

PEDAGOGICAL CONDITIONS FOR FORMATION OF SPORTS SKILLS

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Annotation

Based on a 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 of volleyball players aged 13-14 years have been identified.

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

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ СПОРТИВНЫХ НАВЫКОВ

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Аннотация

На основе теоретического анализа научно-методической литературы определены сущность и содержание спортивной мотивации и особенности ее связи с личностными качествами спортсменов. Выявлены педагогические условия формирования спортивной мотивации волейболистов 13-14 лет.

КЛЮЧЕВЫЕ СЛОВА: мотив, спортивная мотивация, спортивная деятельность, черты личности, уровень притязаний.

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 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 ridding a person of oppressive states of tension; 2) subjective images of objects that satisfy corresponding 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 evaluative attitudes.

Motivation is considered as a mental state that is formed as a result of a person's correlation of his needs and capabilities with the specifics of a particular activity and serves as the basis for setting and realizing his 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 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 realizing goals aimed at achieving the best possible sports result at the moment."

Sports activity is characterized by such psychological characteristics as an orientation towards the maximum level of achievement and high emotional stress associated with the subjective significance of the results of activity, the severity 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.

The motives for playing elite sports include, according to A.V. Rodionov, 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 and 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-esteem of one's 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 athlete's mind.
2. The athlete's motivation at a given training session, at a specific stage of preparation, which, refracted through general motivation, is updated through awareness of the tasks of a given stage of preparation and self-assessment of one's condition and functional capabilities. The development and functioning of sports motivation presupposes the need for a high level of development of a number of personality qualities: 1) a positive attitude towards sports and overcoming the difficulties of sports activities; 2) emotional-volitional qualities - decisiveness, decisiveness, 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 an athlete's personality, which serves as the basis for setting and implementing goals aimed at achieving the highest possible sports result at the moment. It was revealed that, on the one hand, motivation influences the nature of training activity and directly on the competitive result, on the other hand, increasing the effectiveness of competitive activity enhances sports motivation.

E. G. Babushkin proposes to distinguish between training and competitive motivation in the structure of sports motivation. In turn, competitive motivation has two components: motivation to achieve success and motivation to avoid failure.

Athletes with a dominant motivation to achieve success are characterized by a 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, and an attacking style of action. combat operations, high intensity of effort and effective behavior in extreme situations.

It was revealed that motivation to achieve success influences the purpose and content of action, the intensity of effort and behavior in extreme situations. B.I. Stepansky established that when achievement motivation dominates, performance 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 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. Shaboltas, significant parameters of self-esteem, regardless of the type of 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.

A number of works have examined the relationship between motives and goals of sports activity. 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 must 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 self-esteem and identification with generally accepted social and social norms.

An athlete's personal values determine his level of aspirations for himself and his achievement.

An important prerequisite for the implementation of the regulatory function of the athlete is the subjective acceptance of it by the athlete. The more clearly an 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 difficult and serious the goal, the more effort the athletes put in. The difficulty of the goal chosen by the athlete characterizes the level of its claims in the field of sports activities. The level of an athlete's aspirations must correspond to his capabilities.

As stress increases, people with a strong nervous system overestimate their level of aspirations, while people with a weak nervous system underestimate it. E. P. Ilyin gives signs of the behavior of athletes with high and low levels of aspirations. The former overestimate their abilities, demand high marks from others and experience failure. 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, and are afraid of failure. The level of an athlete's aspirations can be influenced by past successes and failures, the ability to realistically assess the current situation, and the ability to foresee the course and result of an action. The volitional activity of an athlete, his desire for the intended goal, the higher the more important the motive and the higher the level of aspirations (the more complex the goal).

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

Along with this, the authors identify motives associated with the results of sports activities: testing one's own physical and mental capabilities; the desire to become healthy, strong, physically, achieve a

beautiful physique, improve physical capabilities; personality formation: the desire to strengthen the will, become courageous and persistent; increasing social status, social self-affirmation; achieving success in sports; orientation towards 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 one's opponents; absence 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 one's 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 meaning in the process of sports activity. The following internal factors for the development of motivation are identified: age, inclinations of motor abilities and propensity for activities of a certain content. The role of external factors is played by the social environment, which reflects both the traditional social and 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, goals and objectives of sport are formed that are adequate, on the one hand, to personally significant needs, and on the other, to the capabilities and characteristics of the activity being performed.

The development of external factors is manifested mainly in the improvement of the organization of the educational and training process (learning conditions, organization and methodology of classes, high emotionality of training sessions) and competitive activity.

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

The ultimate goal of psychological preparation is the formation and increase of an individual's sports motivation through daily (during each training and competition) stabilization of the athlete's attitude to the process and results of sports activity, to the coach and teammates, and to himself. Psychological training aimed at developing sports motivation is carried out in conjunction with other types of sports training. Therefore, all physical exercises and rehabilitation activities performed by athletes should be considered in connection not only with their physical states, but also with the updated mental states of those involved. The literature has not reflected such questions as: features of competitive-training motivation for playing volleyball in adolescence; the relationship between sports motivation, self-esteem of sports capabilities and volitional qualities; management of the formation of sports motivation; the relationship between sports motivation and the athlete's personality traits and the level of his sports preparedness. This determined the relevance of our research. Our long-term studies of this problem with volleyball players aged 13-14 years allowed us to come to the following conclusion.

The formation of relationships that underlie sports motivation is carried out through psychological mechanisms "bottom-up" and "top-down". The action of the "bottom-up" mechanism is ensured through the targeted creation of special external conditions in the process of extra-training,

educational and competitive activities (for example, situations of achieving success, the need for timely decision-making in a personally significant and uncertain situation, etc.), which objectively require athletes actualize formed motives and volitional qualities and lead to an independent decision to perform appropriate actions.

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

Theoretical analysis and generalization of literary data made it possible to identify a number of pedagogical conditions, the fulfillment of which in the process of sports training through psychological mechanisms “bottom-up” and “top-down” should ensure, according to our assumption, the emergence, functioning and development of volleyball players’ attitude towards the goal of sport, sports success, their capabilities, educational, training and competitive activities, to the team and coach.

The stabilization of these relationships leads to the formation of motives for playing sports, volitional qualities, the ability for subjective control and self-government, 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 that we have identified:

- formation of a favorable attitude towards the purpose of playing sports;
- formation of a favorable attitude towards sports success;
- developing a favorable attitude towards one’s abilities;
- formation of a favorable attitude towards training and competitive activities;
- Formation of a friendly attitude towards the team and coach.

Summarizing the results of the study, we can conclude that with the practical implementation of the pedagogical conditions we have identified in the educational and training process of 13-14 year old volleyball players, the following is observed:

- 1) Accelerating the pace of development of strong-willed qualities of determination, perseverance and perseverance;
- 2) weakening the importance of the motive of emotional pleasure and increasing the importance of motives for achieving 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 activity.

To manage the formation of sports motivation, it is necessary to create pedagogical conditions for the emergence, functioning and stabilization of these relationships through “bottom-up” and “top-down” psychological mechanisms.

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