



Characteristics of the Emotional-Volitional Readiness of the Individual for Sports Activities

Maxasti Zokir qizi Djurayeva

Teacher of Bukhara State Pedagogical Institute, Uzbekistan

Annotation: This article discusses the characteristics of the emotional-volitional readiness of a person for sports activities. In our opinion, the conditions that ensure the productivity of the process of training athletes (including emotional-volitional) are: 1) features of a particular sports activity, 2) individual and age characteristics of an athlete, 3) the effectiveness of organizing the management of the training process, 4) goal-setting and motivation for sports activities, 5) the presence of a system of emotional incentives, 6) the influence of the coach's personality on the quality of the emotional-volitional training of gymnasts.

Keywords: Characteristics, emotional-volitional, readiness, sports, gymnastics.

Sports activity refers to the types of human activity with extreme (extremely stressful, difficult) conditions that place high demands on the athlete's psyche and, in particular, on its emotional-volitional component. Sports activity requires an individual to coordinate movements, dexterity, great muscle strength, the ability to accurately differentiate the spatio-temporal and power parameters of certain actions, which indicates the need for athletes to have a special mental state, which acts as a factor counteracting emotional tension and negative states that arise. in the process of activity. This is the state of emotional-volitional readiness of a person.

It seems that before proceeding to the analysis of the essence and characteristics of the emotional-volitional readiness of the individual for sports activities, it is necessary to briefly dwell on general issues related to the problem of the mental readiness of the individual. We believe that such an analysis from the general to the particular will allow us to correctly use the theoretical and methodological provisions of the problem under study, which are available in the psychological and pedagogical literature, and on this basis to form our own research ideas in the area under consideration, which, in our opinion, will contribute to a qualitative solution of the problem. of the present study.

The main feature of sports activity is, on the one hand, its individual, "internally conditioned" nature (mental results are determined by the content of the individual's activity), and on the other hand, its social conditioning (activity becomes effective and socially significant only when appropriate external influences are organized). In this regard, for further research, the provision on the interaction of external and internal conditions is very significant, according to which "... every action is an interaction. Any external influence is refracted through the internal properties of the phenomenon that is subjected to it. Any interaction is in this sense a reflection of some phenomena by others.

Therefore, identifying the conditions that affect the productivity of the emotional-volitional training of athletes, and as a result, the formation of their adequate readiness for sports activities, we relied on two main, in our opinion, directions - the first is associated with the study of external influences on the organization of sports activities, the second - with the identification of internal conditions.



In our opinion, the conditions that ensure the productivity of the process of training athletes are: 1) features of a particular sports activity, 2) individual and age characteristics of an athlete 3) the effectiveness of the organization of training process management 4) goal-setting and motivation of sports activities 5) the presence of a system of emotional incentives 6) the influence of the coach's personality on the quality of emotional-volitional training of gymnasts. We believe it necessary in the further analysis to dwell briefly on the characteristics of the identified conditions.

In modern conditions, real opportunities for the harmonious development of the younger generation are steadily growing. The mass involvement of children in systematic sports and the rational organization of classes is the most urgent task for a large circle of specialists. The successful solution of the tasks facing sports largely depends on the timeliness of measures to recognize the giftedness of a child in a particular type of sports activity. In this study, we will build further reasoning on the example of teaching rhythmic gymnastics. In this regard, we believe it is necessary to make some introductory remarks and indicate the place and importance of rhythmic gymnastics in the system of physical education.

The goal of rhythmic gymnastics is the harmonious development of those involved, the comprehensive improvement of their motor abilities, health promotion, and the creation of a favorable psychological state. In the process of training, a person develops vital motor skills and abilities (applied and sports), acquires special knowledge, develops moral and volitional qualities. Rhythmic gymnastics teaches to observe the rules of aesthetic behavior, forms the concept of the beauty of the body, brings up taste, musicality.

An important place in rhythmic gymnastics is occupied by such arts as dance and music. Musical accompaniment develops an ear for music, a sense of rhythm, and coordination of movements with music. Elements of dance broaden the general horizons of those involved, introduce them to folk art, develop a love for art. They contribute to the development of coordination of movements, dance, rhythm, emancipation, emotionality, improvement of motor qualities.

The richness, variety and accessibility of rhythmic gymnastics exercises, their effective impact on the body, entertainment attract a different contingent of those involved in classes. The means of rhythmic gymnastics correspond to the anatomical, physiological and psychological characteristics of the female body; they are available at any age and body constitution.

Rhythmic gymnastics as a sport for women has been formed over many years. A significant contribution to the scientific substantiation of the physical education of girls was made by the French physiologist and teacher Georges Demy (1850 - 1917). He proved the expediency of using dynamic exercises, exercises for stretching and relaxing muscles, dance steps, exercises with objects (maces, sticks, wreaths, etc.), which contribute to the acquisition of flexibility, dexterity, good posture, the ability to move smoothly and gracefully.

A great merit in the development of the theory of expressive motor skill belongs to another French teacher - Francois Delsarte (1811 - 1871). Studying the dramatic art, he came to the conclusion that each human experience is accompanied by certain movements of the body, and therefore, by reproducing movements, one can create the impression of experiences in the viewer. Ideas and principles began to be applied in physical education, especially in the preparation of mass gymnastic performances with musical accompaniment.

Along with the gymnastics of expressive movements in the late XIX - early XX century. rhythmic gymnastics, one of the founders of which was Jacques Dalcrez (1865 - 1914), is widely used. He developed three groups of exercises: rhythmic movements, exercises for ear training and improvised actions, which brought up musicality and ear in students. At first, rhythmic gymnastics



was a means of educating musicians and artists, later it began to be used in the field of physical education.

Rhythmic gymnastics is divided into basic, applied and rhythmic gymnastics with a sports focus. Basic rhythmic gymnastics is used for the purpose of comprehensive harmonic physical development, health promotion and improvement of motor functions of those involved. Applied rhythmic gymnastics is used in the preparation of athletes of other sports (in artistic gymnastics, acrobatics, figure skating, synchronized swimming). Her means are elements of dancing, relaxation exercises, waves, swings, jumps, turns, etc.

Rhythmic gymnastics is an acyclic, complexly coordinated sport. Its main means are: exercises without an object (balance, waves, swings, jumps, etc.); exercises with objects (hoop, ball, clubs, ribbon and rope); elements of classical dance; elements of folk dances; acrobatic exercises; rhythmic (exercises for coordination of movements with music); pantomime elements.

Rhythmic gymnastics exercises are characterized mainly by voluntary control of movements. The actions of a gymnast, who moves freely around the area, are only minimally limited by any external, artificially established conditions. Therefore, one of the main tasks of technical training in rhythmic gymnastics is connected with the art of owning one's body in natural conditions.

The latter circumstance largely determines the structure of physical qualities, both necessary for rhythmic gymnastics and developed by it. Of the qualities that play a big role in rhythmic gymnastics, flexibility in all its manifestations stands out (passive, active, extremely developed flexibility in the hip joints). In addition, the specificity of this sport requires the development and improvement of fine coordination of movements, a sense of rhythm, musicality, artistry.

Rhythmic gymnastics exercises make significant demands on the cardiovascular and respiratory systems of the body involved. This is evidenced by an increase in heart rate during exercise, a significant amount of oxygen debt and oxygen demand. Training sessions are held at high intensity (during training, the average heart rate is 148 beats / min).

The complexity of the structure of gymnasts' motor actions makes it necessary to memorize a large volume of relatively independent movements. This imposes requirements on the memory of gymnasts, as well as on such qualities as diligence, clarity and completeness of visual representations, accuracy of movement reproduction. The quality of exercise performance dictates the need to form the ability for self-control and correction of muscle efforts, stability of attention, the ability to concentrate and distribute attention, speed of response, speed of thinking, quick wit, self-criticism, perseverance.

In order to effectively overcome the difficulties created by sports activities (emotional tension, starting fever, etc.), a gymnast must have quick wit, courage, balance, self-control, perseverance and striving for success.

Individual and age characteristics of an athlete

In recent years, in a number of sports, including rhythmic gymnastics, there has been a tendency to reduce the initial age limits of those involved, reduce the training period, improve and complicate the sports equipment of young athletes. The number of young champions achieving high sports results is growing more and more noticeably. The problem of the initial age of sports activities in rhythmic gymnastics has been studied for about 50 years. Most authors believe that children of primary school age (from 6-7 to 10-11 years old) have more favorable biological prerequisites for rhythmic gymnastics, arguing that it is from this age that favorable prerequisites are created for the formation of certain motor skills, and the child's psyche is most resistant to emotional stress.



Primary school age is the age of relatively calm and even physical development. The increase in height and weight, muscle strength and endurance, vital capacity of the lungs is quite even and proportional. The heart muscles are well supplied with blood, so the heart is strong enough, the brain also receives sufficient blood supply, which is a necessary condition for its performance.

The skeletal system of a junior schoolchild is at the stage of formation - the ossification of the spine, chest, pelvis, limbs has not yet been completed, there is a lot of cartilaginous tissue in the skeletal system. There is an uneven development of individual muscle groups; the structure of the tendons changes, while the muscle tissue is strengthened.

There is a functional improvement of the brain - the analytical-synthetic function of the cortex develops; the second signaling system develops noticeably, but the first signaling system still retains its relative predominance in primary school age. Gradually, the ratio of the processes of excitation and inhibition changes: the process of inhibition becomes more and more strong, although the process of excitation still predominates, and younger students are highly excitable and impulsive. The imitative-imitative ability is gradually replaced by analysis, comparison with something, sensorimotor connections improve, there is a transition from the ability to independently solve problems to independent decision-making and repeated repetition of motor actions.

At primary school age, the foundation of moral behavior is laid, the assimilation of moral norms and rules of behavior takes place, and the orientation of the personality begins to form. The moral concepts and judgments of junior schoolchildren are noticeably enriched from year to year, becoming clearer and more definite. The moral judgments of children aged 7-8 are usually based on the experience of their own behavior and on specific instructions and explanations from elders, while in children aged 9-10, in addition to the experience of their own behavior and instructions from elders, the ability to analyze the experience of other people also affects. The same characterizes moral behavior. If children of 7-8 years old perform positive moral deeds, most often following the direct instructions of their elders, then children of 9-10 years old can, to a much greater extent, perform such actions on their own initiative, without waiting for instructions from outside.

An age-related feature of younger schoolchildren is a general lack of will; a younger schoolchild (especially at the age of 7-8) does not yet have much experience in a long struggle for the intended goal, overcoming difficulties and obstacles. He can give up in case of failure, lose faith in his strengths and capabilities. The younger student still does not know how to comprehensively think over his decisions and intentions, he takes them hastily, hastily and impulsively. Insufficient capacity for volitional effort is reflected in the fact that the child sometimes refuses to struggle with difficulties and obstacles, often leaving unfinished work begun. Therefore, during this period of time, it is especially important for the coach to influence the systematic formation of children's skills to overcome difficulties, suppress immediate desires, show perseverance and patience, and control their actions.

Younger students are very emotional. Emotionality affects, firstly, that their mental activity is usually colored by emotions. Everything that children observe, what they think about, what they do, evokes an emotionally colored attitude in them. Secondly, younger schoolchildren (especially at the age of 7-8 years) do not know how to restrain feelings, control their external manifestation. Thirdly, the emotionality of younger schoolchildren is expressed in their great emotional instability, frequent mood swings, a tendency to affects, short-term and violent manifestations of joy, grief, anger, and fear.

Sports activity of children takes place against the background of increased intensity of physiological and mental processes. The effectiveness of training largely depends on the ability to regulate these



processes. The structure of the control system should ensure the accumulation of motor experience in children and the development of their ability to independently solve problems. From this follow the leading role of pedagogical factors and the reasonable fulfillment of some fundamental requirements:

obligatory preservation of continuity and strict consistency in solving problems, selection of suitable means and methods;

a gradual increase in the volume of loads for individual components of holistic training;

simultaneous development of all motor qualities, taking into account their natural growth and age characteristics;

taking into account the anatomical and functional features, physical fitness and mental characteristics of children;

the correct selection of methods of training and education in each period of training. Optimization of the content and amount of basic and additional information.

Conclusions. Analysis of the problem of emotional and volitional training of a person indicates its multidimensionality and multifactorial nature. The conducted historical review shows that the problem of emotional-volitional training of athletes is still little differentiated in domestic and foreign psychology and pedagogy. The analysis showed that there are no direct studies on this issue, although the results of previous scientific research on the problem of emotional-volitional training of the individual can be critically used in relation to our work.

References

1. Тураев М. М. Методы преподавания физического образования и их важные аспекты //Проблемы науки. – 2021. – №. 2 (61). – С. 35-37.
2. Мухамедович Т.М. Важные факторы организации медицинских кружков по физическому воспитанию // Центрально-азиатский журнал медицинских и естественных наук. – 2022. – Т. 3. – №. 1. – С. 82-86.
3. Тураев М. М. Повышение эффективности физического воспитания студентов с помощью компьютерных технологий //Вестник науки и образования. – 2021. – №. 5-3 (118). – С. 99-102.
4. Тураев М. Important Factors for the Organization of Medical Groups in Physical Education //Центр научных публикаций (buxdu. Uz). – 2021. – Т. 8. – №. 8.
5. Тураев М. М., Баймурадов Р. С., Файзиев Я. З. Интерактивные методы физического воспитания в вузах //Педагогическое образование и наука. – 2020. – №. 3. – С. 132-135.
6. Тураев М. М. И др. Оздоровительная физическая культура её основы и инновационные технологии //Science and Education. – 2022. – Т. 3. – №. 4. – С. 1102-1108.
7. Turayev M. M. Et al. Og'ma xulq-atvor-o'rganish mahsuli sifatida //Science and Education. – 2022. – Т. 3. – №. 4. – С. 1694-1701.
8. Тураев М. Og'ma xulq-atvor-o'rganish mahsuli sifatida //Центр научных публикаций (buxdu.Uz), 8(8).2022. От http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5564
9. Тураев, М. (2022). Организация проектных технологий на уроках физической культуры. Центр научных публикаций (buxdu.Uz), 21(21). Извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/7819



10. Тураев, М. (2021). Содержание процесса организации оздоровительных занятий для людей пожилого возраста. Центр научных публикаций (buxdu.Uz), 7(7). Извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/3780
11. Тураев, М. (2022). Образование и воспитание в физической культуре – особенности повышения эффективности использования национальных ценностей. Центр научных публикаций (buxdu.Uz), 8(8). Извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5012
12. Мухитдинова Н.М. Абитова Ж.Р. Механизмы интеллектуального развития дошкольников с помощью физических занятий // Проблемы педагогики.- 2020- № 3 (48) с 79-81
13. Мухитдинова Н.М. Методология физических упражнений и игр в дошкольных образовательных организациях // Проблемы науки-2020-№9 (57) с 81-83
14. Мухитдинова Н.М. Эшов Э. Improvement of psychology and pedagogical process on physical training // Intellectual Archive 2018 с 93-96
15. Мухитдинова Н.М. Механизм интеллектуального развития у детей дошкольного возраста с помощью спортивных игр// Академия научно- методический журнал с 92-93 2019
16. Мухитдинова Н.М. Джураева М.З. Национальные переживания, связанные с ходом спортивной борьбы// Вестник интегративной психологии с 49-50 2018
17. N.M.Muxitdinova Covering physical education issues in the first step curriculum International Engineering Journal for Research & Development Vol. 7 Issue 1 2022 04.02
18. N.M.Muxitdinova Development of the preschool education system in foreign countries (example of great britain and germany) Academic Research in Educational Sciences ISSUE 10 2021 10.10. 503-508
19. Дж И Курбанов, МЗ Джураева Физическая культура в епосе Алишера Навои Педагогическое образование и наука 2020, 103-107
20. К вопросу о занятиях по физическому воспитанию школьников АА Афраимов, МЗ Джураева, И.Т Хамраев Редакционная коллегия, 70
21. Healthy lifestyle in perfect generation's upbringing МЗ Джураева Scientific researches for development future, 75-77
22. Национальные переживания, связанные с ходом спортивной борьбы НМ Мухитдинова, МЗ Джураева Вестник интегративной психологии, 49-50
23. Характеристика эмоционально-волевой готовности к спортивной деятельности. Джураева Махаста Зокировна Россия
24. Мактабгача таълим ташкилоти тарбияланувчиларнинг ақлий ва жисмоний функциялари ривожлантиришда бадий гимнастика элементларининг аҳамияти Джураева Махаста Зокировна “Интеллектуальные технологии в образовании” Ташкент 2021 года 24 декабря 936-938 бетлар.
25. Джураева М. “Хиссий-иродавий сифатларнинг педагогик-психологик тавсифи.” 111-114 бетлар Таълим ва инновацион тақиқотлар 2022/№2
26. Djurayeva Maxasti Zokir qizi “The emotion training system for atudents of preschool education for sports gymnastics sports competitions” 88-101 betlar. International Journal of Advanced Research in Monagement and Social Sciences. Vol.1 №2 February 2022



27. Джураева Махаста Зокировна “Характеристика эмоционально – волевой готовности личности к спортивной деятельности” 169-171 betlar. rossiya-tadjikiqstan –uzbekistan. molodjezh i razvitiye duhovnoy kultury obshchestva: aktualnyye problemy i perspektivy ix resheniya. 22aprelya 2022g.
28. Rahim S., Dilobar S. The development of a culture of healthy lifestyle in student girls through physical education and sports as a pedagogical problem //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 2. – С. 69-73.
29. Абдулаев Ш. Д., Садриддинова Д. Х. Здоровьесберегающий подход на уроках физической культуры в начальной школе Health-saving approach in physical education lessons in primary school //ББК 74.005. 5я431+ 75я431 П781. – 2021. – С. 9
30. Safarov D. Z. O. G. L., Nazarova N. E., Sadriddinova D. H. Q. Ta’lim muassasalarida jismoniy tarbiya, sport tadbirlarining maqsadi va vazifalari //Scientific progress. – 2021. – Т. 2. – №. 1. – С. 1498-1505.
31. Қ.П.Арслонов The Problem of Selecting Children in the Wrestling Section Vital Annex: International Journal of Novel Research in Advanced Sciences (IJNRAS) Volume: 01 Issue: 04 | 2022 ISSN: 2751-756X. Б.54-56
32. Қ.П.Арслонов How to use interactive methods in didactic process in teaching the subject of “the teaching techniques of the types of national wrestling” Asian journal of research in social sciences and humanities