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PECULIARITIES OF THE MOTIVATION OF STUDENTS ATTENDING IN DANCESPORT

***Аннотация:** танцоры выполняют множество заданий и имеют разную мотивацию. Для учителей, которые работают с теми людьми, которые хотят изучать спортивные танцы, важно знать их мотивы для участия в танцевальных классах, знать, как продвигать их для достижения желаемого результата. Важно исследовать выражение своих мотивов, выявить специфические особенности мотивации для создания благоприятных условий для улучшения их мастерства. Цель исследования – изучить особенности мотивации студентов, посещающих танцы. Используя опросник, авторы исследовали, что учащиеся, посещающие танцы, выразили свою внутреннюю мотивацию танцевать больше, чем внешняя мотивация, внутренняя мотивация девочек девочек была выше, чем у мальчиков. У мальчиков-студентов более высокая внешняя мотивация, чем у девочек. Они больше ориентированы на консолидацию своего «эго». Низкие оценки «немотивирования» для девочек и мальчиков показывают, что выбор студентов для участия в спортивных танцах основан на сознательном решении*

участвовать в процессе обучения и удовлетворенности выбранной деятельностью.

Ключевые слова: танцы, студенты, внутренняя мотивация, внешняя мотивация, немотивирование.

Abstract: *dancers raise themselves a variety of tasks, and dance encouraged by different motives. For teachers who work with those people who want to learn sports dances, it's important to know their motives to attend dance classes, know how to promote them to achieve the desired result. It is important to investigate the expression of their motives, to reveal the specific peculiarities of motivation to create favorable conditions for their mastery improvement. Research aim – to investigate peculiarities of the motivation of students attending in dancesport. Using the questionnaire survey we investigated that students attending in dancesport expressed their intrinsic motivation to dance more than external motivation, students' girls' intrinsic motivation was higher than that for boys. Students boys have higher external motivation than girls. They are more focused on consolidating their «ego». Low evaluations of «non-motivation» for girls and boys suggests that the choice of students to attend sports dances is based on a conscious decision to participate in learning process and satisfaction of the chosen activity.*

Keywords: *dance, students, intrinsic motivation, external motivation, non-motivation.*

Introduction

In every culture, dance is recognized as an activity which has many positive emotions and as a way to increase people physical activity and to improve health. For those who attend dance lessons improves not only physical but also psychological state, therefore dancing is becoming more popular as a way for people's health promotion [1; 9].

Dancers raise themselves a variety of tasks, and dance encouraged by different motives. For teachers who work with those people who want to learn sports dances, it's

important to know their motives to attend dance classes, to know how to promote them to achieve the desired result [6].

Motivation is one of the most important factors that can influence a person's cognitive activity [3; 10]. Motivation is divided into intrinsic and external [2; 3]. These two types of motivation highlight in sports activities.

Training process of dancers is oriented to sports results achievement, related with their abilities improvement, with a regular self-education and emotional satisfaction through dance. Dancers form a specific group of athletes, so it is important to investigate the expression of their motives, to reveal the specific peculiarities of motivation, to create favorable conditions for their mastery improvement.

Research aim – to investigate peculiarities of the motivation of students attending in dancesport.

Methods

The research involved 50 students from two universities attending in dancesport (27 girls and 23 males). They trained 3–4 times a week, about 2 hours per day. The motivation of students dancers was measured with the sport motivation scale (SMS) [4]. This scale was compiled on the basis of the theory of decision [2; 3; 5].

The sport motivation scale consists of 22 statements divided into 6 sub-scales: *internal motivation – to find out; to strive for perfection; to experience; external motivation – to identify, synchronize; direct external regulation; non-motivation*. Answering to each statement, the respondents had to choose the variants of their answers by using a 5-point Likert-type scale from 1 to 5 where 1 means «*absolutely no*» and 5 – «*absolutely yes*». The questionnaire was adapted synchronized it to specifics in dance activities.

The arithmetic mean (\bar{x}) and standard deviation (SD) of statements amount in each sub-scale were calculated.

Results

After analyzing students' attending in dancesport responses to statements describing intrinsic and external motivation according to the five-point evaluation scale, it was

found that girls' and boys' intrinsic motivation is expressed more than external one (Table 1, 2).

Table 1

Dancers' girls' (n=27) evaluation of alternation of the motivation sub-scales

Evaluation of alternation of the motivation sub-scales in points \bar{x} (SD)					
Intrinsic motivation			External motivation		
To find out	To strive for perfection	To experience	To identify, synchronize	Direct external regulation	Non-motivation
4.77 (0.25)	4.17 (0.12)	4.20(0.38)	2.95 (0.55)	2.60 (1.04)	1.65 (0.14)

Table 2

Dancers' girls' (n = 23) evaluation of alternation of the motivation sub-scales

Evaluation of alternation of the motivation sub-scales in points \bar{x} (SD)					
Intrinsic motivation			External motivation		
To find out	To strive for perfection	To experience	To identify, synchronize	Direct external regulation	Non-motivation
4.04 (0.15)	3.70(0.38)	3.58(0.75)	3.40(0.18)	3.15(0.38)	2.80(0.15)

The most expressed group of factors revealing the intrinsic motivation is related with dancers' desire to «find out»: the points for girls of this motive group is 4.77 (0.25) points and 4.04 (0.15) points for boys (Table 1, 2).

Comparing the assessments of girls and boys motives, it was found that girls' satisfaction with dance exercises is higher than that for boys, and girls experience more pleasure during dancing lessons than boys. Therefore, it is important to educate dancers motivation for dancing practices and competitions [7; 8].

In the groups of external motives, «direct external regulation», «to identify, synchronize» – the points for boys' answers are higher than for girls' (Table 1, 2). We can state, that boys' external motivation is stronger expressed than that of girls.

Boys' expression of non-motivation is higher than that of girls. Boys' non-motivation is 2.80(0.15) points and girls' – 1.65 (0.14) points. Dancers' boys non-motivation was higher than that of girls'.

Boys more often have doubts about their own success than girls, and they more often think about the idea that they will not achieve the intended goals, more than girls are doubting do they worth to dance. The level of partners' non-motivation is very important in dancesport: if one of partners non-motivation increases, doubts about the sport's success and practicing become stronger, then a dance couple often have one of partners retiring from dancesport.

The motivation of dancers' girls is more than for boys oriented on performing purposeful tasks, learning new movements, directed to positive emotions and pleasures when they dance. Boys motivation is more oriented to herself, focused on consolidating their «ego». Athletes who are equally motivated to achieve excellence and win against others achieves high sports results.

More detailed research of different mastery and age sports dancers' motivation could be the further direction for studying this problem.

Conclusions

Students attending ballroom dances expressed their intrinsic motivation to dance more than external motivation, students' girls' intrinsic motivation was higher than that for boys. Students boys have higher external motivation than girls. They are more focused on consolidating their «ego». Low evaluations of «non-motivation» for girls and boys suggests that the choice of students to attend ballroom dances is based on a conscious decision to participate in learning process and satisfaction of the chosen activity.

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