

Features of Formation of Motivation to Go into Sports in Students

Alimov Tojiddin Yakhshiboyevich

Lecturer at the Pedagogical Institute of Termez State University

Abstract:

The article deals with the actual problems of motivation for going in for sports and the factors that determine the dominant motives among young people. The concepts of motivation and the main theories of its formation are considered, which characterize various psychological features of motives for going in for sports, which can be determined by the levels of success and the assessment of academic performance. It has been established that young people with different levels of performance have some differences in the dominant motives of sports, in particular, the group of successful student-athletes is dominated by the following motives: the motive for achieving success in sports, the social motive and the desire for fame.

Keywords: student-athletes, motives, motivation to go in for sports, psychological characteristics, academic performance.

Introduction. Motivation of students to physical culture and sports is one of the most urgent social and pedagogical problems. The education system needs a qualitative and innovative approach to human needs, the formation of sustainable motivations for physical culture and sports activities as an important part of a healthy lifestyle and social behavior. The problem of ensuring the positive impact of physical culture and sports is certainly relevant today due to the complication of the process of forming a healthy lifestyle, which, in turn, entails a significant deterioration in mental and physical health, especially among young people [1, 2].

With the current lack of physical activity, high mental and mental stress, the process of increasing the level of working capacity and educational and labor activity of students is of great importance. In recent years, against the background of the intensification of the educational process in universities, there has been a tendency to reduce the volume of motor activity of students, which negatively affects the indicators of their physical condition [3, 4, 5]. The formation of motives for sports among students is the foundation of the effectiveness of professional training for the implementation of practical activities. The level of motivation for sports among students decreases for many reasons, such as: diseases, work, working off academic debts in disciplines, lack of interest in sports, laziness, disinterest in sports in student groups, as well as the influence of social and economic factors [6, 7, 8].

An analysis of recent studies and publications in the field of pedagogy and psychology gave us the opportunity to identify a number of scientists whose research results we relied on in our work. In foreign and domestic psychology, the problem of achievement motivation has attracted the attention of a wide range of researchers [9, 10].

Many literary sources express different opinions about the nature of motivation and motives. Views on the essence of motives among most psychologists differ significantly. A number of authors interpret the motive as a need, while others treat it as a motivation, as an intention, as a stable state of personality traits [11, 12].

It should be noted that in achieving high sports results, the motivation for sports activities, in particular, achievement motivation, plays an important role.

The studies have proven complex relationships between achievement motivation and the results of sports competitions, traced their positive and negative impact on the personality of an athlete in specific training and competitive situations. The component is no less important. It is no coincidence that for many decades domestic sports psychologists have paid special attention to this particular component. It should be noted that we are not talking about some kind of harvesting “will to win” [13, 14].

The motivational sphere always consists of a number of motives: ideals and value orientations, needs, motives, goals, interests, etc. These motives play different roles in the overall picture of motivation, at different stages of age development they are either more or less important, so awareness of them will help the teacher to differentially influence the students' motivation for physical self-improvement.

In mass sports, physical culture, motivation is based on the desire for physical movements and physical activity. In the sport of the highest achievements, motivation is associated with mental stress caused by the inconsistency of activity with the capabilities of athletes, and is aimed at eliminating them. However, in comparison with most other activities in sports, a person does not seek to avoid tension, on the contrary, he sees this as a positive side of competitive struggle. This feature of sport as an activity, the purpose of which is the maximum result, can play a negative role. In the pursuit of victory, athletes often try to ignore the natural resources of the body, which leads to a serious risk to health and life.

In elite sports, the theory of achieving goals and the theory of self-determination attract attention. According to the first of them, the achievement of the goal reflects the perspective of comparison, when the athlete performs better than his rivals.

As for the theory of self-determination, according to it, athletes differ in levels of self-determination, as well as depending on external or internal incentives that encourage sports activities.

Motivation is the basis of all sports efforts and achievements, but without desire and determination it is impossible to improve your results. All other mental factors, confidence, intensity, focus and emotions, are irrelevant. To be the best athlete you can be, you need to be motivated to do what it takes to maximize your abilities and achieve your goals. Motivation is simply the ability to start and persevere in a sport.

Motivation in sports is so important because a person must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. Motivation will affect everything that affects your athletic performance: physical fitness, technical and tactical training, mental fitness, and overall lifestyle, including sleep, diet, university, or work and relationships.

Considering motivation as one of the necessary parts of the performance of an athlete, apparently, one should look at the individual combination of his motives, which are the components of this motivation.

External motivation is motivation that comes from an external source. Some of these are tangible, such as financial or other material awards, including trophies or medals. Tangible extrinsic motivation is not necessarily ideal for athletes who become too focused on materialism at the expense of other aspects of the sport. Non-monetary extrinsic motivation includes praise, recognition and achievement, which can often be enough to motivate athletes.

Intrinsic motivation comes from within the athlete or player. It includes the natural desire to overcome difficulties and the pleasure of repeating the experience. These factors can remind

athletes why they participate in a particular sport, especially during grueling workouts. Intrinsic motivation is often supported by a range of tasks.

The use of methods for studying the motives for playing sports allowed us to examine in more detail the issues of the dominant motives among young people.

Conclusions. So, the conducted studies show that students with a high level of performance in sports will have the following features of motivation: achieving success in sports, academic performance and becoming a team. This is due to the development of character, which occurs regardless of the desire of athletes, in the process of constant training and competition, physical and moral endurance is tempered.

The dominant motives of students are the motive of increasing prestige in sports; socio-moral motive and motive of communication; desire for fame and the motive of social self-affirmation.

At the same time, students realize themselves as a person, as a participant in competitions, an athlete in the full sense of the word. Awareness is also expressed in the fact that students learn and master new sports, the specifics of communication with other students, learn to work in a team and achieve individual results.

List of used literature

1. Даминов И.А. Спортивная деятельность - как фактор влияния на личность дзюдоистов / И.А. Даминов // *Academic research in educational sciences*. Volume 2, Issue 4, 2021. –pp. 1322 -1329.
2. Даминов, И. (2021). Совершенствование технико-тактической и психологической подготовки юных дзюдоистов. *Общество и инновации*, 2(11/S), 175–180.
3. Mirzaev, A. M., & Daminov, I. A. (2021). Improving The Physical Fitness Of Students Through The Conduct Of Individual Programs. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 7054-7055.
4. Кошбахтиев И.А., Исмагилов Д.К., Даминов И.А. Особенности развития высшей физкультурной школы на современном этапе / И.А. Кошбахтиев, Д.К. Исмагилов, И.А. Даминов // *Молодой учёный*.- Казань, - 2015. №3 (83). – С. 874.
5. Кошбахтиев И.А., Исмагилов Д.К., Даминов И.А. Возможности реализации компенсаторных механизмов в системе учебной деятельности студентов / И.А. Кошбахтиев, Д.К. Исмагилов, И.А. Даминов // *Молодой учёный*.- Казань, - 2015. №6 (86). – С. 735.
6. Кошбахтиев, И. А. Результаты исследований особенностей формирования системы учебной деятельности у студентов / И. А. Кошбахтиев, Д. К. Исмагилов, И. А. Даминов // *Молодой ученый*. – 2015. – № 3(83). – С. 870-873.
7. Tuychiyevich, X. I. (2022). Development Stages and Characteristics of the History of Physical Education. *Central asian journal of social sciences and history*, 3(2), 5-8.
8. Soatovich, R. X. (2020). Development of Didactic Support for the Preparation of Future Physical Education Teachers for Innovative Activities in the Field of Womens Sport Education. *Asian Journal of Multidimensional Research (AJMR)*.
9. Turdimurodov, D. Y. (2021). Willed qualities of a personality and ways of their formation in sport. *ISJ Theoretical & Applied Science*, 12 (104), 689-692.

10. Турдимуродов, Д. Ю. (2022). Влияние занятий единоборствами на уровень проявления морально - волевых качеств учащихся общеобразовательной школы. *Academic research in educational sciences*, 3(1), 691-698.
11. Yuldashevich, T. D. (2022). Education and development of volive qualities in schoolchildren by means of physical education. *Academicia Globe: Inderscience Research*, 3(01), 59-62.
12. Турдимуродов, Д. Й. (2022). Воспитание и развитие волевых качеств у школьников средствами физического воспитания. *Ижтимоий фанларда инновация онлайн илмий журнали*, 2(1), 204-207.
13. Турдимуродов, Д. Й. (2021). Спорт ўйинлари билан шуғулланиш жараёнида ўқувчиларда иродавий сифатларнинг шаклланиш хусусиятлари. *Актуальные научные исследования в современном мире*, 3(9 (77)), 140-144.
14. Турдимуродов Д. Ю. (2020). Готовность подростков к волевым напряжениям и педагогические условия ее формирования в процессе физического воспитания в общеобразовательной школе. *Science, Research, Development*, 2, 309-311.