

Pedagogical Aspects of Forming Sports Motivation

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Abstract

On the basis of the theoretical analysis of scientific and methodical literature, the nature and content of sports motivation and its correlation with personal characteristics of athletes were determined. Pedagogical conditions for the formation of sports motivation of volleyball players aged 9-13 were determined.

Keywords: motive, sports motivation, sports activity, personal characteristics, level of demands.

Introduction

Motivation occupies a leading place in the structure of personality, penetrates into all its structural structures: personality orientation, character, emotions, abilities, mental processes. Behavioral stimulation is not possible outside the emotional sphere. Emotions direct a person, indicate the importance of the environment for a person, the degree of their importance, their modality. The degree of significance indicates the permissible level of material and functional-energy costs necessary for the implementation of impulses.

In the psychological literature, it is proposed to distinguish between concepts of motive and motivation. Motives are understood as: 1) subjective dynamic forces (trends) aimed at freeing a person from stressful situations that oppress him; 2) subjective images of objects that satisfy relevant needs and give personal meaning to activities directed at them; 3) a special fixed attitude that determines their readiness for activity in appropriate conditions and in a certain direction; 4) stable assessment dispositions.

Motivation is considered 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 the definition and implementation of its goals.

The specificity of sports motivation is due to the qualitative specificity of the topic of sports activities. Sh.H.Honkeldiyev defines sports motivation as "a special case of an athlete's personality, formed as a result of the interaction of an athlete's own abilities and capabilities with the subject of sports activity, which at the moment serves as the basis for setting and implementing goals aimed at achieving the highest possible sporting results."

Sports activity is characterized by such psychological characteristics as orientation to the maximum level of achievements and high emotional stresses associated with the subjective significance of the results.



An important role in the duration and effectiveness of sports is played by the activity of the individual, the tension of competition, the motivational sphere of public performances in competitions.

A. A. According to talipdzhanov, the motives of high-achievement sports include the need for limited physical activity, experiencing a state of intense mental tension, overcoming an opponent, testing their physical and mental abilities.

The priority of motives, the peculiarities of the structure of motives affect the self-esteem of sports characteristics, the level of sports achievements, age, gender, sports experience of an athlete, as well as personal qualities.

Sports psychologists propose to distinguish between sports motives and sports motivation. In Particular, V. K. Safonov distinguishes between two levels of sports motivation:

1. General motivation. Its formation is the task of the entire educational process. A necessary condition for this is to set and strengthen the goal, which is very lagging in the mind of the athlete.
2. The motivation of the athlete in this training is carried out at a certain stage of training, breaking through general motivation, by understanding the tasks at this stage of training and self-assessment of his condition, functionality.

The development and activity of sports motivation means the need to develop a number of personal characteristics at a high level:

- 1) a positive attitude to sports and overcoming difficulties in sports activities; 2) emotional-volitional qualities-perseverance, perseverance, perseverance, self-confidence, self-control, resourcefulness, emotional stability; 3) a feeling of collectivism and its manifestation.

Sports motivation is defined as the current state of an athlete's personality, which at the moment serves as the basis for setting and implementing goals aimed at achieving the highest possible sporting results. On the one hand, motivation has been found to affect the nature of training activities and the direct competitive outcome, and on the other hand, increasing the effectiveness of competitive activities increases sports motivation.

Russian pedagogue E. G. Babushkin proposes to distinguish between training and competitive motivation in the structure of sports motivation.

In turn, two components stand out in competitive motivation: motivation to succeed and motivation to avoid failure.

Athletes whose motivation to succeed prevails are characterized by a desire to win, the ability to "fight to the end", positive emotions, a tendency to dominate, pursuit of danger, indifference to threat, low anxiety, duel attack style, high intensity of strong tension and efficiency of behavior in extreme situations.

Motivation to succeed has been found to affect the purpose and content of the action, intensity of the intensity of the intensity, and behavior in extreme situations. A.A. With the predominance of the Umarov achievement motivation, the effectiveness of activity is determined by the existing level of activity regulation, that is, its psychophysiological properties. When the motivation to avoid failure prevails at any level of activity regulation, its effectiveness is low.



The manifestation of sports motivation depends on the characteristics of self-esteem of the personal qualities of athletes. According to the results of the study X.X.Boltaboyev, regardless of the type of sport and the gender of athletes, important parameters of self-esteem are self-confidence, satisfaction with sports results, reputation, health status. In particular, it was found that self-confidence is closely related to sports achievements, the motivation for success and the emotionality of sports activities.

A number of works examined the ratio of motives and goals of sports activities. A.A.Talipdzhanov wrote that the process and motivational sphere of the athlete's subjective goal setting are closely related and play a decisive role in self-affirmation in this. The development of such a motive should be considered in connection with the formation of a system of values based on a critical assessment of the athlete's personal behavior and achievements. The critical attitude of an athlete to his behavior is impossible without self-esteem and identification with generally accepted socio-social norms. The athlete's personal values determine the level of his claims to himself and his achievements.

An important condition for the implementation of the regulatory function of the goal is its subjective acceptance by the athlete. The more accurately an athlete knows the tasks that are facing him, the deeper he understands and experiences the importance and social significance of solving these tasks, the stronger his desire to solve them. The more difficult and serious the goal, the more athletes will try. The difficulty of the goal chosen by the athlete characterizes the level of his claims in the field of sports activities. The degree of claim of the athlete must correspond to his capabilities.

With increased stress, individuals with a strong nervous system assess the level of claims, while those with a weak nervous system underestimate it the former overestimates its capabilities, claims high assessments by others and experiences failures. Athletes with a low level of claims value themselves low, do not strive to rise above the level achieved, do not want to perform difficult tasks, are afraid of failures. The level of an athlete's claims can be influenced by past successes and failures, the ability to realistically assess the current situation, the ability to anticipate the course and outcome of the movement. The stronger the athlete's volitional activity, the higher his aspiration for the intended goal, the more important the goal and the higher the level of claims (the harder the goal).

In general, the results of the study show a close relationship between motivational relationships, the level of claims, self-esteem and personality traits.

Summarizing the results of studies conducted by domestic and foreign researchers, we can conclude that they distinguish the following motives associated with the process of sports activity: the need for physical activity; aesthetic pleasure; striving for competition; active rest and entertainment; the need for limited physical activity; striving for a state of stress and overcoming it.

At the same time, the authors distinguish motives associated with the results of sports activities: testing their physical and mental capabilities; being healthy, strong, physical, achieving a beautiful physique, the desire to improve physical abilities; personality formation: the desire to strengthen the will, be brave and persistent; increasing social status, social self-affirmation;



success in sports; focusing on the possible negative consequences of success; the desire; material needs, socio-domestic conditions; preparation for professional activities; accumulation of special knowledge and skills, knowledge about your opponents; lack of pain and psychogenic influences; desire to participate in competitions in other cities of the country and especially abroad; desire to become a coach in the future; moral motives: the desire to understand the importance of sports activities, the desire to glorify

The development of motivation for sports activities depends on the interaction of internal and external factors that change their importance during sports activities. 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 plays the role of external factors, which reflect both the traditional social and moral norms inherent in society 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. As a result of the development of internal factors, on the one hand, personal and important needs are formed, on the other hand, goals and objectives of the sport corresponding to the possibilities and characteristics of the activities being carried out. The development of external factors is manifested mainly in the improvement of the organization of the educational process (educational conditions, organization and methodology of training, high emotionality of training) and in competitive activities.

To develop motivation, the high level of satisfaction of athletes with the results of sports activities is decisive, taking into account their compliance with their goals and objectives (as a result of the effective interaction of internal and external factors), information about which comes to the athlete from the coach through fast communication channels.

The ultimate goal of psychological training is to form and improve the athletic motivation of an individual by stabilizing the athlete's attitude to the process and results of sports activities, to the coach and teammates, to himself every day (in the process of each training and competition). Psychological training aimed at the formation of sports motivation is carried out in conjunction with the rest of the types of sports training. Therefore, all physical exercises and recovery activities performed by athletes should be considered in connection not only with their physical condition, but also with the mental states of those involved.

The following issues were not reflected in the literature: the features of competitive and training motivation for practicing volleyball in adolescence; the interdependence of sports motivation, self-esteem of sports opportunities and optional qualities; the management of the formation of sports motivation; the relationship of sports motivation with the personal characteristics of the athlete and their level of sports training. This determined the relevance of our research.

Our long studies on this problem with 15-16-year-old volleyball players allowed us to come to the next conclusion.

The formation of relationships that form the basis of sports motivation is carried out through psychological mechanisms "from bottom to top" and "top to bottom".

The movement of the "bottom-up" mechanism is ensured by the creation of a directed, which, in addition to training, objectively requires special external conditions in the process of training



and competitive activities (for example, situations of success, the need for timely decision-making in a personal and uncertain situation, etc.). it leads to an independent decision to renew the motives and voluntary qualities formed from athletes and carry out actions associated with them.

At the same time as putting into the specially organized external conditions of sports activities by the coach through the use of methods of suggestion and persuasion, it is transmitted to the minds and understanding of athletes, what should be the direction and emotional coloring of the attitude towards these conditions, in which the high efficiency of sports activities is achieved (the movement of

Theoretical analysis and generalization of literary data made it possible to distinguish a number of pedagogical conditions, their implementation through psychological mechanisms "from bottom to top" in the process of sports training and

"top-down", as we assume, should ensure the emergence, functioning and development of volleyball players' athletic goals, sporting achievements, their capabilities, educational and competitive activities, attitudes towards the team and coach.

Stabilizing these relationships leads to the formation in participants of sports motives, voluntary qualities, subjective control and the ability to self-control, which later becomes the personal basis of internally organized sports motivation.

At the same time, in our opinion, it is necessary to adhere to the following pedagogical conditions, which we emphasize:

- * formation of favorable relationships for sports purposes;
- * formation of positive attitudes towards sports success;
- * forming a favorable relationship for your capabilities;
- * formation of positive attitudes towards educational and competitive activities;
- * formation of positive attitudes towards the team and coach.

Summarizing the results of the study, we can conclude that the following will be observed in the practical implementation of the pedagogical conditions that we have separated in the educational and training process of volleyball players aged 15-16:

- 1) accelerate the pace of development of volitional qualities of perseverance, perseverance and perseverance;
- 2) weaken the importance of the motive of emotional pleasure and increase the importance of motives for achieving success, social and physical self-affirmation;
- 3) strengthening sports motivation and competitive motivation;
- 4) increase subjective control and self-control through communication, behavior and activity.

To control the formation of sports motivation, it is necessary to create pedagogical conditions for the emergence, functioning and stabilization of these relationships through psychological mechanisms "from bottom to top" and "top to bottom".



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