



PERSONAL CHARACTERISTICS OF ATHLETES OF DIFFERENT QUALIFICATIONS

Tojimamatov Jamshidbek Iqboljon O'g'li
Student of Fergana State University

Annotation

This article discusses the personal characteristics of athletes of various qualifications. The relevance of the study and application of the integration of psychology and sports is revealed. The question is considered that most of the information obtained with the help of personality tests, provided that it is correctly interpreted by competent and professional psychologists, can bring tangible benefits primarily to an individual athlete (sportsmen) than to the entire team as a whole.

Keywords: sport, psychology, personality test, personality traits, athlete.

Introduction

The results of studies that compared the personality traits of unsuccessful, average and successful athletes are difficult to assess due to the large heterogeneity and insufficient representativeness of the sample of subjects. In most cases, between groups of athletes with different abilities and the level of the result shown, as a rule, only small differences were found.

Knolland and Peterson used the Cattell 16-factor test to examine players from five successful and five unsuccessful football teams. It was found that the players on the winning teams were more self-confident, had better self-control, and performed more successfully on abstract thinking tasks. In addition, they were calmer and more risk-averse. However, Rushell, using the same methodology, found no significant differences between successful and unsuccessful performing members of the same team. In a sample of 338 Indiana swimmers, he also failed to find personality differences between high and low performers.

It is often not possible to identify personality differences between athletes and non-athletes simply because the latter are often physically active people who simply do not participate in organized sports for one reason or another. B 1971 г. Fletcher, as a result of a survey of 950 subjects using the Edwards scale, did not find significant differences in the personal characteristics of athletes and non-athletes [2] Quite productive could be comparative studies of changes in personality characteristics during the season, for example, in the players of the main team and substitutes, as well as in unsuccessful and successful athletes. According to some observations, the mental state and attitudes of the former undergo quite serious changes, especially during unrest on the bench, but there is still very little objective data confirming this.

It would also be interesting to find out the nature of personal changes that occur in athletes during performances at competitions of a higher or, conversely, lower level. Clinical observations, especially in the works of Beisser, show that the termination of active performances of an athlete at a high level can often be accompanied by quite serious violations in the structure of his personality. Apparently, obtaining objective data that would confirm such changes in athletes will not present any particular



difficulties.

As has been repeatedly emphasized, the available data on the personality of an athlete are somewhat superficial and often of very limited practical value. Differences between sports groups can be associated with the action of a number of factors - age, ethnic, cultural, economic, motivational. Most of the information obtained through personality tests, if properly interpreted by competent and professional psychologists, can bring tangible benefits primarily to an individual athlete (sportsmen) than to the entire team as a whole. For example, a coach may experience difficulties in working with athletes who, along with pronounced independence and high self-confidence, show insufficient self-criticism. Such athletes do not always listen to the coach's advice. Timely information about such athletes, obtained with the help of personality tests, can help prevent the emergence of interpersonal conflicts and help the interaction between the coach and the athlete.

However, athletes, like all people, cannot be "sorted out" on the basis of some leading personality traits. Since most of the available scales assume not only an assessment of a wide range of qualities, but also a different degree of severity of each trait, the number of personality profiles for members of a sufficiently large team can be almost infinite.

Thus, the uninitiated can be misled if they draw any conclusions about the personality of an athlete based on only one quality or trait, without taking into account his overall personality profile. For example, a highly anxious athlete can also perform successfully under stress if his other compensatory mechanisms are turned on - the need for achievement, emotional stability, etc. The general unfavorable personal profile of an athlete can be compensated for by his good physical data, high motivation through emotional support from his coach or teammates. Moreover, his success in this case, however, can be achieved, but only at the cost of great emotional and personal costs and sometimes to the detriment of his mental health. In the US, every year many athletes are forced to leave professional sports. At the same time, they publicly state that they would have an emotional breakdown if they continued to perform and be exposed to competitive stress. It is possible that some of these premature departures could have been avoided if these athletes had received timely diagnostic and psychotherapeutic assistance at the very beginning of their career [2].

The athlete is characterized by peculiar personality traits. They usually have a fairly high intelligence, are extroverted, emotionally stable, and show sufficient strength of character. Personal indicators are important in practical work only if they are taken into account in the context of the entire testing program, along with the results of objective observations, projective and other tests. Suggestion and persuasion work better on an independent athlete than simple instructions on what to do. Such an athlete reacts unfavorably to a coach giving instructions or orders. It is advisable for him to explain and argue the need for certain actions. Such an athlete should create conditions for the manifestation of his independence, help maintain a high level of self-esteem. Too abrupt transitions and changing the style of relationships with such athletes can have undesirable consequences.

Literature

1. Алешков И. А. Опыт психологического анализа спортивной деятельности. — В сб.: Психология спортивной деятельности. М., изд. ВНИИФК, 1978.
2. Акимова Л.Н. Психология спорта. Курс лекций. — Одесса: Студия «Негоциант», 2004.
3. Гогунев Е.Н., Мартыанов Б.И. Психология физического воспитания и спорта: Учеб. пособие



для студ. высш. пед. учеб. заведений. – М.: Издательский центр «Академия», 2000.

4. Демин В.А. Методологические вопросы исследования спорта в аспекте теории деятельности; М; 1975.
5. Ильин Е. П. Психология физического воспитания. — М.: Просвещение, 1987.
6. Леонтьев А.Н. Деятельность. Сознание. Личность. - М., 1975.
7. Ломов Б.Ф., Коссов Б.Б., Конопкин О.А. «Теоретические проблемы самоконтроля и управления спортивной деятельностью //Познавательные процессы у спортсменов». Том 2. Самоконтроль в спорте; М; 1976.
8. Методики психодиагностики в спорте/ В.Л. Марищук, Ю.М. Блудов, В.А. Плахиенко, Л.К. Серова. – М., 1990.
9. Маклаков А. Г. «Общая психология»; Питер; 2007.
10. Психология: Учебник для студентов институтов физической культуры / Под ред. П.А. Рудика. — М.: ФиС, 1974.
11. Психология спорта высших достижений / Под ред. А.В. Родионова. — М. : ФиС, 1979.
12. Психология физического воспитания и спорта / Под ред. Т. Т. Джемгарова и А. Ц. Пунин. — М. : ФиС, 1979.
13. Психология « Учебник для студентов институтов физической культуры» П.А. Рудика; М; ФиС, 1974.
14. Пуни А.Ц. «Проблема личности в психологии спорта» М.,1980.
15. Родионов А.В. «Психология спортивного поединка» М; ФиС;1968.
16. Ханин Ю.Л. Психология общения в спорте. — М., ФиС, 1980.
17. Чикова О.М. Психологические особенности спортивной деятельности и личности спортсмена: Учебное пособие для училищ Олимпийского резерва. — Мн.: ИПП Госэкономплана РБ. 1993.
18. Чиж В. Ф. Психология спорта; СПб; 1910
19. Шадриков «Психология деятельности и способности человека»; Логос; М; 1996.
20. Mukhtoralievna, Z. S. (2022). INFORMATION TECHNOLOGIES IN EDUCATION. БАҲҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ, 162-165.
21. Mukhtoralievna, Z. S., & G'aniyevna, M. (2022). TYPES OF SPEECH AND ITS CHARACTERISTICS. БАҲҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ, 184-189.
22. Valijonovna, K. I., Rakhmatjonovich, T. D., & Mukhtoralievna, Z. S. (2022). Informational Technology at Education. Spanish Journal of Innovation and Integrity, 6, 262-266.
23. Tojimamatovich, J. V., & Alimdjanovna, X. M. (2022). Basic Concepts of the Smart Home System. International Journal of Culture and Modernity, 17, 7-13.