

Psychological Analysis of the Personality of an Athlete

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Article Information

Received: February 18,2023

Accepted: March 19,2023

Published: April 18,2023

Keywords: *personality, activity, character, science, object of research, subject of research, pedagogical design, scientific methodology, methodology of artificial design.*

ABSTRACT

The article reveals the study of the psychological laws of the formation of athletes and teams of sportsmanship and the qualities necessary for participation in competitions, as well as the development of psychologically sound training methods and preparation for competitions.

Sport occupies a large place in the life of modern society. It not only provides a comprehensive physical development of a person, but also contributes to the education of his moral and volitional qualities [2].

Sports are diverse, but they all require participation in sports competitions and systematic training. The development of effective methods of sports training is impossible without studying, on the one hand, the characteristic features and patterns of sports activity, and on the other hand, the personality of an athlete as a subject of this activity. Along with other sciences, sports psychology is called upon to provide an analysis of the most important aspects of sports activity and thereby help rationally solve many practical issues related to it. The main goals of sports psychology are the study of the psychological patterns of formation of sportsmanship and qualities in athletes and teams necessary for participation in competitions, as well as the

development of psychologically based methods of training and preparation for competitions [2].

Achieving the goals of sports psychology involves solving the following specific tasks:

1. Studying the impact of sports activities on the psyche of athletes:

- psychological analysis of competitions (general and specific for individual sports);
- revealing the nature of the influence of competitions on athletes;
- determination of the requirements imposed by competitions on the psyche of an athlete;
- determination (together with representatives of other sports sciences) of the totality of moral, strong-willed and other psychological qualities necessary for athletes to successfully perform at competitions;
- psychological analysis of the conditions of training activity and sports life.

2. Development of psychological conditions to improve the effectiveness of sports training.

The psychology of sports is designed to reveal the mechanisms and patterns of improving sportsmanship, the ways of forming special knowledge, skills and abilities, as well as the conditions that ensure the success of the collective actions of athletes [2]

Sports psychology is a field of psychological science that studies the patterns of human mental manifestations in the process of training and competitive activities.

The subject is the psychological characteristics of sports activities in its various types and the psychological characteristics of the athlete's personality. The main goals of sports psychology are the study of the psychological patterns of the formation of sportsmanship and qualities in athletes and teams necessary for participation in competitions, as well as the development of psychologically based methods of training and preparing for competitions.

One of the most important features of a person is that he is able to work, and any kind of labor is an activity.

Activity is a dynamic system of interaction between the subject and the world.

Motives are the driving forces behind human activity. It is the motive, prompting to activity, that determines its direction, that is, determines its goals and objectives.

Human activity is a very complex and diverse phenomenon, in the implementation of which all components of the human hierarchical structure (physiological, mental, social) are involved [9].

What is the subject matter of the psychological study of activity? Considering this issue, S.L. Rubinshtein wrote: "Analysis of the mental mechanisms of activity leads to functions and processes that have already been the subject of our study. However, this does not mean that the psychological analysis of activity is wholly reduced to the study of functions and processes and is exhausted by them. Activity expresses a specific attitude of a person to reality, in which personality traits are actually revealed that are more complex, specific than functions and analytically identified processes" [4].

At the same time, limiting the study of activity by internal mental processes and states of the subject would be one-sided. Consequently, the subject of the psychological study of activity should include the external objective actions of the subject [6].

Analyzing the problem of the relationship between activity and the psyche, it should be noted that any activity has an external and internal side, and they are inextricably linked.

The division of activity into external and internal is an artificial division. Any external action is mediated by processes occurring inside the subject, and the internal process, one way or another, manifests itself outside. The task of psychology is not to first separate them and then look for how they are connected, but to reveal the "inner side" by studying the "external side" of

activity, or rather, to understand the real role of the mental in activity [7].

The task of the psychological study of activity is to reveal the system of its theoretical principles, to reveal how, in the process of purposeful activity of the individual, the practical transformation of the objective world occurs, what is the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects the development of human capabilities. and on the completion of its nature and how the activity itself takes on an individual character [9].

Sport has a positive effect on the formation and development of the personality of those involved. It was noted that participation in sports competitions contributes to the development of perseverance, valuable moral and volitional qualities, masculinity, etc. Research in this direction is still being developed, but the data obtained should already make one think before assessing the real role of sports in the life of a child or young men.

Werner and Gottheil attempted to find out what effect systematic sports and competition had on the personal characteristics of cadets at the military academy at West Point. For this, high school graduates - athletes and non-athletes - were examined before and after entering the military academy. Based on the results, it was suggested that the formation of personality is almost completed in early adolescence and after that sports do not cause any significant changes. It is interesting that despite the wide opportunities in terms of sports provided to future officers and West Point, their attitude to sports and the qualities that are formed with its help does not change much; they continue to be influenced by positive or negative experiences acquired in school.

The results of Ogilvy's study of swimmers of various age groups give some idea of the nature of possible personality changes in children under the influence of very intense and intense training and competitive loads. The personal characteristics of boys and girls aged 10 and 14 were compared with those of nineteen-year-old high-class swimmers. It turned out that as young athletes matured, their self-control improved, the level of personal anxiety increased, they became more affable, sociable, persistent, cheerful, stable and less withdrawn and egocentric [2].

Personality change can be associated not only with sports, but also with the actions of a number of additional factors. For example, individual personality traits and their combinations change significantly as a result of puberty, etc.

In 1968, at the Second International Congress of Sports Psychology in Washington, DC, Professor Ikegami presented the results of one of the most fundamental studies on the effect of prolonged and systematic exercise on personality change. He divided his sample of 1500 athletes into different groups depending on the length of service: 1-2 years, 3-4 years, 5-6 years, 7-8 years and 9-10 years. With an increase in sports experience, the subjects became more active, aggressive, carefree, experienced less anxiety and a tendency to depression and frustration, less aspired to leadership when communicating with others, and less often experienced a sense of their own inferiority. According to Ikegami, sports did not affect the overall change in emotional stability [2].

There are only superficial and fragmentary data on changes in moral and moral qualities under the influence of sports. Kistler (1957) and Richardson (1962), studying the value orientations of university students, found that athletes had a less favorable attitude towards such concepts as sports honor and nobility than non-athletes. It can apparently be assumed that the existing practice of selecting athletes for major universities, and sometimes a condescending attitude towards them, lead to the formation of a certain attitude towards sports, which often does

not coincide and even contradicts generally accepted ideas about the moral and ethical values allegedly inherent in sports. (about the need to conduct an open and honest sports fight, to treat the opponent with respect, etc.) [3].

Over the past forty years, much attention has been paid to the assessment of personality traits in the psychological literature. Studies have also been conducted using well-known psychological techniques to characterize the personality of an athlete. And while the results of these studies do not yet provide a clear picture of what might be called "athlete personality," the available data are still of interest to coaches working with athletes. These data allow the coach to better understand the personal characteristics and individuality of athletes, to better know their students and their capabilities.

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