

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SPORTS
MOTIVATION

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Annotation: based on the theoretical analysis of scientific and methodological literature, the essence and content of sports motivation and the features of its connection with the personal qualities of athletes are determined. The pedagogical conditions for the formation of sports motivation of volleyball players aged 15-16 are revealed.

Keywords: motive, sports motivation, sports activity, personality traits, level of claims.

Introduction

Motivation occupies a leading place in the structure of personality, permeating all its structural formations: personality orientation, character, emotions, abilities, mental processes.

Motivation of behavior is impossible outside the emotional sphere. Emotions orient a person, indicating the importance of the environment for a person, the degree of their importance, their modality. The degree of significance indicates the acceptable level of material and functional energy costs necessary for the implementation of impulses.

In the psychological literature, it is proposed to distinguish between the concepts of motive and motivation. Motives are understood as: 1) subjective dynamic forces (tendencies) aimed at freeing a person from oppressive states of tension; 2) subjective images of objects that satisfy relevant needs and give personal meaning to activities aimed at them; 3) special stationary installations that determine readiness for activity in appropriate conditions and in a certain direction; 4) stable evaluation settings.

Motivation is considered as a mental state formed as a result of a person correlating his needs and capabilities with the specifics of a particular activity and serving as a basis for setting and implementing his goals. The specificity of sports motivation is due to the qualitative originality of the subject of sports activity. R.A. Piloyan defines sports motivation as "a special state of an athlete's personality, which is formed as a result of correlating his abilities and capabilities with the subject of sports activity, which serves as the basis for setting and implementing goals aimed at achieving the maximum possible sports result at the moment."

Sports activity is characterized by such psychological characteristics as orientation to the maximum level of achievements and high emotional stress associated with the subjective significance of the results of activities, the severity of rivalry, publicity of performances at competitions. In the duration and effectiveness of sports, a significant role belongs to the motivational sphere of the individual.

According to A.V. Rodionov, the motives for playing sports of the highest achievements include the need for extreme physical effort, experiencing a state of strong mental stress, overcoming an opponent, checking one's own physical and mental capabilities.

The priority of motives, the peculiarities of the structure of motives are influenced by the specifics of the sport, the level of sports achievements, age, gender, sports experience of the athlete, as well as self-assessment of their personal qualities.

Sports psychologists suggest distinguishing between sports motives and sports motivation. In particular, V.K. Safonov identifies two levels of sports motivation:

1. General motivation. Its formation is the task of the entire educational process. A prerequisite for this is the setting and fixing of a distant goal in the athlete's mind.

2. Motivation of an athlete at this training session, at a specific stage of preparation, which, refracted through general motivation, is actualized through awareness of the tasks of this stage of preparation and self-assessment of their condition, functional capabilities. The development and functioning of sports motivation implies the need for a high level of development of a number of personality qualities: 1) positive attitude to sports and overcoming the difficulties of sports activity; 2) emotional and volitional qualities - determination, perseverance, self-confidence, self-control, resourcefulness, emotional stability; 3) a sense of collectivism and its manifestations.

Sports motivation is defined as the actual state of an athlete's personality, which serves as the basis for setting and implementing goals aimed at achieving the maximum possible sports result at the moment. It is revealed that, on the one hand, motivation affects the nature of training activities and directly on the competitive result, on the other hand, increasing the effectiveness of competitive activities enhances sports motivation.

E. G. Babushkin suggests distinguishing between training and competitive motivation in the structure of sports motivation. In turn, two components are distinguished in competitive motivation: the motivation to achieve success and the motivation to avoid failure.

Athletes with a dominant motivation to achieve success are distinguished by the desire to win, the ability to "fight to the end", positive emotions, a tendency to dominate, a desire for risk, insensitivity to threat, low anxiety, an attacking style of action. combat operations, high intensity of efforts and effective behavior in extreme situations.

It is revealed that the motivation to achieve success affects the purpose and content of the action, the intensity of effort and behavior in extreme situations. B. I. Stepansky found that with the dominance of the motivation of achievement, effectiveness is determined by the current level of regulation of activity, i.e. its psychophysiological characteristics. If the motive of avoiding failure prevails at any level of regulation of activity, its effectiveness will be low. The manifestation of sports motivation depends on the characteristics of athletes' self-esteem of their personal qualities. According to the results of the study A.V. According to Shaboltas, significant parameters of self-esteem, regardless of the sport and gender of athletes, are self-confidence, satisfaction with sports results, authority, and health. In particular, it was revealed that self-confidence is closely related to sports achievements, the motive for achieving success and the emotionality of sports activity.

In a number of works, the correlation of motives and goals of sports activity is considered. G. D. Gorbunov writes that the process of subjective goal-setting and the motivational sphere of an athlete are closely related, and self-affirmation plays a decisive role in this. The development of such a motive should be considered in connection with the formation of an athlete's value system, which should be based on a critical assessment of personal behavior and achievements. An athlete's critical attitude to his behavior is impossible without a sense of self-worth and identification with generally accepted social and social norms.

The personal values of an athlete determine his level of claims to himself and to his achievement.

An important prerequisite for the implementation of the regulatory function of the gate is the subjective acceptance of their athlete. The more clearly an athlete realizes the tasks facing him, the more deeply he understands and experiences the importance and social significance of solving these tasks, the stronger the desire to solve them. The more difficult and serious the goal, the more effort athletes make. The complexity of the goal chosen by the athlete

characterizes the level of her claims in the field of sports activity. The level of the athlete's claims should correspond to his capabilities.

As stress increases, persons with a strong nervous system overestimate the level of claims, and persons with a weak nervous system underestimate it. E. P. Ilyin gives signs of the behavior of athletes with high and low levels of claims. The former overestimate their abilities, demand high marks from others and experience failures. Athletes with a low level of pretensions underestimate themselves, do not strive to rise above the achieved level, are reluctant to take on 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 result of an action. The athlete's volitional activity, his desire for the intended goal, the higher the motive is more important and the higher the level of claims (the goal is more difficult).

In general, the results of the study indicate a close relationship between motivational attitudes, the level of claims, self-esteem and personality traits. Summarizing the results of research by domestic and foreign researchers, it can be concluded that they identify the following motives associated with the process of sports activity: the need for motor activity; aesthetic pleasure; the desire for competition; active recreation and entertainment; the need for excessive physical effort; the desire for a state of stress and overcoming it.

Along with this, the authors identify the motives associated with the results of sports activities: checking their own physical and mental capabilities; the desire to become healthy, strong, physically, achieve a beautiful physique, improve physical capabilities; personality formation: the desire to harden the will, become courageous and persistent; improving social status, social self-affirmation; achieving success in sports; focus on possible negative consequences

success; desire for contacts in a sports team; material needs, social conditions; preparation for professional activity; accumulation of special knowledge and skills, knowledge about their opponents; lack of pain and psychogenic effects; desire to attend competitions in other cities of the country and, especially, abroad; desire to become a coach in the future; ethical motives: awareness of the importance of sports activities, the desire to glorify their country, the desire for sports improvement for the successful performance of a sports team.

The development of motivation for sports activity is due to the interaction of internal and external factors that change their significance in the process of sports activity. As internal factors of motivation development, there are: age, the makings of motor abilities and a tendency to activity of a certain content. The role of external factors is played by the social environment, which reflects both the traditional socio-moral norms inherent in society and the attitude towards the athlete's personality.

The development of internal and external factors is carried out through their interaction in the process of sports activity. As a result of the development of internal factors, the goals and objectives of sports are formed, adequate, on the one hand, to personally significant needs, on the other - to the capabilities and features of the activity performed.

The development of external factors manifests itself mainly in the improvement of the organization of the educational and training process (training conditions, organization and methodology of classes, high emotionality of training sessions) and competitive activities.

For the development of motivation, high satisfaction of athletes with the results of sports activities is crucial, taking into account their compliance with its goals and objectives (as a result of effective interaction of internal and external factors), information about which is promptly received by the athlete from the coach through feedback channels.

The ultimate goal of psychological training is the formation and increase of sports motivation of the individual by daily (during each training and competition) stabilization of the athlete's attitude to the process and results of sports activities, to the coach and teammates, to himself. Psychological training aimed at the formation of sports motivation is carried out in unity with other types of sports

training. Therefore, all physical exercises and rehabilitation activities performed by athletes should be considered in relation not only to their physical conditions, but also to the actualized mental states of those involved. The literature does not reflect such issues as: features of competitive and training motivation for volleyball in adolescence; the relationship of sports motivation, self-assessment of sports capabilities and strong-willed qualities; management of the formation of sports motivation; the relationship of sports motivation with the characteristics of the athlete's personality and the level of his athletic fitness. This determined the relevance of our research. Our long-term studies of this problem with volleyball players aged 15-16 years allowed us to come to the following conclusion.

The formation of relationships underlying sports motivation is carried out through psychological mechanisms "from the bottom up" and "from the top down". The action of the "bottom-up" mechanism is ensured by the directed creation of special external conditions in the process of out-of-training, training and competitive activities (for example, situations of success, the need for timely decision-making in a personally significant and uncertain situation, etc.), which objectively require athletes to actualize the formed motives and volitional qualities and lead to independent the decision to perform the appropriate actions.

Simultaneously with putting into specially organized external conditions of sports activity, the coach, using the methods of suggestion and persuasion, brings to the consciousness and understanding of athletes what orientation and emotional coloring should be the attitude to these conditions, in which high efficiency of sports activity is achieved (the action of the "top-down" mechanism).

Theoretical analysis and generalization of the literature data allowed us to identify a number of pedagogical conditions, the fulfillment of which in the process of sports training through psychological mechanisms "from the bottom up" and "from the top down" should ensure, according to our assumption, the emergence, functioning and development of the attitude of volleyball players to the goal of sports, sports success, their capabilities, training and competitive activities, to the team and coach.

The stabilization of these relations leads to the formation of motives for sports, strong-willed qualities, the ability to subjective control and self-management, which subsequently become the personal basis of internally organized sports motivation.

At the same time, in our opinion, it is necessary to comply with the following pedagogical conditions, which we have identified:

- formation of a favorable attitude to the purpose of sports;
- formation of a favorable attitude to sports success;
- formation of a favorable attitude to their abilities;
- formation of a favorable attitude to training and competitive activities;
- Formation of a friendly attitude towards the team and the coach.

Summarizing the results of the study, we can conclude that with the practical implementation of the pedagogical conditions identified by us, the following is observed in the educational and training process of volleyball players aged 15-16:

- 1) Acceleration of the pace of development of strong-willed qualities of determination, perseverance and perseverance;
- 2) weakening of the importance of the motive of emotional pleasure and increasing the importance of the motives of success, social and physical self-affirmation;
- 3) Strengthening sports motivation and competitive motivation;
- 4) Increasing the level of subjective control and the ability to self-manage communication, behavior and activities.

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 "from the bottom up" and "from the top down".

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Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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