



PSYCHOLOGICAL ANALYSIS OF THE ATHLETE PERSONALITY

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Annotation

The article reveals the study of the psychological patterns of the formation of athletes and teams of sportsmanship and the qualities necessary to participate in competitions, as well as the development of psychologically sound methods of training and preparation for competitions.

Key words: personality, activity, character, science, object of research, subject of research, pedagogical design, scientific methodology, methodology of artificial design. Sport occupies an important place in the life of modern society. It not only ensures the all-round physical development of a person, but also contributes to the education of his moral and volitional qualities [1].

Sports are varied, but they all require participation in sports competitions and systematic training. The development of effective methods of sports training is impossible without studying, on the one hand, the characteristic features and patterns of sports activity, and on the other, the personality of an athlete as a subject of this activity. Along with other sciences, the psychology of sports is called upon to analyze the most important aspects of sports activity and to help the rational solution of many practical issues related to it.

The main goals of sports psychology are the study of the psychological patterns of the formation of athletes and teams of sportsmanship and the qualities necessary to participate in competitions, as well as the development of psychologically sound methods of training and preparation for competitions [1].

Achieving the goals of sports psychology involves solving the following specific tasks:

1. Study of the influence of sports activity on the psyche of athletes:
 - psychological analysis of the competition (general and specific for individual sports);
 - identification of the nature of the influence of competition on athletes;





- determination of the requirements of the competition to the psyche of the athlete;
 - determination (together with representatives of other sports sciences) the set of moral, volitional and other psychological qualities necessary for athletes to successfully perform at competitions;
 - psychological analysis of the conditions of training activities and sports life.
2. Development of psychological conditions to improve the effectiveness of sports training.

The psychology of sports is designed to reveal the mechanisms and patterns of improving sportsmanship, ways of forming special knowledge, abilities and skills, as well as the conditions that ensure the success of collective actions of athletes [1]

Sports psychology is a field of psychological science that studies the patterns of human mental manifestations in the process of training and competitive activity.

The subject is the psychological characteristics of sports activity in its various types and the psychological characteristics of the athlete's personality.

The main goals of sports psychology are to study the psychological patterns of the formation of sportsmanship and the qualities necessary for participation in competitions in athletes and teams, as well as the development of psychologically sound methods of training and preparation for competitions.

One of the most important features of a person is that he is able to work, and any kind of work is an activity.

Activity is a dynamic system of the subject's interaction with the world.

The motivating causes of human activity are motives. It is the motive that prompts the activity that determines its direction, that is, determines its goals and objectives.

Human activity is a very complex and diverse phenomenon, in the implementation of which all components of the hierarchical structure of a person (physiological, mental, social) are involved [9].

What is the subject of the psychological study of activity? Considering this issue, S.L. Rubinshtein wrote: "Analysis of mental mechanisms of activity leads to functions and processes that have already been the subject of our study. However, this does not mean that the psychological analysis of activity is entirely reduced to the study of functions and processes and is limited to them. Activity expresses a person's concrete attitude to reality, in which personality traits are actually revealed, which have a more complex, specific character than functions and analytically distinguished processes" [1].





At the same time, limiting the study of activity to internal mental processes and states of the subject would be one-sided. Consequently, the subject of the psychological study of activity should include the external objective actions of the subject [6].

Analyzing the problem of the relationship between activity and psyche, it should be noted that any activity has an external and an internal side, and they are inextricably linked.

The division of activity into external and internal is an artificial division. Any external action is mediated by processes taking place inside the subject, and the internal process, one way or another, manifests itself outside. The task of psychology is not to first separate them, and then look for how they are connected, but in studying the "outer side" of activity, to reveal the "inner side", or rather, to understand the real role of the mental in activity [2].

The task of the psychological study of activity is to reveal the system of its theoretical principles, to reveal how in the process of purposeful activity of a person the practical transformation of the objective world takes place, what is the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects the development of human capabilities and on the completion of its nature and how the activity itself takes on an individual character [3].

Sport has a positive effect on the formation and development of the personality of those involved. It was noted that participation in sports competitions contributes to the education of perseverance, valuable moral and volitional qualities, masculinity, etc. Research in this direction is still developing, but the data obtained should already make one think before assessing the actual role of sport in the life of a child or young men.

Werner and Gottheil made an attempt to find out what impact on the personality traits of the military academy at West Point have systematic sports and participation in competition. For this, high school graduates - athletes and non-athletes - were examined before and after entering the military academy. Based on the results, it was suggested that the formation of personality is practically completed in early adolescence and after this sports activities do not cause any significant changes. Interestingly, in spite of the wide range of sports opportunities provided to future officers and West Point, their attitude towards sports and the qualities that are formed with its help remain almost unchanged; they continue to be influenced by positive or negative school experiences.





The results of Ogilvy's study of swimmers of different age groups give some idea of the nature of possible personality changes in children under the influence of very intense and intense training and competitive loads. The personality traits of boys and girls aged 10 and 14 were compared with those of nineteen-year-old high-class swimmers. It turned out that as young athletes matured, their self-control improved, the level of personal anxiety increased, they became more affable, sociable, persistent, cheerful, stable and less withdrawn and egocentric [1]. Personality change can be associated not only with sports, but also with the actions of a number of additional factors. For example, individual personality traits and their combinations change significantly as a result of puberty, etc.

In 1968, at the Second International Congress of Sports Psychology in Washington, Professor Ikegami presented the results of one of the most fundamental studies examining the effect of long-term and systematic sports on personality change. He divided his sample of 1,500 athletes into different groups depending on the length of service: 1-2 years, 3-4 years, 5-6 years, 7-8 years and 9-10 years. With an increase in sports experience, the subjects became more active, more aggressive, carefree, experienced less anxiety and a tendency to depression and frustration, less aspired to leadership when communicating with others, and less often felt a sense of their own inferiority. According to Ikegami, sports did not affect the overall change in emotional stability [1].

There are only superficial and fragmentary data on changes in moral and moral qualities under the influence of sports. Kistler (1957) and Richardson (1962), examining the value orientations of university students, found that athletes had a less favorable attitude towards concepts such as sporting honor and nobility than non-athletes. It can apparently be assumed that the existing practice of selecting athletes to large universities, and sometimes even condescending attitude towards them, lead to the formation of a certain attitude towards sports, which often does not coincide and even contradicts the generally accepted ideas about moral and ethical values allegedly inherent in sports. (on the need to conduct an open and honest sports fight, to treat an opponent with respect, etc.) [3].

Over the past forty years, the psychological literature has paid much attention to the assessment of personality traits. Studies have also been carried out using well-known psychological methods to characterize the personality of an athlete.





And despite the fact that the results of these studies do not yet provide a clear idea of what could be called the "athlete personality", the available data are still of interest to coaches working with athletes. These data allow the coach to better understand the personal characteristics and individuality of athletes, to better know their students and their capabilities.

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