

PEDAGOGICAL CONDITIONS OF EDUCATION OF SPORTS MOTIVATION

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ABSTRACT

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. Pedagogical conditions for the formation of sports motivation in volleyball players aged 15-16 are identified.

Keywords: Motive, sports motivation, sports activity, personality traits, level of aspirations.

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 significance 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 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 relieving a person from oppressive states of tension; 2) subjective images of objects that satisfy the corresponding needs and give personal meaning to activities aimed at them; 3) special stationary attitudes that determine readiness for activity in appropriate conditions and in a certain direction; 4) stable evaluative attitudes.

Motivation is considered as a mental state that is formed as a result of a person correlating their needs and capabilities with the specifics of a particular activity and serves as the basis for setting and achieving their goals. The specificity of sports motivation is determined by the qualitative uniqueness of the subject of sports activity. R.A. Piloyan defines sports motivation as "a special state of the 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 achieving a goal aimed at achieving the highest possible sports result at the moment." Sports activity is characterized by such psychological characteristics as orientation to the ultimate level of achievement and high emotional stress associated with the subjective significance of the results of the activity, the intensity of rivalry, and the publicity of performances at competitions. The motivational sphere of the individual plays a significant role in the duration and effectiveness of sports activities. According to A.V. Rodionova, the need for extreme physical effort, experiencing a state of strong mental stress, overcoming an opponent, testing one's own physical and mental capabilities.

The priority of motives, the features 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 distinguishes 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 consolidation of a distant goal in the mind of the athlete.
2. The motivation of the athlete at a given training session, at a specific stage of preparation, which, refracted through general motivation, is actualized through awareness of the tasks of a given stage of preparation and self-assessment of their condition, functional capabilities. The development and functioning of sports motivation presupposes the need for a high level of development of a number of personal qualities: 1) a positive attitude towards sports and overcoming the difficulties of sports activities; 2) emotional-volitional qualities - decisiveness, determination, perseverance, self-confidence, self-control, resourcefulness, emotional stability; 3) a sense of collectivism and its manifestations.

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

E. G. Babushkin suggests distinguishing training and competitive motivation in the structure of sports motivation. In turn, two components are distinguished in competitive motivation: motivation to achieve success and 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 actions, high intensity of efforts and the effectiveness of behavior in extreme situations.

It was found 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. Stepanyuk found that with the dominance of the motivation to achieve, the effectiveness is determined by the current level of activity regulation, i.e. its psychophysiological characteristics. If the motive to avoid failure prevails at any level of activity regulation, its effectiveness will be low. The manifestation of sports motivation depends on the characteristics of athletes' self-assessment of their personal qualities. According to the results of the study by A. V. Shabolta, significant parameters of self-esteem, regardless of the type of sport and gender of athletes, are self-confidence, satisfaction with sports results, authority, health. In particular, it was found that self-confidence is closely related to sports achievements, the motive to achieve success and the emotionality of sports activities. A number of works consider the relationship between motives and goals of sports activities. G. D. Gorbunov writes that the process of subjective goal-setting and the motivational sphere of an athlete are closely related, and the decisive role in this is given to self-affirmation. The development of such a motive should be considered in connection with the formation of the 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 societal norms. The athlete's personal values determine his level of aspirations to himself and his achievements.

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

The former overestimate their abilities, demand high marks from others and experience failures. Athletes with a low level of aspirations 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 aspirations can be influenced by past successes and failures, the ability to realistically assess the current situation, the ability to foresee the course and result of an action.

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