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PSYCHOLOGICAL FEATURES OF SPORTS DEVELOPMENT OF SCHOOL CHILDREN

Annotation: Determined by the objective need to study the psychological characteristics of an athlete's personality, it is now becoming more and more clear that without a serious study of personality, without a study of psychological qualities, athletes cannot move forward in solving the task of increasing sports achievements.

Keywords: Sports team, psychological characteristics, achievements, research, reliability, result.

Sport occupies an important place in the life of modern society. It not only ensures the all-round physical development of a person, but also contributes to the education of his moral and volitional qualities.

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, the personality of an athlete as a subject of this activity.

Sport, as a social phenomenon, and as a special type of human activity is the object of study in a number of sciences. At the same time, each of them, including psychology, examines sports activity from a certain angle of view, from the standpoint of its specific tasks, its own methodology.

The study of the psychological characteristics of an athlete's personality is of great scientific and practical importance: it should provide scientifically tested material for educating an athlete with those traits and personality traits that he needs for successful activity in the kind of sport chosen for specialization. Similarly, the study of general and special psychological characteristics of sports activity should provide scientifically substantiated material for the construction of teaching methods and sports training.

In the conversations of coaches and athletes, you can often hear references to the personal characteristics of their partners, rivals and mentors. Among themselves, athletes often discuss what their partner or rival is as a personality and to what extent certain of his personal characteristics influenced the performance of him or the entire team.

A number of experts believe that personality manifests itself in more external or peripheral characteristics, including overt reactions to life situations, a person's constitution and how he moves and holds himself. Others, in contrast to what they believe to be a superficial approach, argue that in order to assess and understand the whole personality, it is necessary to use special techniques, such as projective tests or long-term psychotherapy sessions.

Despite these and other contradictions, some rather productive approaches are already beginning to be developed and applied in practice. They can be useful for athletes and coaches who want to better know themselves, their students and the peculiarities of their activities.

The psychology of adolescence is one of the most difficult and least developed sections of developmental psychology. Back in the 1920s, Vygotsky noted that in the psychology of adolescence there are much more general theories than reliably established facts. To some extent, this assessment remains valid to this day. Western schemes of age periodization of ontogenesis, adolescence is not considered as an independent period of human development, but is included in the period of "teenage", which unites adolescence and youth periods from 13 to 19 years. At the same time, such domestic scientists as L.I.Bozhovich, I.V. Dubrovina note the expediency of studies reflecting the specifics of this age stage of development.

An analysis of the literature has shown that the majority of studies related to school age occur in the adolescent period of development. According to L.I.Bozhovich, this is due to the fact that qualitative changes in mental processes and functions occur in adolescence and the share of senior school age is to strengthen and improve them. Youth is the period of completion of a person's physical maturation, the rapid growth of his self-awareness, the formation of his worldview, the choice of a profession and the beginning of his entry into adulthood (14–18 years old).

Adolescence (14-15 to 18) is literally a "third world" that exists between childhood and adulthood. By the end of this period, the main processes of biological maturation are in most cases completed, so that further physical development can already be considered as belonging to the cycle of adulthood. Adolescence carries a certain internal crisis, the content of which is associated with the formation of processes of self-determination (both professional and personal), reflection, ways of self-realization in the social space.

The most important psychological process of adolescence is the formation of self-awareness and a stable image of "I", the discovery of one's inner world. The process of finding identity occurs throughout adolescence and is represented by significant changes in self-awareness, namely, its cognitive and emotional sides and the personality's self-regulation system. Adolescence is characterized by a greater (in comparison with adolescence) differentiation of emotional reactions and ways of expressing emotional states, as well as an increase in self-control.

The intermediate social position and status of youth also determines the characteristics of his psyche. Young men are faced with the task of social and personal self-determination, which does not mean at all autonomy from adults, but a clear orientation and determination of their place in the adult world. Domestic psychologists, such as I.V. Dubrovina, L.I.Bozhovich, consider self-determination as the main psychological neoplasm of early adolescence.

This presupposes changes in the intellectual sphere, but along with the differentiation of mental abilities and interests, without which it is difficult to grow up and choose a profession, it is necessary to develop integrative mechanisms of self-awareness, develop a worldview and life position, as well as certain psychosexual orientations.

IV Dubrovina notes that the interest in learning, the development of intelligence in young men is closely related to the process of self-improvement - the desire to raise their cultural level, the desire to become an interesting, "meaningful" person. G.S. Abramova writes that the period of entering early adolescence, in general, is associated with the rise of intellectual activity to a qualitatively new level. This is manifested in an increase in interest and ability for abstract thought, for generalization, the desire to understand the meaning of reality. This opinion is shared by I.S. Cohn, emphasizing that a high school student has an irresistible attraction to abstraction, theorizing becomes an urgent psychological need. LI Bozhovich notes that in senior school age, the intellectual activity of students acquires a special affective coloring associated with self-determination.

The choice of a profession at a given age is essential for the formation of interest in academic subjects. The motives associated with the future of the student now become not only dominant, but also directly stimulate educational activity. The mental development of a high school student is not so much in the accumulation of skills and changes in individual properties of the intellect, but in the formation of an individual style of mental activity. The individual style of mental activity, as defined by E.A. Klimov, is "an individually unique system of psychological means that a person consciously or spontaneously resorts to in order to best balance his (typologically determined) individuality with the objective, external conditions of activity." In cognitive processes, it acts as a style of thinking, i.e. a stable set of individual variations in the methods of perception, memorization and thinking, behind which there are various ways of acquiring, accumulating, processing and using information.

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