



FORMATION OF MOTIVATIONS IN ADOLESCENTS IN SWIMMING

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Annotation

The article deals with the formation of motivations among teenagers in the lessons of sports swimming. The essence of motives and motivations for playing sports among teenagers is revealed.

Keywords: teenagers, sports swimming, motive, motivations, specific and well-established motives.

Introduction

Any kind of purposeful human activity, including swimming, is characterized by certain goals and motives. The problem of increasing the motivation of children and adolescents to go in for sports has always been one of the main ones, since it is children's sports that are characterized by a significant dropout rate [1]. The practice of working with swimmers shows that at the stage of in-depth sports specialization, dropouts become even greater. Many studies emphasize that the main reason for dropout in sports is the weakening of sports motivation [2, 3]. Given this, the relevance of the study is indisputable and the timely increase in sports motivation among athletes will contribute to sports longevity.

According to the definition of D. Y. Turdimurodov, motives are mental phenomena that are the reasons for the commission of an act, action or behavior [4, 5]. A detailed study of the motives and interests in physical culture and sports of schoolchildren was carried out by many scientists. In their works, they conducted a comparative analysis of the sports interests of schoolchildren living in different regions of the Republic of Uzbekistan. This analysis suggests that the most popular sports among children are football (34%), basketball (25%), swimming (18%), bodybuilding (11%), martial arts (9%), athletics, volleyball (5% each), for girls - aerobics (27%), swimming (19%), basketball (15%), fitness (11%), volleyball (8%). This is due to many reasons, however, most children leave sports at the stage of initial training, and swimming is also no exception [6, 7, 8].

Adolescents' motives for swimming can be represented as a sequence based on identifying the main reasons for going in for sports. Based on the study of sports psychologists [9, 10, 11] and his own coaching experience, the author conditionally divides the motives for swimming into general, specific and established ones. The general motives include the desire to go in for sports in general, that is, when the child does not care what kind of sport he does. Such motives prevail at the initial stages of preparation. Here, an important factor in choosing a sport is peers who are already involved in the section, the wishes of parents or close relatives [12, 13, 14]. According to statistics, younger students prefer sports games - football, volleyball.



The interests of teenagers are more differentiated: some like gymnastics, others like swimming, martial arts, athletics. Children who like sports visit them for the purpose of physical development, health promotion, victory in competitions, but do not have specific goals. Children for whom sports activities are not the dominant priorities, as a rule, avoid absenteeism to prevent conflicts in the family or bullying from peers. Children with common motives tend to change the sport, depending on the opinions of their peers and parents [15, 16].

Common motives include the following:

- Public approval, approval of parents, peers, coach;
- Lifestyle: habits, lack of better activities, parental initiative;
- Physical fitness and health: a feeling of vivacity and health, increased muscle tone;
- friendship and personal associations: meeting new people, famous athletes;
- Recognition: peers, society, older generation;
- Heterosexuality: attraction to the other sex; status: respect from others, a sense of personal significance [17, 18].

Specific motives include the desire to engage in a specific sport in order to achieve certain results, in particular sports swimming. In this case, the level of sports achievements directly correlates with the level of motivation of the athlete. Specific motives for swimming are not only related to satisfying the need for physical activity or maintaining health, they are usually based on certain results obtained or thrilling impressions from the struggle (excitement, emotions of joy from victory). Despite strong self-awareness and determination in choosing a sport, children who have specific motives tend to change the sport. A negative factor in this situation is the change of coach, sports team, place for training, beliefs. In any case, the factor that influences the choice of the child must be powerful and affect the emotional sphere.

So, in our opinion, the formation of specific motives is associated with the action of external and internal factors. External factors are the conditions (situations) in which the subject of activity finds himself. Internal factors are personal desires, interests and beliefs that express the needs associated with the subject of activity. Conviction plays a special role in the formation of specific motives for swimming, it characterizes the athlete's worldview, gives significance and direction to his actions.

Specific motives include the following:

- Self-improvement: achieving mind control over the body, more pronounced control of body movements, mastering new skills and abilities;
- Participation in competitions: positive emotions, joy from victory, passion;
- Success and achievement: achievement of personal goals, participation in responsible competitions;
- Tangible reward: sports scholarship, trip (excursion), additional attention;
- Purposefulness and awareness: defining a goal in life, achieving greater self-confidence, a better attitude towards oneself as a person, a sense of one's significance.

Established motives are mental phenomena that encourage an athlete to purposeful systematic swimming lessons, with a possible adjustment of sports specialization.



Athletes who have well-established motives do not change the sport, as a rule, achieve the highest results - they participate in international competitions.

The established motives include the following:

- Performance: participation in high-level competitions, monetary reward;
- Independence - individuality: the ability to plan a training schedule, participation in the development of a training program, the possibility of individual training.

Conclusion

Thus, the motivational sphere of an athlete is an important component of the process of organizing training activities. It reflects the interest, active and conscious attitude of the athlete to training and competition. It is important to form in teenagers the motives necessary for the rationalization of their training activities, as well as motivation, which will allow them to resist failures in competitions at a sufficient level, achieve success, get high sports results and take a leading position.

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