

# Motivation of Cadets of Military–Applied Physical Training

Kuznetsova Z.M.

University of management “TISBI”  
Naverezhnye Chelny, Russia  
kzm\_diss@mail.ru

Sadiev N.N.

Tyumen Higher Military-Engineering Command  
School (military Institute)  
Tyumen, Russia  
sadievn@mail.ru

**Abstract**—The article is about cadets’ motivational sphere at military-engineering specialty, as the base of the need for the aim achievement. The activity of cadets at military higher educational establishments is conditioned by different motivations, which have personal and social value. A person’s motives fulfill the function of activity stimulation. Motives in comparison with the set aim are directed toward the need satisfaction. Cadets’ motivation to achieve the definite results of military-applied physical training is very important. Motives condition the aims of activity and stimulate actions. Without motives it is impossible to achieve the effectiveness of any activity.

**Keywords**—cadets; military–applied physical training; motivation; needs; reasons.

## I. INTRODUCTION

1. In order to achieve high level of cadets’ physical training at military-engineering specialty it is important to take into account the level of physical readiness. It includes physical abilities development and their combination in accordance with functional abilities. The process of physical and functional training in terms of realizing the demand of instruction of physical training and sport at Armed Forces of the Russian Federation (IPT-2009) is held together with the process of physical, functional and psychological components improvement. The tendency of cadets’ professional-applied physical training development, military-applied readiness increase for combat mission realization and also the increasing demands placed on professional activity become important for the problem solution of cadets’ motivation formation.

In terms of military environment the motivation of military men for combat missions realization is needed, as the factor of combat actions success. At the same time, if we don’t know the characteristics of each cadet, it is impossible to realize effectively military-applied physical training. Cadets should know and have the need for training, competitions for physical readiness effectiveness increase.

## II. LITERATURE REVIEW

Wanberg, Gould (2001) considering the theories of motivation, underline two important components of motivation: success achievement and failures avoidance. In their opinion, the balance of these components conditions the athlete’s behavior and for successful aim achievement it is typical to have high motivation level and insignificant level of failures avoidance.

S.S. Sagaydak, (2001) studied motivation in sports activity and mentioned that increasing the level of motivation components importance, we come close to success of competitive activity itself.

Fedotova E.V. (2007) underlines the importance of motivation in defining the aim of athletes and team in general, as the base for successful activity.

V.F. Sopov (2010) in his work “Theory and methodology of psychological training in modern sport” considers theories of motivation as the conditions of effectiveness increase in different situations of competitive activity.

In the works by G.A. Kamaliev (2008, 2010) psychological aspects of self-confidence, psycho-emotional stability during competitions and competitive difficulties overcoming are considered. The author mentions that for a successful difficulties overcoming, which appear during competitive activity, it is important to have volley-ball players’ motivation to achieve high results in team work. Each team member’s motivation for success conditions the victory of the whole team.

I. L. Sofronov (2010) writes about pedagogical conditions of the need satisfaction formation, motivation and personal orientations in students’ physical activity.

N.N. Sadiev (2014, 2015), studying the questions of students’ military-applied physical readiness formation reveals the objectives and the ways of this problem solution through the quality increase of their activity

estimation, as one of the factors of cadets' motivation increase for success.

In terms of difficult military conditions, the set aim achievement can be expected only if cadets have motivation to achieve the aim and if they have maximum level of this motivation.

In this connection it is necessary to study each cadet's motivation, as without this it is impossible to form military-applied physical readiness for combat missions realization.

Cadets' motives formation for high results at military-applied physical training should be considered as one of the most important sides of professionally-applied physical training (PAPT), directed toward character, self-confidence, motivation for high results formation.

It is important to explain cadets what motivation is, what components it has and how to form it during the study at a military higher educational establishment.

The main factor of motivation realization for high results achievement is cadets' competitive activity.

According to R.A. Piloyan and others (1998), self-realization in sport is the main need for self-affirmation. It demands the definite evaluation from other people. This is the main aim of motivation for success, the results of victory admission.

The aim of this research work is the problem of motivation formation study among cadets at the lessons and in competitive activity.

### III. RESEARCH METHODOLOGY

During the research questionnaire survey was held among cadets of military-engineering specialty in terms of Federal State Command Higher Educational Establishment "Tyumen Higher Military-Engineering Command School (military Institute)".

The questionnaire survey was held among the 1<sup>st</sup> year cadets (12 people) and the 2<sup>nd</sup> year cadets (15 people) concerning the questions of military-applied physical training motivation. The motivations of cadets' need for success achievement were examined. The results of the attitude to the training and educational lessons were analyzed. The attitude of cadets to competitive activity was revealed. The authors revealed the importance of motivation for the aim achievement. In order to define the motivation for the need for the aim achievement T. Elers questionnaire was used, where cadets had to answer 41 questions ("yes" or "no"). If the answer corresponded with the offered variant, it showed the measured quality presence. The inclination for risk or failures avoidance was estimated according to Shubert, where 25 questions were used with the variants of answers. In order to estimate cadets' motivation for the aim achievement all indices were transformed into conventional units.

### IV. RESULTS

According to the theory of motivation a person has two variants of motive: the aim achievement and failures avoidance. They fulfill the function of a personal factor. It is a well-known fact that in order to achieve high results in sport it is necessary to have a high level of

motivation for the aim achievement and lower level of failures avoidance.

The questionnaire survey was held among the 1st year cadets (12 people) and the 2nd year cadets (15 people) concerning the questions of military-applied physical training motivation helped to reveal the following attitude of cadets to a positive and negative motivation.

In terms of the training lessons 12% of cadets had no desire to train because of boring and monotonous lessons. 15% of cadets explain their attitude by bad motivation for the lessons. 25% of cadets mentioned excessive demands placed on oneself and on cadets by teachers. 23% of cadets can't define the attitude to the aim overestimation and underestimation. At the same time, it should be noted that the 2<sup>nd</sup> year cadets underlined the absence of orientation to success.

Cadets also mentioned that teachers place excessive demands on them, irrespective of their training level.

The attitude of cadets to the training and educational lessons were different. Almost 50% of cadets mention that monotonous and boring lessons lead to motivation decrease for the definite result achievement during the lessons and at competitions. They underline one-sided organization of the lessons. In their opinion, teachers demand normatives fulfillment not taking into account their individual characteristics. Successful cadets feel their predominance towards the cadets, who didn't achieve the definite results. In the opinion of cadets, it is necessary to define significant and insignificant aims during the lessons and during the competitions. Not all cadets are ready and don't want to take part in competitions. Nevertheless, competitions help to satisfy the main component of motivation for success achievement.

It is known that cadets' need for their success acknowledgement by people can be an important mechanism of military-applied physical readiness formation to realize combat missions.

The main components of motivation for results is success achievement in activity and failures avoidance. The ratio of these components conditions the success in military-applied physical training of cadets at military higher educational establishments. It was mentioned that for cadets with perfect military-applied physical readiness it is typical to have high motivation with insignificant level of failures avoidance in professionalism achievement in military activity. Cadets with low level of military-applied physical readiness are characterized by a low level of motivation for success achievement and have higher level of motivation for failures avoidance.

In this case the important condition of cadets' motivation formation for the aim achievement is cadets' desire preservation to constant professional training improvement. These components of motivation are improved in competitive activity. The problems of motivation in training and competitive activity form the need for self-affirmation. If we form cadets' need for the training and competitive activity, we form the base for

professional activity motivation. Competitive activity and regular trainings motivation domination for the aim achievement is the base for an effective military-applied physical training.

The state of cadets' motivation indices for military-applied activity were characterized according to three indices: motivation for the aim achievement, the inclination for risk and failures avoidance. At the beginning of the year among the 1<sup>st</sup> year cadets the indices were 0,59, 0,46 and 0,49 c.u.. At the end of the academic year among successful cadets the results were the following: in motivation for the aim achievement - 0,70 c.u., the inclination for risk - 0,56 c.u. and failures avoidance 0,57 c.u.. Among not successful cadets these indices were the following: in motivation for the aim achievement 0,45 c.u., the inclination for risk- 0,35 c.u. and failures avoidance 0,61 c.u., at the end of the academic year the indices were the following: 0,40 c.u., 0,34 c.u. and 0,67 c.u.. It was mentioned that among successful cadets the indices were higher at the end of the academic year, than at the beginning of the year. Therefore, it is connected with the fact that they are correctly motivated for success. Not successful cadets motivated themselves mainly for the control normatives fulfillment. Motivation decrease at the beginning and the end of the academic year shows the necessity to pay attention to psychic state of cadets and its control.

Motivation formation for cadets' military-applied physical readiness since the 1<sup>st</sup> course demands the level of cadets' readiness determination not only physically, but also psychologically.

Elers and Shubert questionnaire use helps to reveal cadets' state and control this state effectively. It should be remembered that cadets' motivation is closely connected with all components of military-applied training.

## V. CONCLUSION

Thus, the necessity to form motivation for cadets' military-applied physical readiness in different conditions of activity realization demands the following: first of all, to bring up the need for regular trainings and then the need for sports and professional mastery improvement. At every stage of teaching it is necessary to use different methods of motivation for success achievement.

Motivation for success during military-applied physical training is closely connected with the whole complex of components of cadets' professionally-applied physical training. The absence of even one component can influence the level of cadet's motivation.

## References

- [1] Kamaliev G.A., Sakhbeeva L.Z. Psychological aspect of self-confidence upbringing. *Bulletin of Integral Psychology*. 2008; 4, pp. 157-158.
- [2] Kamaliev G.A. Dynamics of psycho-emotional steadiness indices among athletes during competitive activity and during competitive difficulties. *Physical culture, sport and health: materials of All-Russian scientific-practical conference*. Yoshkar-Ola: Mari State University. 2010, pp. 27-32
- [3] Instruction for physical training and sport at Armed Forces of the Russian Federation (IPT-2009) : came into action with the order of the Ministry of Defense of the Russian Federation № 200. 2009, April, 21. URL: [http://voenservice.ru/katalog\\_dokumentov/nastavleniya/nastavlenie\\_po\\_fizicheskoy\\_podgotovke\\_v\\_voorujennyih\\_silah\\_rossiyskoy\\_federatsii/](http://voenservice.ru/katalog_dokumentov/nastavleniya/nastavlenie_po_fizicheskoy_podgotovke_v_voorujennyih_silah_rossiyskoy_federatsii/).
- [4] Piloyan R.A. The ways of sports activity motivation formation. Malakhovka: MSAPC. 1988, 28.
- [5] Sadiev N.N., Nagovitsyn S.G. Students' military-applied physical readiness formation: problems and the ways of solution. *Pedagogico-psychological and medico-biological problems of physical culture and sport*. 2014; 1(30), pp. 84-92. DOI: 10.14526/22\_2014\_22.
- [6] Sadiev N.N. Technology of military-applied physical readiness development among cadets of military-engineering higher educational establishment. *Physical culture and sport – science and practice*. 2015, 1, pp. 19-25.
- [7] Sagaydak S.S. Studying motivation for sports activity. Minsk: Adukatsyya I vykhavanne. 2001, 32.
- [8] Sopov V.F. Theory and methodology of psychological training in modern sport. Moscow. 2010, 120.
- [9] Wanberg R.S., Gould D. The basis of psychology of sport and physical culture: textbook for students, teachers, workers of physical culture sphere. Kiev: Olimpiyskaya literature. 1998, 336.
- [10] Fedotova E.V. Competitive activity and training highly qualified athletes in field hockey. Kazan: "LogosTsentr". 2007, 284.