

Formation of Psychological and Pedagogical Problems Through Sports Motivation

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Abstract

High results in sports are closely related to a person's motivational field. 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. The main feature of sports motivation is its direct impact on the athlete's performance. In the face of fierce competition, only a motivated athlete with the maximum intensity of motivation can be expected to give full dedication and desire to win. Underestimating the role of motivational factors, taking into account the dynamics of motivation changes by sports teachers, coaches and athletes themselves, often leads to a person not being able to demonstrate his potential, to realize the great work he did while playing sports.

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.

The motivation of personal behavior, on the one hand, is associated with the motives of a person, on the other hand, is determined by the mental reflection of the specific historical conditions of a person's life. Therefore, unlike motivations characterized by stability, it refers to the dynamic component of the motivational sphere, which varies in direction (qualitative aspect) and degree of violence (quantitative aspect).



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. R. A. Piloyan defines sports motivation as "a special case of the personality of an athlete, formed as a result of the interaction of his 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 activities are 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 of activities, sharpness of competition and public performances in competitions. An important role in the duration and effectiveness of sports is played by the motivational sphere of the individual.

In the first studies on the emergence and development of Sports interest, A. C. Puni identified the presence and importance of motives for direct (satisfaction with muscle activity, aesthetic pleasure, striving for competition) and mediation (desire to be strong, healthy, preparation for work, awareness of the importance of sports activities).

A. V. according to Rodionov, 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.

Taking into account the results of general psychological research, sports psychologists propose to distinguish between sports motives and sports motives. In Particular, V. K. Safonov and Y. I. Filimonenko 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 implies 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 and volitional qualities-perseverance, perseverance, perseverance, self-confidence, self-control, resourcefulness, emotional stability; 3) a sense 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.

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 the desire to win, the ability to "fight to the end", positive emotions, a tendency to dominate, desire for danger, indifference to threat, low anxiety, attack style of duel, the ability to fully realize the possibilities of psychophysiological regulatory mechanisms., 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. V. I. With the predominance of Stepansky achievement motivation, the effectiveness of activity is determined by the existing level of activity regulation, i.e.its psychophysiological properties. When the motivation to avoid failure prevails at any level of activity regulation, its effectiveness is low.

Practical psychologist R. M. Zagaynov developed a classification of personality types of athletes, differing in the nature and content of the motivational sphere, based on many years of conversations and observations of athletes.

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 A. V. Shabolts, regardless of the type of sport and the gender of athletes, important parameters of self-esteem are self - confidence, satisfaction with sports results, prestige, 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.

The realistic and constructive attitude of an athlete to successes and failures, explaining his results by internal, controlled changing factors contribute significantly to maintaining sports motivation and maintaining self-esteem steadily.

There is the following relationship between the level of motivation and anxiety experienced by the athlete: the greater the strength of the motive (whether it is set to achieve a very high result or the fear of failure), the more anxiety the athlete becomes.

A number of works examined the ratio of motives and goals of sports activities. G. D. Gorbunov writes that the process and motivational sphere of setting subjective goals of an athlete is closely related and plays 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. The high level of claims leads to disappointment.

With increased stress, individuals with a strong nervous system underestimate the level of claims, while those with a weak nervous system underestimate it.

E. P. Ilyin cites signs of the behavior of athletes with high and low claims. The first exaggerates its capabilities, claims high marks from 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 is determined by the interaction of internal and external factors that change their significance 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, needs of personal importance 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-term research on this problem with volleyball players made it possible to come to the next conclusion 15-16 years.

Sports motivation, as a mental state of the athlete's personality, depends on the relationship that is important to him: 1) the goals of the Sport; 2) sports success; 3) its capabilities; 4) in addition to training, training and competitive activities; 5) Team; 6) coach. The development of sports motivation is carried out in a direction organized from the outside, this relationship occurs and is carried out mainly under the influence of the social environment and is determined by the peculiarities of a particular situation, mainly due to the personal characteristics of the athlete, internally organized: temperament characteristics, sports motives, voluntary qualities, subjective self-control and self-control ability. 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 "bottom-up" and "top-down".

At the age of 15, volleyball players combined sports motives into two relatively independent blocks. The first block contains motifs that are positively associated with each other, which are psychologically considered external to sporting activities. The second block is formed by the interrelated civic-patriotic, socio-moral and motive for success, which are associated with sports activities. The socio-emotional and social self-affirmation motive is positively associated with the group of internal motives, and the negative with all external motives. Competition and training motivation are negatively related to each other. At the same time, competitive motivation is based on motives: success, social self-affirmation and socio – moral; the basis of educational motivation is emotional pleasure and rational-volitional motivation. The stronger the motives of the sport, the higher the willingness to show volitional actions.

We have identified six pedagogical conditions that are characterized by the fact that athletes are focused on various aspects of sports life, in particular: sports goals, success, their capabilities, educational activities, the formation of favorable attitudes towards the team and the coach, competitive activities. Each of these conditions is achieved through the use of appropriate pedagogical techniques in the educational process.

The development of sports motivation should be carried out in a direction organized from the outside, this relationship occurs and is carried out mainly under the influence of the social environment and is determined by the peculiarities of a particular situation, mainly due to the personal characteristics of the athlete, internally organized: temperament characteristics, sports motives, voluntary qualities, subjective self-control and self-control ability.

In addition to daily training, in order to manage the formation of sports motivation, it is necessary to create pedagogical conditions for the emergence, functioning and stabilization of these relationships through psychological mechanisms "bottom-up" and "top-down" in the process of training and competitive activities.

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