

FORMATION OF MOTIVATION SPORT ACTIVITIES

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Abstract

This article discusses the formation of motivation sports activities . The issues of competition (rivalry) are considered as a stimulating factor, the presence of other people, the influence of public attention, the presence of a perspective, a specific goal, financial incentive.

Keywords: sport, psychology, motive, motivation, formation of motivation, praise, moral encouragement and censure, punishment.

Introduction

As E. P. Ilyin notes, motives are characterized by strength and stability - they are the subject of concern for coaches and sports psychologists, since the success of athletes depends on the severity of these characteristics.

Many studies have shown that the more effective the activity, the greater the strength of the motive. This pattern is especially pronounced in children. However, too much desire to show a high result can lead to the opposite effect.

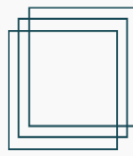
Therefore, when stimulating athletes, one should take into account the Yerkes - Dodson law, which states that increased stimulation (up to a certain limit) increases the efficiency of activity and training, but super-strong motivation worsens both.

Praise, moral encouragement and censure, punishment. Regarding what is more effective - praise or blame - there is no consensus among psychologists. The effectiveness of these effects largely depends on the individual-typical characteristics of athletes. For example, introverts and people with a weak nervous system are more affected by praise, while extroverts and people with a strong nervous system are more affected by censure.

At the same time, both praise and blame have a stimulating effect only if they are repeated no more than four times in a row, which was shown by V. V. Markelov when teaching children, the techniques of playing basketball.

Public praise has a very good stimulating effect, while publicly expressed censure, and even more so "reprimanding", cause an extremely negative attitude among athletes. Half of the athletes react positively to a reprimand in private. The censure has a stimulating effect if the coach expresses it in an indirect form, without naming specific names.

A negative assessment has a stimulating effect if it is fully justified and given tactfully, taking into account the situation and the condition of the athlete.



It should also be taken into account that the worst results of work can be in the absence of an athlete's evaluation. This leads to a significant decrease in the strength of the motive, because athletes believe that no one needs their efforts.

A total assessment of the athlete's personality as a whole (both positive and negative) is harmful. A positive total assessment inspires the athlete with a sense of infallibility, which discourages him, reduces his demands on himself.

A negative total assessment undermines the athlete's self-confidence, which also reduces the strength of the motive.

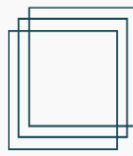
Competition (rivalry) as a stimulating factor. It is possible to increase the strength of the motive in training sessions by using an element of competition between teams of athletes when performing exercises. A. Ts. Puni showed that young men who trained in the 100-meter race improved their results in face-to-face competition with each other, but the greatest improvement was observed if the competition was a team one. Similar facts were obtained in other studies regarding endurance, the maximum rate of movements. Even with a simple awareness that in a different team or sports school people perform the same work more efficiently, it can lead to an increase in the activity of athletes [4].

The presence of other people. The presence of other (especially significant) people at competitions and trainings has a stimulating effect on athletes. However, the opposite effect is often observed. For example, if a football player knows that he is being watched by a national team coach and decides whether to take him to the team, the athlete's performance may be reduced due to excessive effort to show himself. Here one should take into account the observation of Academician V. M. Bekhterev, who singled out people who are socially excitable, socially inhibited and indifferent. High anxiety athletes are more likely to show a negative reaction to the presence of fans than low-anxiety ones, and athletes with a high level of claims to the support of the audience most often react positively.

The degree of complexity and strength of skills is of great importance: simple and strong skills in the presence of other people in most cases are performed better, and even those that are only mastered and complex in coordination can be performed worse.

Influence of public attention. Psychologists have shown that even a small manifestation of attention and care for the needs of people increases dedication in activities. Motivation especially increases when an athlete knows that his work is needed by society.

Lack of public attention (not mentioned in the press, not shown on television, etc.) affects the strength and stability of the motive for sports activities, causes depression with its negative consequences.



However, excessive manifestation of public attention can also have negative consequences (an athlete may develop a "star disease" with all its negative consequences - dubious companies, parties, etc.), which change the direction of the athlete, weaken his desire to improve sportsmanship.

On the other hand, the increased responsibility of athletes with high anxiety can also lead to the fact that, wanting to justify public attention, the athlete, due to excessive zeal, because of the unwillingness to lose face, reduces the effectiveness of his competitive activity.

Public attention shown to athletes is associated not only with praise, but also with criticism, sometimes subjective and unfair. A professional analysis of their activities often acquires the nature of an emotional discussion in the media. Not all athletes are immune to this. For some, such criticism may be an impetus to the development of a state of frustration, to a conflict with the environment; the athlete begins to strive for loneliness, refuses to communicate with the press and fans, he develops a fear of competition.

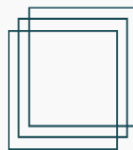
The presence of a perspective, a specific goal. The strength of the motive depends on how clearly the athlete understands the meaning and purpose of his activity. The reality of achieving the goal creates a perspective for the athlete. It must be continuous, with particular goals constantly increasing in difficulty. Therefore, in order to maintain the strength of the motive, it is advisable to set for the athlete not only distant, but also immediate goals, the achievement of which will cause the athlete to be satisfied with his activity and will reinforce his motivational attitude (purposefulness).

A long wait or postponing the achievement of a goal for an indefinite period leads to cooling, loss of interest in activities, the desire to achieve the goal. The vagueness of the goal, its vagueness, has the same effect.

Financial incentive. It is known that in both amateur and professional sports, in order for athletes to show the highest possible results at competitions, competition organizers and sports management use financial incentives (prizes in the form of money, gold bars, diamonds, expensive cars) [7].

To struggle to overcome obstacles, to expose oneself to stress, to change circumstances and to achieve success seems to be one of the powerful motives in sports activity. Many athletes derive great satisfaction from playing sports and defeating an opponent or overcoming obstacles that come their way.

Psychologists recommend telling novice athletes about the attractiveness of defeating themselves and their rivals. The motivation to overcome an obstacle and the satisfaction derived from it are indeed powerful stimuli. Sports experience is the simplest and earliest of the stressors that a novice athlete can encounter. Succeeding in the difficult environments that characterize many sports can bring great benefits to young people later in life, especially if certain requirements are met.



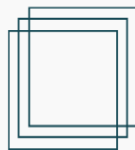
1. At the first stage of training, an athlete is specifically pointed out to the positive value of overcoming stress and motivated to actively go in for sports.
2. The individual is given the opportunity to achieve relative success, that is, unreasonable demands are made on him, for example, to become a champion. He just has to reveal all his abilities and strive for self-improvement.
3. The physical and emotional stress experienced by a beginner athlete should not exceed the physiological and psychological capabilities of an organism that has not yet adapted to heavy loads.

The motives of sports activity not only encourage a person to go in for sports, but also give the exercise a subjective, personal meaning. Different athletes, going in for the same sport, performing training loads of the same complexity and intensity, are often guided by different, sometimes opposite motives, attach different importance to their activities, therefore, the assessment of their behavior should be different.

It must be taken into account that the motives of athletes are very dynamic in their content. In the process of sports improvement, they change, are transformed under the influence of circumstances, other athletes, assessment of their own actions and deeds, and most importantly, targeted educational work [17].

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