other people is the second important source of self-efficacy [8].
- 3) Social beliefs, that is, beliefs expressed by others - verbal reinforcement or punishment.
- 4) Mental (emotional) and physiological state: Emotional and physiological reactions also affect the level of perceived performance [10, 11].

1.3 Professional motivation in the activities of a trainer

A number of authors consider motivation as a process of education, the formation of Labor motivation is the desire of an employee to satisfy needs (to receive certain benefits) through labor activity. Labor motive is a direct incentive of an employee to work (work) associated with the satisfaction of his needs [12]. It should be noted that the motivation of a coach's professional activity or the motivation of his career is understood as a complex individual characteristic of the subject of professional activity, which manifests itself in the decisions made by him in relation to his own career and professionally oriented behavior.

So, in research T.V. Khromina, M.I. Yakimova and E.Yu. Lyagina analyzed the structure of motivation for professional activity among coaches. According to the results obtained, the motives of one's own well-being, striving for superiority, raising one's status in a new team, motives for acquiring material well-being come to the fore [13].

2 Research materials and methods

The aim of the research is to study the features of self-assessment of professional and pedagogical motivation among coaches with different self-efficacy.

Research hypothesis. For coaches with different self-efficacy, the self-assessment of professional and pedagogical motivation may differ.

To achieve this goal, the following techniques were used.

1. Test methodology "Self-assessment of professional-pedagogical motivation" (adapted by NP Fetiskin) allows you to determine at what stage of the motivational ladder the subject is. Namely: is there indifference, or episodic superficial curiosity, or there is interest, or developing curiosity, or a functional interest develops, or the peak is reached - the professional need to consciously study pedagogy and master the foundations of pedagogical skills.

The subjects are asked to rate the 18 statements given as follows:

- If you always do what is written in the statement, then circle the letter B,
- if you do not always do this, but often, then circle the letter H,

- if you think it appropriate to answer "not very often", then circle the letters NOCH,
- if you rarely do this, then circle the letter P,
- if you never do this, then circle the letter N.

Based on the results, the level of professional and pedagogical motivation (PPM) is assessed

- 11 or more points - high level of PPM;
- 10-6 - average level of PPM;
- 5 and less - low level of PPM.

— 2. "Diagnostics of self-efficacy by the method of Madduks and Scheer." According to the test results, the level of subjective assessment by the subjects of their potential in the sphere of subject activity and in the sphere of communication is determined.

— The acmeological potential of the given technique is determined by the fact that it highlights those directions of self-correction that provide a person with an increase in his self-efficacy, lead to constructive transformations of his self-concept. Thus, ideas about self-efficacy carry not only information about the self-esteem of a person, not only information about the degree of self-realization, but also contain an impulse for self-development. The proposed methodology makes it possible to operationalize the individual's attempts to reach heights in objective activity and interpersonal communication.

— The definition of subjective ideas about their potential is carried out using 23 statements. The subject marks the degree of his agreement or disagreement with each of the proposed statements on an 11-point scale with a range of ratings from -5 at one pole (absolute disagreement) to +5 at the other (absolute agreement).

• The sum of the points of the first 17 statements shows the level of self-efficacy in the sphere of objective activity, and from the 18th to 23rd statements - in the sphere of interpersonal communication. The points are calculated after changing the sign to the opposite in front of the marked number in the statements: 2, 4, 5, 6, 7, 10, 11, 12, 16, 17, 18, 20, 21, 22.

— The average values of the level of self-efficacy are in the range from -7 to +53 points, and in the field of communication - in the range from +7 to +15. Thus, the indicators that lie outside the indicated limits indicate either an underestimated estimate of the potential in a particular sphere of life, or an overestimated one.

3. Test "Assessment of job satisfaction" V.A. Razonova containing 14 statements and 5 answer options with a rating scale from 1 to 5 points. The processing and evaluation of the results is reduced to the summation of points, from marked on the form of the questionnaire.

Evaluate each of these statements by circling the number that corresponds to the perception of satisfaction.

needs and requests:

- 1 point - quite satisfied
- 2 points - satisfied
- 3 points - not quite satisfied
- 4 points - not satisfied
- 5 points - extremely dissatisfied.

When processing the results, the points marked on the form are summed up questionnaires. According to the results of the examination, you can score from 14 to 70 points.

If a person gains 40 or more points, then this indicates his dissatisfaction with work. The less points the employee gains, the he has higher job satisfaction:

- 5–20 points - quite satisfied
- 21–32 points - satisfied
- 33–44 points - not quite satisfied

45-60 points - not satisfied

over 60 points - extremely dissatisfied

Characteristics of the study sample. The study involved 75 coaches of individual sports. Of these - 15% are female and 85% are male, 82% of the subjects have higher education and 18% - secondary vocational education. Work experience ranges from 1 year to 28 years. Age limits are from 21 to 49 years old.

Data collection procedure. Data collection was carried out using test method forms. The respondents were asked to answer questions for each method. The primary data collection procedure took 1.5 hours for each group of trainers. Then the forms were processed.

Statistical analysis. To classify the baseline characteristics of the sample, the variables were described as number (percentage) and mean (standard deviation). As mathematical statistics were used: descriptive statistics, the Kruskal-Wallis H-test, Pearson's chi-square, Spearman's correlation analysis.

3 Results

In accordance with the purpose of our study, at the first stage, a study of self-efficacy was carried out using the Madduks, Scheer method (Figure 1).

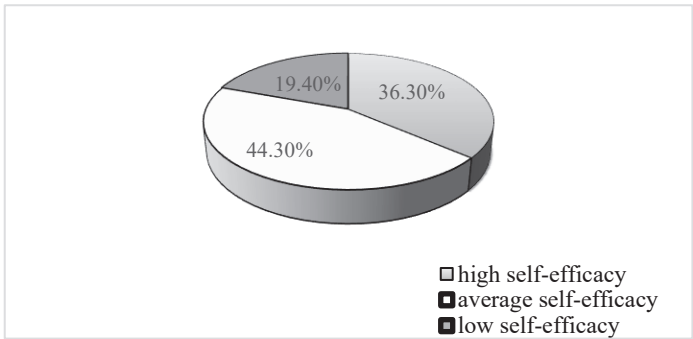


Fig. 1. Shows the percentage of self-efficacy among trainers.

- Further, the respondents were divided into three groups:
- - Group 1 - athletes with high self-efficacy;
- - Group 2 - athletes with average self-efficacy;
- - Group 3 - athletes with low self-efficacy.

Then, in each study group was studied self-assessment of professional-pedagogical motivation among coaches using the methodology "Self-assessment of professional-pedagogical motivation" (adapted by NP Fetiskin).

Figure 2 shows the average group indicators of self-assessment of professional-pedagogical motivation (PPM) among coaches in points.

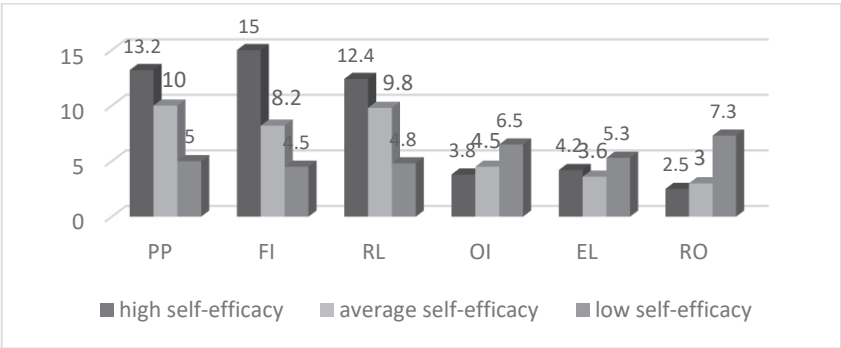


Fig. 2. Average group indicators of self-assessment of professional and pedagogical motivation (PPM) among coaches in points.

Legend: PP -professional need; FI - functional interest; RL - developing curiosity; OI - ostentatious interest; EL - episodic curiosity; RO is an indifferent attitude.

Analysis of the presented data suggests that the self-assessment indicators of PPM among trainers with different self-efficacy differ across all scales.

To test the assumptions about the reliability of the differences, we carried out statistical processing of the data using the Kruskal-Wallace test. As a result, there were revealed reliably significant differences in indicators on the scales: professional need ($H = 65.357$, $p = 0.000$); functional interest ($H = 79.352$, $p = 0.000$); developing curiosity ($H = 80.455$, $p = 0.000$) and indifferent attitude ($H = 99.252$, $p = 0.000$).

Then, in each group, satisfaction with professional activity was studied using the method V.A. Razonova.

Figure 3 shows the degree of job satisfaction for trainers with varying self-efficacy. Analyzing the results obtained, it can be assumed that trainers with high and medium self-efficacy are distinguished by a higher degree of satisfaction with their work in comparison with trainers with low self-efficacy.

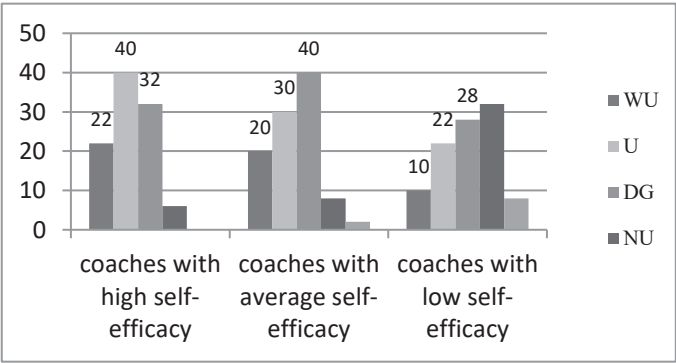


Fig. 3. The level of job satisfaction for trainers with different self-efficacy.

Symbols: WU - quite satisfied, U - satisfied, DG - not completely satisfied, NU - not satisfied, KGU - extremely dissatisfied.

To test this assumption, statistical processing of the obtained data was carried out using the chi-square test. Significantly significant differences were found in the frequency of occurrence of such assessments as “satisfied” ($\chi^2 = 9.357$, $p = 0.010$), “not satisfied” ($\chi^2 = 11.103$, $p = 0.008$). No significant differences were found on other scales.

4 Discussion

The results of the study of the features of self-assessment of professional-pedagogical motivation among coaches with different self-efficacy make it possible to describe the quantitative and qualitative characteristics of the studied phenomena.

- Self-efficacy analysis of coaches showed that most of the respondents had average self-efficacy, about a third showed high self-efficacy, and only a fifth of the respondents showed low self-efficacy. Consequently, trainers with average self-efficacy have a sufficient level of self-confidence and self-esteem, a positive self-attitude; perceive themselves as people on whom the achieved results depend; accept themselves as they are, but, perhaps, shortcomings give them concern; most often they understand that they themselves are responsible for their own lives and professional success, although sometimes they do not exclude the role of external factors in activities; quite often they show reflexive abilities, they are able to analyze their experiences, desires, thoughts, results of actions, but they are not inclined to self-delusion. Trainers with high self-efficacy already understand their professional qualities and can actualize them, in contrast to trainers with low self-efficacy, who have insufficient confidence in their own behavioral abilities.

High self-efficacy is associated with an expectation of success and usually leads to positive results. Conversely, low self-efficacy is associated with an expectation of failure, leads to failure, and thus lowers self-esteem. A person who considers himself unable to cope with difficult situations pays excessive attention to his shortcomings and is constantly engaged in self-flagellation about his own incompetence. And, on the contrary, a person who is aware of himself as a self-effective person mentally imagines a successful scenario, and, as a rule, providing victories, positive guidelines for organizing his behavior. In addition, self-efficacy determines the expected results that are formed in the individual. In other words, the expected results of a person's activity largely depend on his ideas about how well he will cope with a task in a given situation. The more confidence a person has in his ability to perform an activity, the higher he sets the bar for himself and, thereby, forms the image of the desired results.

The reliability of the revealed differences in the self-assessment of professional-pedagogical motivation (PPM) of trainers showed that trainers with high self-esteem PPM are distinguished by a high need for professional self-development and self-realization, the ability to meet the challenges arising in the course of professional development, for them coaching is a constant increase in their professional competence. They are distinguished by stable functional interest and curiosity; they are proactive and open to innovations that they introduce into their coaching activities. They are not at all characterized by an indifferent attitude to the process and the result of their professional activities.

Trainers with an average level of self-esteem PPM are distinguished by an insufficiently high need for professional self-development, self-realization and professional competence improvement. They, to a lesser extent than coaches with high self-esteem PPM, are open to new experience and are reluctant to accept and apply innovative approaches in coaching. They are more likely than trainers with high self-esteem PPM to show indifference to their work and its results.

Trainers with a low level of self-esteem PPM have a low need for professional self-improvement and self-development, new technologies and methods of work are not relevant for them, their functional interest and curiosity are reduced.

Comparison of job satisfaction among coaches with different self-efficacy showed that coaches with low self-efficacy more often express dissatisfaction with their work, its conditions, organization, career opportunities, and financial component, while coaches with high and medium self-efficacy reliably more often indicate overall satisfaction with their work.

5 The discussion of the results

Analysis of scientific works on the research problem showed that today there are a number of works that confirm our results. Thus, in the studies of T.B. Kazakova determined that the level of a coach's professional activity is determined by a number of factors, one of which is the developed motivation of activity at all stages of professionalization, along with such as: dominant connections of a professional and pedagogical orientation with gnostic, communicative and reflexive skills and emotional qualities of a person and a positive emotional background of the process of professional activity, in which overall satisfaction with work is due to satisfaction with the content of labor, results, the very process of activity.

A.N. Tretyak (2009), in his research on the professional and pedagogical activity of coaches, explains that the results are due to their motivation for this type of activity, the system of professionally important qualities, the level of skill, its styles and strategies. According to the author, the coaches working can be divided into three types: aimed at sports performance; to improve the health and education of students; as well as trainers-generalists. [14].

According to the research of T.V. Mikhailova, the coach's self-efficacy depends on several components: personal attitudes in interaction with pupils, the content and organization of the training process, taking into account the age and personal characteristics of the trainees in building the training trajectory [9].

So, T. Judge with colleagues expressed their conviction that there is a relationship of satisfaction certain aspects of work (salary, manager, colleagues, working conditions, etc.). The idea is that satisfaction with each particular aspect of work has different meanings for different people and, accordingly, different contributions to overall job satisfaction [15].

6 Conclusions

The results of the study of the features of self-assessment of professional-pedagogical motivation among coaches with different self-efficacy, allowed us to draw the following conclusions. The hypothesis of the research is fully confirmed. The following features of self-appraisal of professional and pedagogical motivation were revealed among coaches with different self-efficacy.

Trainers with high self-efficacy are distinguished by a high need for professional self-development and self-realization, the ability to meet the challenges arising in the course of professional development, for them coaching is a constant increase in their professional competence. They are distinguished by stable functional interest and curiosity; they are proactive and open to innovations that they introduce into their coaching activities. They are not at all characterized by an indifferent attitude to the process and the result of their professional activities.

Coaches with average self-efficacy are distinguished by an insufficiently high need for professional self-development, self-realization and increasing professional competence. They, to a lesser extent than coaches with high self-efficacy, are open to new experience and are reluctant to accept and apply innovative approaches in coaching. They tend more than coaches with high self-efficacy to show indifference to their work and its results.

Coaches with low self-efficacy show a low need for professional self-improvement and self-development, new technologies and methods of work are not relevant for them, their functional interest and curiosity are reduced. They are significantly more likely to be indifferent to their work and its results.

Research prospects are aimed at studying the determinants and conditions for the formation of professional and pedagogical motivation of coaches.

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