



## THE ROLE OF VALUES IN PERSONAL MOTIVATION

Otabek Bakhromov

Associate Professor of the Department of Teaching Methodology for  
Sports Disciplines at Jizzakh state pedagogical university.

### Abstract

This article explores the role of values in shaping motivation among young athletes. It highlights how personal values like discipline, dedication, and respect influence an athlete's drive, commitment, and resilience in sports. The study shows that strong values help athletes stay focused, overcome challenges, and maintain intrinsic motivation for long-term success. It also stresses the importance of creating an environment that nurtures these values, both in training and personal development, to help athletes reach their full potential and develop life skills beyond sports.

**Key words:** Athlete, motivation, values.

### Introduction

Motivation in sports activities is a broad concept that encompasses the following: what drives an athlete towards a specific goal, action, or activity, and what stimulates the athlete's actions in connection with their effort. An athlete's actions cannot arise spontaneously. Any of their activities will be connected to external causes (which are reflected in their mind) or internal stimuli. Some motivations in sports activities are interrelated, conditioned, and may even contradict one another. All of this is confirmed by the final stage of motivation, which we primarily define as the most important reason for the athlete's actions, their final stage. [2]

During our research, we also aimed to study the importance of values in the formation of motivation in young football players. For this, we used M. Rokich's "Clarification of Value Awareness" methodology. This methodology is designed to determine a person's values. The system of value awareness defines the content of a person's orientation and forms the essence of their worldview, life activity motivation, life concept, and the basis of a "philosophical life."

Currently, M. Rokich's methodology for value awareness is considered one of the most widely used and effective methodologies based on the importance of the value list.

M. Rokich divides values into two groups:

- Terminal values – the belief that striving for individual existence is the ultimate goal.



- Instrumental values – the belief that certain actions or personal traits are essential in any situation.

This division corresponds to the traditional division of values into goals and means. This methodology has also been used in scientific research by U.D. Qodirov, N.Sh. Umarova, and others, with effective results. However, its application in studying athletes' motivation is notable as it is being used for the first time in this context. The research involved students from the football academies of Jizzakh, Karshi, and Samarkand. The aim was to study the importance of values in the formation of motivation in young football players. In analyzing the results of the research, we categorized and analyzed the values based on the methodology used (see Table 1). The analysis of the research results shows that there is a difference in the indicators of values related to the goal of striving for individual existence among young football players.

**Table 1 Research Results on Identifying Values (Terminal Values)**

No	Values	Jizzakh (in %) n-22	Karshi (in %) n-23	Samarkand (in %) n-29
<b>I - Professional Values</b>				
1.1	Development	23,8	26,8	26,3
1.2	Creativity	22,4	24,2	24,1
1.3	Knowledge	34,2	28,6	28,8
1.4	Public Recognition	19,6	20,4	20,8
<b>II - Specific Values</b>				
2.1	Life Wisdom	28,2	28,4	26,3
2.2	Self-Confidence	32,8	32,1	31,6
2.3	Loyal Friends	19,2	20,7	20,7
2.4	Active Life	21,8	18,8	21,4
<b>III - Abstract Values</b>				
3.1	Beauty of Nature and Art	23,3	17,4	24,7
3.2	Materially Secured Life	29,0	28,6	27,6
3.3	Play and Entertainment	18,0	11,6	13,3
3.4	Freedom	11,5	21,2	17,2
3.5	Others' Happiness	18,2	21,2	17,2
<b>IV - Personal Values</b>				
4.1	Love	23,5	19,5	21,5
4.2	Fulfilling Life	20,2	22,8	20,7
4.3	Happy Family Life	22,3	23,2	22,6
4.4	Health	34,0	34,5	35,2



The research results in the professional values group showed that the indicators for students of the Jizzakh Football Academy were as follows: development - 23.8%, creativity - 22.4%, knowledge - 34.2%, and public recognition - 19.6%. For the students of the Karshi Football Academy, the indicators were: development - 26.8%, creativity - 24.2%, knowledge - 28.6%, and public recognition - 20.4%. For the students of the Samarkand Football Academy, the indicators were: development - 26.3%, creativity - 24.1%, knowledge - 28.8%, and public recognition - 20.8% (see Table 1).

Based on the research results, it can be said that the difference between the indicators of the Karshi and Samarkand Football Academy students in terms of professional values is not significant, which indicates that the positive attitude of the students of these football academies towards their chosen profession and the well-organized educational work at the academy aimed at improving professional skills is evident. In this regard, the indicators for students of the Jizzakh Football Academy show a noticeable difference compared to the students of the Karshi and Samarkand Football Academies.

In the professional values group, the indicators for development and creativity values showed that the students of the Jizzakh Football Academy had lower results compared to the students of the Karshi and Samarkand Football Academies. However, the knowledge value indicator showed the highest results among the students of the Jizzakh Football Academy (see Table 1). Overall, the differences between the indicators of the three football academies were not very significant. However, there was a slight difference in the results for the knowledge value. This suggests that the role of the value of acquiring knowledge is also important in the formation of motivation.

In the specific values group (life wisdom, self-confidence), there were no significant differences between the indicators of the students from the Jizzakh, Karshi, and Samarkand Football Academies. However, the value of active life was slightly higher among the students of the Jizzakh Football Academy (21.8) and the Samarkand Football Academy (21.4), while the value of loyal friends showed slightly lower results for the students of the Jizzakh Football Academy compared to those from Karshi and Samarkand Football Academies (see Table 3).

Based on the research results, it can be concluded that the values of life wisdom and self-confidence showed positive results among the students of the Jizzakh, Karshi, and Samarkand Football Academies. This indicates that self-confidence and the ability to think critically are crucial characteristics for the successful organization of their



football activities, and this reflects their responsible approach to the profession they have chosen (see Table 1).

Based on the results of the values in the abstract values group, it can be said that there are differences between the indicators of the students from the Jizzakh, Karshi, and Samarkand Football Academies in terms of the values of play and freedom. For the value of play, the Karshi (11.6) and Samarkand (13.3) Football Academies showed higher results, while the freedom value indicator for the Jizzakh Football Academy (11.5) was lower. We can explain these results as follows: in conversations with students from the Karshi and Samarkand Football Academies, they mentioned that the value of play could negatively impact their goal of becoming a professional football player. In contrast, students from the Jizzakh Football Academy believed that the value of play helps improve the psychological environment and cohesion within the team.

In our view, the value of play has a positive impact on achieving success, as it helps a person feel mentally lighter within certain limits. Regarding the freedom value, it can be said that this value was higher among the students of the Karshi and Samarkand Football Academies (21.2 and 17.2) compared to the students of the Jizzakh Football Academy (11.5). This situation suggests that the educational process at the Karshi and Samarkand Football Academies is more structured with a strict daily regimen, compared to the Jizzakh Football Academy.

There was no significant difference observed among the results of the values included in the personal values group. Students from the Jizzakh (22.3 and 34.0), Karshi (29.2 and 34.5), and Samarkand (22.6 and 35.2) Football Academies expressed more positive attitudes towards values such as happy family life and health. These values can be seen as positive factors influencing their ability to achieve their goals and attain success. The values of love and a fulfilling life also appeared to have a positive impact on the development of their motivation, as reflected in the research results (see Table 1).

In conclusion, all the values mentioned above have a positive influence on the development of motivation among the students of the football academies to some extent, which is also supported by the research findings.

Based on the results of the research conducted above, the following conclusions can be made regarding the role of motivation in achieving success in sports.

1. Just as motivation plays a crucial role in helping football academy students achieve success, the development of terminal values in young football players is also an effective factor in the formation of motivation.



2. Developing terminal values in young football players is important, as qualities such as being independent, acting decisively, standing firm in their opinions, and being resilient in the face of difficulties serve as effective tools for improving their football skills and achieving success.

## References

1. Ananyev B.G. Man as the Object of Knowledge – Leningrad University: 1969.
2. V. Goshek, M. Vanek, B. Svoboda. Success as a Motivational Factor in Sports Activities // In P.A. Rudik et al. Psychology and Modern Sports – Moscow: FIS, 1973.
3. Jidaryan I.A. On the Role of Needs, Emotions, and Feelings in Personality Motivation – Moscow: Nauka, 1974.
4. Kovalev A.T. Psychology of Personality – Moscow: 1965.
5. Leontyev A.N. Needs, Motives, Emotions – Moscow: Moscow State University, 1971.
6. Palayma Y.Y. Experience of Studying the Relative Strength of Motivation and the Formation of Competitive Attitude in Athletes // In P.A. Rudik et al. Psychology and Modern Sports – Moscow: FIS, 1973.
7. Piloyan R.A. Motivation of Sports Activities – Moscow: FIS, 1984.

