



PSYCHOLOGICAL-PEDAGOGICAL FEATURES OF THE EMOTIONAL-VOLITIONAL SPHERE

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Annotation:

This article discusses the importance of emotional and volitional qualities in the preparation of athletes, the role of teachers and coaches in maintaining the psychological tone of athletes. The analysis of the conducted researches is carried out. The requirements for future teachers of physical culture in the preparation of the personality of an athlete are highlighted.

Keywords: Psychology, Pedagogy, Physical education, emotional-volitional qualities, Extraversion, Aggression, Motivation, social objects, status.

Currently, the issue of the “personal profile” of an athlete involved in a particular sport is acute, and the analysis of the personal characteristics of athletes is widely discussed. The approach of searching for common manifestations of personality turned out to be more productive. that lead to success in sports. These features include: sensitivity, emotional stability, activity in overcoming obstacles.

According to American sports psychologists, the most common personality traits among athletes look like this:

- High level of achievement motivation.
- Extraversion and firmness of character.
- authority.
- Emotional stability and self-control.

Aggression In many sports, especially those where direct physical contact is allowed, various forms of controlled physical aggression are essential. Research data show that high-class athletes involved in these sports are not only more aggressive, but also tend to express their aggressive tendencies more freely than the so-called normal sample. At the same time, aggressiveness manifests itself differently in athletes involved in different sports.

Motivation to achieve success in athletes. Motivation is a key variable in the development of sports skills, the ability to demonstrate them. Motivation is, first of all, the desire for success. High results in their activities. And if a person strives to achieve success, high results in activities, he has a rather strong achievement





motivation. The main psychological and pedagogical feature of the motives that encourage a person to go in for sports is the feeling of satisfaction caused by the activity of this sport and is inseparable from the sports activity itself.

From the analysis of literary sources devoted to this problem, it follows that a special place in the psychological support of sports activity is occupied by motivation that encourages a person involved in sports. The block of motivation forms the needs, motives and goals of doing sports activity.

E.P. Ilyin notes that at the initial stage, the reasons for playing sports (regardless of activity, i.e. sports) can be:

- the desire for self-improvement;
- the desire for self-expression and self-affirmation;
- social facilities;
- satisfaction of spiritual and material needs

Each of the listed reasons is more or less effective for a particular athlete due to its value orientation.

The American psychologist B. J. Cretti defines:

Finding and overcoming stress; He notes that the struggle to overcome obstacles, exposing yourself to stress, change circumstances and achieve success is one of the strongest motives in sports activities.

- Commitment to excellence;
- Raising social status;
- Must be a member of a sports team, group, part of a team;
- Receiving financial incentives.

D.Yu. Palaima singled out two groups of athletes that differ in the dominant motive.

The first group, conventionally called "collectivists", is dominated by social, moral motives.

In the second group - "individualists" - the leading role is played by the motives of self-affirmation, self-expression of the individual. The former perform better in teams, while the latter, on the contrary, in individual competitions.

The social motive is characterized by awareness of the social significance of sports and activity; Athletes with the dominance of this motive set themselves high promising goals; they are passionate about sports.

The motive of self-affirmation is characterized by excessive orientation of athletes to the evaluation of sports results.

The results of practical research conducted by sports psychologists and educators show that contact with opponents or partners is also an important motivational feature of the chosen sport. Three distinguish the main types of contacts: direct (in



hockey, boxing, wrestling, rugby, etc.), indirect (volleyball, football, chess, basketball, tennis, etc.) and conditional (swimming, gymnastics, etc.)

Activities in elite sports are associated with a high psychological level, the tension caused by the discrepancy between the requirements of sports activities and the capabilities of the athlete's body is aimed at eliminating this discrepancy.

In comparison with other types of activity, high mental and pedagogical stress is fundamentally impossible in sports, without it it is impossible to exceed previous records. Therefore, athletes at the stage of higher sportsmanship form not only the motives for achieving success, but also the motives and motives for avoiding failure. Any situation that actualizes the athlete's motive for success, at the same time gives rise to a fear of failure. Which motive arises depends on subjective assessments of the probability of achieving the goal. which are formed under the influence of competitive and life experience. Thus, the dominant type of activity motivation is stably formed.

Studies of the motivation of athletes, conducted by A. V. Shabolts, show that the motives for achieving success among highly qualified athletes are much more pronounced than the motives for avoiding failures, which contributes to high productivity and sustainability of their activities. A strongly expressed need for success generates high activity, perseverance and perseverance in achieving goals. Overcoming the difficulties that arise in sports and achieving high sports results depends on the development of the athlete's volitional sphere, on the level of formation of such qualities as perseverance, perseverance, patience, courage, determination, endurance, etc. Emotional states that arise in sports activities depend on the significance competitions, the presence of strong competitors, the conditions of the competition, the behavior of the people around the athlete, as well as the degree of mastering the methods of self-regulation. Sports activity is often accompanied by an experience of fear, which can affect the success of performance in competitions or the quality of the training process. V.K. Safonov noted that long-term mental stress of athletes without the possibility of recovery leads to psychological satiety with activities, loss of interest, irritation, emotional burnout, neurotic states, fear of performing sports exercises, suspiciousness.

There are many definitions of volitional qualities:

Purposefulness is the ability to set clear goals and objectives, to carry out the planned, to subordinate oneself to the achievement of the goal.

Patience is a one-time, long-term counteraction to irritating factors, based on a strong motivation for achievement and endurance.

Persistence is the intention to achieve the desired result in spite of any difficulties and obstacles.





Persistence is a systematic manifestation of perseverance, the desire to achieve goals no matter what.

Courage - coping with the protective reactions of the psyche in stressful situations. Courage is not characterized by the absence of fear, but is manifested by an inner effort to overcome fear.

Decisiveness - the ability to quickly respond and make decisions in an emergency.

Discipline is the conscious submission of behavior to certain norms and rules. 8.

Endurance - self-control, the ability, with the help of willpower, to slow down actions that impede the implementation of the plan.

Independence - the ability to act alone, without regard to others, as well as evaluate their behavior based on their own beliefs.

Reliability is a complex ability that depends on the level of sports training, the characteristics of the athlete's personality in the presence of emotional and volitional stability.

The ability to control one's behavior is an important quality of a mature, adult person. "Only then can we talk about the formation of personality," wrote L.S. Vygotsky - when there is mastery of one's own behavior "The current level of sports achievements, which rightfully raises the question of the limit of human capabilities that determine these achievements. In conditions when the physical, technical and tactical readiness of highly qualified athletes has reached approximately the same level, the result of a sports duel is often determined by psychological and pedagogical factors. The mental reserves of an athlete essentially determine the reliability of his actions, behavior in difficult conditions of competitive struggle, and above all, in high performance sports. Extensive methods involve observing the behavior of the subject under natural conditions, analyzing his actions and deeds, as well as conversations, interviews, questionnaires, and surveys (using self-assessments). This group of methods allows you to determine the features of volitional activity. As a rule, this approach is justified, but errors are also possible. The reason may lie in the biases of the observer (trainer and teacher), while at the heart of the research work the emphasis is more on the study of specific manifestations. Therefore, in recent years, experimental methods of psychological research have been widely used. Such methods are also convenient for the ability to simulate the phenomena under study, which reduces the time of the study, since one does not have to wait for the phenomenon of interest to occur. The advantage of experimental methods is the ability to take into account the influence of external factors, reveal the causes of the phenomenon, repeat the experiment, structure data and accumulated experience.





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