



PERSONAL CHANGES ASSOCIATED WITH SPORTS

Tojimamatov Jamshidbek Iqboljon O'g'li

Student of Fergana State University

Annotation

This article discusses personal changes associated with sports . The relevance of the study and application of the integration of psychology and sports is revealed. The history of the emergence and development of sports psychology is considered. The results of personality testing are also given .

Keywords: sports, psychology, subject of sports psychology, goal of sports psychology, tasks of sports psychology.

Introduction

Most of the research in the field of sports psychology over the past 30 years has included the study of the personality of the athlete. This usually used the Cattell technique to assess personality traits, and the results were often presented in the form of a personality profile based on the average scores of each subsection of the test. Sometimes the resulting profile was compared with the norms previously collected for this battery of tests. Unfortunately, this kind of work was usually fragmentary and unsystematic. Moreover, since different researchers used different tests, comparing their results and formulating general principles is a rather painstaking work [2].

The interpretation of this kind of work is further complicated by the methods of selecting subjects. Studies were often conducted on a small group of subjects. In addition, not all researchers can even give a clear definition of the concept of "athlete". Thus, the interpretation of the results of studies that compared the personality traits of athletes and non- athletes seems almost impossible. Is an athlete only one who takes part only in international competitions? Should the sport be carefully researched and the size of the country taken into account before assessing the qualifications of an athlete selected to participate in research? Is it possible to compare an athlete representing a school with about 150 students with an athlete participating in competitions held between schools with 2,000 to 3,000 students?

An analysis of the literature available on this issue indicates that it is impossible to formulate typical or optimal personality traits inherent in an athlete in general. Rather, individual sports should be considered, and it can be established, especially in athletics, that certain traits seem to be characteristic of athletes who specialize in certain types of athletics program. In sports such as football, in which most of the





participants perform similar functions, it was possible to establish a characteristic combination of personality traits. In other team sports (such as American football), in which the roles of players vary quite widely, the assessment of personality traits does not indicate the presence of a certain "type" inherent in the participants, or personality changes that occur as a result of playing this sport.

After considering the quality and validity of the information available, it was easier to decide when to not use personality tests than how to use this information in sports. For example, at present it is not yet possible to build an accurate personality profile of an ordinary athlete or a high-class athlete. Thus, from a practical point of view, and also if we consider the moral side of the problem, it is inappropriate to expel any athlete from the team or train him for a specific purpose, focusing only on the structure of his personality [3].

However, if one takes a more optimistic stance, the results of personality tests can still be of practical value. Below are the possibilities for using this data.

After conducting psychological research, the coach can work more effectively with the athlete. The behavior of an athlete during training or in the stressful situation of a competition will not come as a surprise to the coach.

The results of personality testing can be used in individual interviews and consultations to maximize efforts in solving personality problems and minimize them. If an athlete is familiar with the theoretical principles behind the tests and understands the significance of the results obtained, then he can understand himself more deeply. Such an understanding will contribute to the improvement of his results, more serious work in training and more stable emotional adaptation.

The analysis of differences in the personal profiles of athletes in a team can serve to optimize their interpersonal relationships and prevent the occurrence of undesirable forms of interaction.

Indicators of certain personality traits, together with the results of careful analysis of conversations, autobiographical data, or projective test data, can help identify team members whose emotional adjustment or condition requires special attention, either at the moment or during long training or intense competition.

Despite the superficial nature of the data available on athlete personality traits, in this chapter we will attempt to achieve two main objectives: a) to present the available data on athlete personality in various sport groups and b) to use this information to help coach and athlete improve performance. training and the effectiveness of performances [2].

It is generally accepted that 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 regular sports and competitions have 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 of this study, 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 towards sports and the qualities that are formed with its help, almost does not change; 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 personality traits 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]. In studies of this kind, it should be taken into account that 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 (become more specific or new ones arise) 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. The results of the statistical analysis of the obtained material showed that 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. But even the little that is known can dishearten ardent supporters of the sport. 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 current 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].

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. Джамгарова 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. Mukhtoraliyevna, Z. S. (2022). INFORMATION TECHNOLOGIES IN EDUCATION. *БАРҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, 162-165.
21. Mukhtoraliyevna, Z. S., & G'aniyevna, M. (2022). TYPES OF SPEECH AND ITS CHARACTERISTICS. *БАРҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, 184-189.
22. Valijonovna, K. I., Rakhmatjonovich, T. D., & Mukhtoraliyevna, Z. S. (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
23. Tojimatovich, J. V., & Alimdjanovna, X. M. (2022). Basic Concepts of the Smart Home System. *International Journal of Culture and Modernity*, 17, 7-13.