



Dynamics of the value orientations of students – future coaches in the process of professional training

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Abstract

Objective of the study is to study the dynamics of the structure of value orientations among students – future coaches at the initial and final stages of professional education.

Methods and structure of the study. The respondents of the study were students – future coaches of the first and senior years, studying at the Federal State Autonomous Educational Institution of Higher Education “Northern (Arctic) Federal University named after M.V. Lomonosov.” To study the value orientations of students – future coaches, the method “Free Choice of Values” (E.B. Fantalova) was applied, which makes it possible to assess various life values by the criteria of importance (how significant the value is) and attainability. The factor structure of the value orientations was determined using factor analysis (method: Varimax) with Kaiser normalization.

Results and conclusions. The conducted study made it possible to identify significant changes in the factor structure of the value orientations among students – future coaches from the initial to the final stage of professional education. It was established that at the initial stage of professional education the factor “Importance of life values” dominates, whereas at the final stage of professional education the factor “Attainability of life values” comes to the fore, which may testify to the transition from an idealistic perception of life values to a realistic assessment of the possibilities of their attainability. Changes also occur in the content of the factors themselves: a shift of value orientations from individual-hedonistic to socially significant and professional ones by the end of professional education. The obtained results can be used for the psychological-pedagogical support of the preparation of future coaches and the improvement of the system of their professional education.

Keywords: *students – future coaches, value orientations, youth age.*

Introduction. The prospects for the development of modern sport are closely connected with the processes of the personal formation of athletes, including the formation of the system of their value orientations. There are scientific studies devoted to the study of the value orientations of athletes from the sports reserve [4], to the characterization of the personality profiles and value orientations of athletes professionally engaged in various sports [3], to the analysis of values of a patriotic and civic orientation among athletes [6] and student athletes [2], and others. These studies emphasize the importance of forming a system of value orientations for achieving high sports results.

The process of the formation of an athlete’s system of values is greatly influenced by the sports coach, for

whom the qualities of his own personality are the main instrument of pedagogical influence. An important stage in the formation of the personal characteristics of a coach, including his value orientations, is the period of professional education, which, as a rule, coincides with youth age. Youth is characterized by active personal and social formation, the formation of self-awareness and worldview, the development of skills of reflection on life experience and self-determination [1]. All these processes are the basis for the formation of the value orientations of students – future coaches. For the high-quality preparation of future coaches, it is important to understand the changes in the system of their value orientations at different stages of professional education. That is precisely why a study of the



dynamics of the structure of value orientations among students – future coaches at the initial and final stages of professional preparation is of interest. Most of the studies currently existing are aimed at identifying the key value orientations among student athletes, while insufficient attention is paid to the problem of studying the dynamics of value orientations during the period of their professional education.

Objective of the study is to study the dynamics of the structure of value orientations among students – future coaches at the initial and final stages of professional education.

Methods and structure of the study. To study the value orientations of students – future coaches, the method “Free Choice of Values” (E.B. Fantalova) was applied [5]. The respondents were offered a list of more than 70 different life values, each of which had to be assessed on a 10-point scale by two criteria: by the criterion of importance (how significant the value is) and by the criterion of attainability (how much the given value is subjectively felt as “attainable,” “realizable”). In order to identify the factor structure of the value orientations of youth-age athletes, factor analysis (Varimax) with Kaiser normalization was used; factors with eigenvalues greater than 1 were retained (taking into account the scree plot criterion), and the number of factors was determined by the breaking point on the graph of eigenvalues. The respondents of the study were students – future coaches numbering 60 people: 50% first-year students (average age – 17.6 ± 1.2), 50% – senior students (average age – 20.5 ± 1.5). The study was conducted on the basis of the Federal State Autonomous Educational Institution of Higher Education “Northern (Arctic) Federal University named after M.V. Lomonosov” in 2025.

Results of the study and discussion. As a result of the conducted analysis, it was revealed that among students – future coaches at the initial stage of professional education (Table 1), the informativeness of the identified factors (total variance) in the structure of their value orientations amounted to 74% ($KMO=0.92$, $=17235.128$ at $p=000$) and is represented by 15 factors; however, only 2 of them had an informativeness of more than 10%.

The first, most substantial factor (25.1%) of the structure of the value orientations of students – future coaches at the initial stage of professional education, which can be designated as “Importance of life values,” included such values by the criterion of their importance as “mutual support and mutual assistance” (0.873); “materially secure life” (0.869); “health” (0.867); “personal freedom and security” (0.854); “entertainment” (0.841).

The second factor by content (16%) of the structure of the value orientations of students – future coaches at the initial stage of professional education, which can be designated as “Attainability of life values,” included such values by the criterion of their attainability (realizability) as “health” (0.782); “personal freedom and security” (0.78); “materially secure life” (0.76); “self-confidence” (0.74); “work and professional realization” (0.72).

It was established that among students – future coaches at the final stage of professional education (Table 2), the informativeness of the identified factors (total variance) in the structure of their value orientations amounted to 72% ($KMO=0.894$, $\chi^2=15481.504$ at $p=000$) and is also represented by 15 factors. Just as in the factor structure of the value orientations among students – future coaches at the initial stage of

Table 1. Factor structure of the value orientations among students – future coaches at the initial stage of professional education

General leading factors (informativeness, %)	Variables forming the factors	Factor loading
First factor “Importance of life values” 25.1%	“Mutual support and mutual assistance”	0.873
	“Materially secure life”	0.869
	“Health”	0.867
	“Personal freedom and security”	0.854
	“Entertainment”	0.841
Second factor “Attainability of life values” 16%	“Health”	0.782
	“Personal freedom and security”	0.78
	“Materially secure life”	0.76
	“Self-confidence”	0.74
	“Work and professional realization”	0.72



Table 2. Factor structure of the value orientations among students – future coaches at the final stage of professional education

General leading factors (informativeness, %)	Variables forming the factors	Factor loading
First factor "Attainability of life values" 18.5%	"Personal freedom and security"	0.83
	"Health"	0.81
	"Rights and freedoms of the person and citizen"	0.8
	"Ecology"	0.78
	"Work and professional realization"	0.77
Second factor "Importance of life values" 17.5%	"Health"	0.88
	"Personal freedom and security"	0.86
	"Mutual support and mutual assistance"	0.84
	"Self-confidence"	0.83
	"Productive active life"	0.82

professional education, only 2 factors had an informativeness of more than 10%.

The first, most substantial factor (18.5%) of the structure of the value orientations of students – future coaches at the final stage of professional education, which can be designated as "Attainability of life values," included such values by the criterion of their attainability (realizability) as "personal freedom and security" (0.83); "health" (0.81); "rights and freedoms of the person and citizen" (0.8); "ecology" (0.78); "work and professional realization" (0.77).

The second factor by content (17.5%) of the structure of the value orientations of students – future coaches at the final stage of professional education, which can be designated as "Importance of life values," included such values by the criterion of their importance as "health" (0.88); "personal freedom and security" (0.86); "mutual support and mutual assistance" (0.84); "self-confidence" (0.83); "productive active life" (0.82).

According to the results of the conducted analysis, a change in the priority of the leading factors of the general structure of the value orientations of students – future coaches is noted: at the initial stage of professional education the factor "Importance of life values" (25.1%) dominates, whereas at the final stage of professional education the factor "Attainability of life values" (18.5%) comes to the fore, which, in our opinion, may testify to the transition from an idealistic perception of life values to a realistic assessment of the possibilities of their attainability. This reflects the formation of a more mature, practice-oriented worldview among students – future coaches by

the end of professional education. Changes occur in the content of the factors themselves: in the structure of the value orientations of students – future coaches at the initial stage of professional education, pragmatic-hedonistic values predominate – material well-being (0.869), entertainment (0.841) are among the priorities by importance, which reflects the orientation, characteristic of this age, toward the satisfaction of personal needs and the obtaining of pleasure from life. Whereas among students – future coaches at the final stage of professional education, a significant expansion of the value horizon is observed: among the leading factors there appear such socially oriented values as the rights and freedoms of the person (0.8), ecology (0.78), and professional realization (0.77), which indicates the formation of a more mature worldview and social position. In our opinion, this may indicate a certain shift of value orientations from individual-hedonistic to socially significant and professional ones by the end of professional education. A convergence of the informativeness of the two leading factors among students – future coaches at the final stage of professional education occurs (from 9.1% to 1%), which may indicate a more balanced perception of both criteria of values (both importance and attainability) by the end of professional education.

Conclusions. The conducted study confirmed the put-forward assumption about the presence of dynamics of value orientations among students – future coaches during the transition from the initial to the final stage of professional preparation, and made it possible to identify significant changes not only in the priority of values from pragmatic-hedonistic to so-



cially oriented, but also in the mechanisms of subjective value perception – from an idealistic perception of the importance of values to a more mature, practice-oriented focus on their attainability, which testifies to the natural process of the formation of the value-semantic sphere of the personality of students – future coaches. The obtained results can be used for the psychological-pedagogical support of the preparation of future coaches and the improvement of the system of their professional education.

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