

# Pedagogical Methods and Conditions for the Innovative Formation of Motivation of Young Handball Players

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## Abstract

High achievements in sports are closely related to the motivational field of athletes. Motivation is not only the main feature of the athlete's personality, which leads him to the goal, but also affects the nature of all processes that occur in the body during the activity. Insufficient assessment of the role of motivational factors in working with young athletes, taking into account the dynamics of changes in motives by sports teachers, coaches, athletes often leads to the fact that a person cannot demonstrate his capabilities during sports activities.

**Keywords:** motive, sports motivation, innovation, Sports Activity, young handball players, personal characteristics, level of claims.

## Introduction

High performance in sports is associated with the influence of the motivational sphere of a person. Motivation is not only the main feature of the athlete's personality. This leads him to the goal, affects the nature of all processes that occur in the body during the activity. The main feature of sports motivation is its influence on the effectiveness of athlete activity. In conditions of a tight competitive confrontation, one can only expect complete dedication and desire to win in an athlete with maximum motivation. Underestimating the role of motivational factors, the dynamics of changes in motives leads to the fact that the athlete cannot demonstrate his capabilities, to carry out the results of preparation for competitions.

Sports motivation is usually defined as the psychological state of an athlete due to the attitude of the athlete to different sides of his specific state of sports activity: the activity itself, the set goal, the expected results, successes and failures, their capabilities, teammates, coach. Motivation occupies a leading place in the structure of the individual, penetrates into its structural structures: the orientation, character, emotions, abilities, mental processes of the individual. Behavioral stimulation is not possible outside the emotional sphere. Emotions serve as a guide for participants in activities, determine the importance of situations and how important they are for a particular situation. Emotions, as it were, determine the permissible



level of material and functional-energy costs necessary for the implementation of the athlete's calls.

Some authors propose to distinguish between the concepts of motive and motivation. Motives are understood as: a) subjective dynamic forces (trends) aimed at relieving the subject from depressed states of stress; b) subjective images of objects that satisfy relevant needs and give personal meaning to activities directed at them; c) a special fixed attitude that determines the athlete's readiness to work in appropriate conditions and in a certain direction; D) stable assessment dispositions.

The motivation of personal behavior, on the one hand, is associated with motives, on the other hand, is determined by the mental reflection of a person's specific living conditions. Unlike motivations, which are determined by stability, motivation is a dynamic component of the motivational sphere.

It varies in direction (qualitative aspect) and degree of violence (quantitative aspect). Motivation is also seen as a mental state that is formed as a result of the interaction of a person's own needs and capabilities with the specifics of a particular activity and serves as the basis for setting and implementing its goals.

The specificity of sports motivation is due to the qualitative specificity of the topic of sports activities. Therefore, R. A. Piloyan defines sports motivation as a special case of an athlete's personality. Motivation is formed as a result of the interaction of an athlete's own capabilities with the topic of sports activities. Motivation serves as the basis for setting and implementing goals aimed at achieving maximum sports results. Sports activities are aimed at the highest level of achievements and high emotional stress associated with the subjective significance of the results of activities, the sharpness of competition and public performances in competitions. An important role in the duration and effectiveness of sports is also played by the motivational sphere of the individual.

The presence and importance of direct motives for sports (satisfaction with muscle activity, aesthetic pleasure, striving for competition) and indirect motives of sports activities (desire to be strong, healthy, preparation for work, awareness of the importance of sports activities) were determined. According to high-achievement sports participants, their motives include the need for limited physical movements, to experience a state of intense mental tension, to overcome the opponent's movements, to test their physical and mental abilities.

The priority of the structure of motives is significantly influenced by the specifics of sports, the level of sports achievements, age, gender, sports experience of an athlete, as well as the objectivity of self-assessment of personal qualities and level of training. Some sports psychologists propose to distinguish between the concepts of sports motives and sports motivation.

General motivation. Its formation is the task of the entire educational process. A necessary condition for this is the setting and strengthening of the goal, which is very backward in the mind of the athlete.



The athlete's motivation to work in training, in the preparatory stage, is achieved by self-assessment of the tasks of the preparatory stage and its condition, functionality, breaking through this general motivation.

We are united with researchers who have argued that the development of a number of personality traits contributes to the innovative formation of sports motivation. These characteristics include: 1) the formation of a positive attitude of those involved in sports, overcoming difficulties; 2) the development of emotional — volitional qualities—perseverance, perseverance, self-confidence, self-control, resourcefulness, emotional stability; 3) the development of a feeling of collectivism and its manifestation. Sports motivation can be defined as the actual state of an athlete's personality, which serves as the basis for setting and implementing goals aimed at achieving maximum sports results. Motivation affects the nature of training and the direct competitive result. Improving the effectiveness of competitive activities significantly increases sports motivation.

Proposes its own approach to determining the structural structure of the concept of motivation. In the structure of sports motivation, it is necessary to highlight the educational and competitive components of this phenomenon. In turn, in jobs, in competitive motivation, two components are also distinguished: motivation to succeed and motivation to avoid failure. Athletes with a dominant motivation for success are characterized by a desire to win, the ability to fight to the end, the manifestation of positive emotions, a tendency to superiority, a desire for danger, indifference to a threat. Low anxiety, the attack style of the duel, the ability to realize the possibilities of psychophysiological mechanisms of regulation, the high intensity of the voltage in extreme situations and the effectiveness of behavior are also manifested. The motivation to achieve success significantly affects the purpose and content of the action, the intensity of the force voltage, the nature of behavior in extreme situations. In this regard, V. I. Stepanky's data is interesting. With the predominance of achievement motivation, the effectiveness of an activity is determined by its level of regulation, psychophysiological characteristics of the subject of activity. Therefore, in cases where the motivation to avoid failure prevails (the factor of fear of making mistakes, fear of the enemy's readiness), even with sufficient potential of the level of regulation of activities, its effectiveness will still be low.

The manifestation of sports motivation also depends on the state of preparation for competitions and the objectivity of self-esteem of the personal qualities of athletes. Important parameters of self-esteem, regardless of the type of Sport and the gender of athletes: self-confidence; satisfaction with sports results; sports reputation; health status. The indicator of self-confidence is closely related to sports achievements, the motivation to achieve success and the emotionality of sports activities. The realistic and constructive attitude of an athlete to success and failure, explaining his results by internal, controlled changing factors, contributes significantly to maintaining sports motivation and maintaining self-esteem steadily. The relationship between motivation and the athlete's level of anxiety has been found. This manifests itself in a certain pattern: the greater the strength of the motive (to achieve a very high result or fear of failure), the more disturbed the current state of the athlete.



The ratio of motives and goals of sports activities was studied. Noted a close connection between the process of setting subjective goals and the motivational sphere of the athlete. A leading role in this interaction is played by the athlete's self-affirmation. The development of such a motive should be considered in connection with the formation of the athlete's value system. It should be based on personal behavior and a critical assessment of one's own achievements. At the same time, the critical attitude of an athlete to his behavior is impossible without self-esteem and identification with generally accepted socio-social norms. Therefore, the level of development of personal value qualities determines the level of the athlete's claims to himself and his achievements.

An important condition for the implementation of a function that regulates the purpose of activity is its subjective acceptance by its athlete. The more clearly he knows the goals and objectives facing him, the deeper he understands and experiences the importance and social significance of solving these tasks, the stronger his desire to solve them is manifested. The harder and higher the goal, the more effort the athlete will make to achieve it. The difficulty of the chosen goal characterizes the level of claims in the field of activity. It is especially important that the level of the athlete's claims matches his capabilities. A high level of claims can lead to disappointment. The practice of research in sports games and in handball in particular shows that self-confidence or insecurity in the conditions of competitions equally negatively affects the quality of the accuracy of game actions, their effectiveness.

Athletes with a manifestation of a strong nervous system with increased Stress exposure tend to increase the level of claims. At the same time, individuals with a vital manifestation of a weak nervous system strive to reduce this level. Compares the signs of athlete behavior to high and low-level claims. The first can overestimate their capabilities. Such athletes claim high marks from others and experience failures. Athletes with lower levels of claims underestimate their potential, not showing a desire to move above the level achieved. They do not want to solve difficult problems, they are afraid of failures.

The level of claims is influenced by factors of past successes and failures, the development of the ability to realistically assess the situation that occurs, the ability to anticipate the course and outcome of the action. The voluntary activity of the athlete, the higher the aspiration for the intended goal, the more important the goal and the higher the level of his claims, the more difficult the goal is. The analysis of the above studies shows a close relationship between motivational attitudes, levels of claims, self-esteem and personality traits.

Domestic and foreign authors identify motives associated with the process of sports activity, that is, the need for physical activity; aesthetic pleasure; the desire to win a competition, the manifestation of maximum physical activity; the desire to experience a state of stress and overcome it. At the same time, motives associated with the results of sports activities stand out. Among them: to test your own physical and mental capabilities; to strengthen your health, the desire to have a physically strong, beautiful physical condition; to improve physical fitness. Motives associated with the formation of personality traits are also noted: the desire to be bold and persistent; to increase social status, social self-affirmation; to achieve high sports results. For athletes, it is important to establish or deepen contacts in the team; to achieve material



needs, social and domestic conditions. Motives for acquiring special knowledge and skills are noted; methods for combating the negative effects of stress. There is also a desire to go to competitions in other cities and abroad, attention is paid to mastering the specialty of a coach. There are also moral motives-awareness of the importance of sports activities, the desire to improve for successful participation in the sports team, the desire to glorify the place of residence, Homeland.

The development of motivation for sports activities is determined by the interaction of internal and external factors. Their importance changes during the period of preparation and participation in sports. As internal factors for the development of motivation, the following stand out: age, predisposition to motor abilities and predisposition to activities with a certain content. The social environment acts as external factors. It reflects both traditional social and moral standards and the attitude towards the personality of the athlete. The development of internal and external factors is carried out through their interaction during sports activities. The development of internal factors leads to the formation of goals and objectives of sports. They are suitable for needs of personal importance, and also correspond to the capabilities of the athlete and the characteristics of the activity performed.

The development of external factors is manifested in the improvement of the organization of the educational process. This applies to improving the quality of training conditions-teaching methods, the emotional side of classes and competitive activities. For the development of motivation, the satisfaction of athletes with the results of activities, its compliance with goals and objectives, as a result of the effective interaction of internal and external factors, is decisive. Information about them quickly comes to the athlete through feedback.

As part of psychological training, there are features of the formation of the process of motivation. The ultimate goal of psychological training is the innovative formation and improvement of the sports motivation of an individual by strengthening the athlete's attitude towards the process of Sports Activity, its results, coach and partners, and finally to himself. Psychological training aimed at the innovative formation of sports motivation is carried out in conjunction with the rest of the types of sports training. Therefore, the work and recovery activities performed by athletes are considered in connection with mental states that are relevant not only physically, but also at the same time.

The current literature does not reflect the pressing issues of the innovative formation of youth motivation in handball. Among them: a) features of training and competitive motivation for practicing handball in adolescence; b) reveal the interdependence of sports motivation, self-esteem of sports opportunities, the manifestation of voluntary qualities of athletes; C) control the process of innovative formation of sports motivation; D) to reflect the relationship of sports motivation with the personal characteristics of athletes and their level of sports training. This determined the relevance of the study. In this regard, a problem arises that involves the need to study the possibilities of young handball players to form motivation for the development and improvement of sports and play activities using directed pedagogical influences.

Studies on the materials of handball players aged 15-16 years have made it possible to determine the following. The formation of relationships that form the basis of sports motivation



was carried out through the use of psychological mechanisms "bottom-up" and "top-down". The movement of the "bottom-up" mechanism was ensured by the directed creation of special external conditions in the process, in addition to training, training and competitive activities. Situations have been created that require success, timely decision-making in personally important and ambiguous situations. Such conditions corresponding to signs of extreme activity require athletes to update The formed motives and optional qualities. This leads to the formation of the ability to independently assess situations, make responsible decisions and implement them with active opposition from opponents. Pedagogical influences were also implemented at the same time as introducing young players into simulated conditions of competitive activity. Through the use of verbal methods of suggestion and persuasion, athletes were informed about how the attitude towards the conditions that arise (at the level of goals, motives, volitional actions), which ensure the high efficiency of sports activities (the movement of the mechanism from top to bottom), should be directed and given emotional coloring. Due to the joint action of the above psychological mechanisms, the development of a positive attitude towards the educational and competitive activities of young handball players occurs in a rational-conscious direction from the emotional-conscious manifestation of motivation. We can say that there is a directed process of step-by-step formation of motivation from external perception and internal assimilation of useful information, to real working and interconnected elements of motivation.

In the process of sports training, pedagogical conditions carried out through psychological-pedagogical mechanisms "from bottom to top" and "top to bottom" ensure the emergence, functioning and development of a positive attitude of handball players towards sports goals. The use of the proposed approach leads to the development of motivation for the development of the ability of players to objectively assess their capabilities. Players develop a positive attitude towards the training process and competitive activities, teammates, coach. Stabilizing such relationships leads to the formation of constant positive motives for playing sports, the development of voluntary qualities, subjective control and the ability to self-control. Subsequently, such qualities become a personal basis for internally organized sports motivation. Here the following pedagogical conditions must be observed:

formation of a favorable attitude

young handball players are engaged in sports as a leading goal of achieving sports skills;

formation of a positive attitude to sports success;

formation of a positive attitude towards their sports opportunities;

formation of a positive attitude to training and competitive activities;

formation of a positive attitude towards the team and the coach.

In the process of training handball players aged 15-16 years, in the implementation of pedagogical conditions allocated at work, it was determined: 1) to accelerate the pace of development of the volitional qualities of perseverance, perseverance and perseverance; 2) to weaken the motivation of emotional satisfaction, the importance of socio-emotional and socio-moral motives, increase the importance of;





4) increase the level of subjective control, the ability to self-control through the implementation of the goal of communication, behavior and gaming activity.

Young handball players found that sports motives were integrated into two relatively independent blocks. The first includes positively related motifs. According to the psychological content, they are not related to sports activities. The second block is formed by the interrelated civic-patriotic, socio-moral and motive for success. They are associated with sports activities. Socio-emotional and social self-affirmation motives are positively associated with the group of internal motives and negatively associated with all external motives. Competition and training motivation are negatively related to each other. Competitive motivation is based on motives: success, social self-affirmation, and socio — morality; the basis of educational motivation is emotional satisfaction and rational-volitional motivation. Characteristic: the more strongly formed sports motives, the higher the readiness for the manifestation of volitional actions.

Conclusion. Analyzing the literature, the results of the study allow us to conclude the following. We recommend developing sports motivation in an externally organized direction, this relationship occurs and is renewed mainly under the influence of the social environment and is determined by the peculiarities of a particular situation, is organized internally. This is mainly due to the following personality traits: temperament traits, motives for playing sports, optional qualities, subjective self-control and the ability to self-control. In addition to training, for the innovative formation of sports motivation, it is important that in the process of training and competitive activities, directed pedagogical conditions are regularly created that contribute to the emergence, functioning and stabilization of the aforementioned relationships, using the psychological-pedagogical mechanisms of influence "bottom-up" and "top-down" described above.

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