



## DIDACTIC POSSIBILITIES OF USING MOTIVATIONAL TECHNOLOGIES IN PHYSICAL EDUCATION LESSONS

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**Abstract:** *This article is about the didactic possibilities of using motivational technologies in physical education lessons. Concepts of motivation and the main theories of its formation are considered, they describe various psychological characteristics of motivations for sports, which can be determined by evaluating success levels and educational activities. Psychological characteristics of students' motivation to play sports are studied.*

**Keywords:** *motive, motivation to do sports, learning outcomes, sports, student-athlete, psychological characteristics.*

**Аннотация:** *В данной статье речь идет о дидактических возможностях использования мотивационных технологий на уроках физической культуры. Рассмотрены понятия мотивации и основные теории ее формирования, описаны различные психологические особенности мотиваций к занятиям спортом, которые можно определить путем оценки уровня успешности и учебной деятельности. Изучены психологические особенности мотивации студентов к занятиям спортом.*

**Ключевые слова:** *мотивация, мотивация к занятиям спортом, учебные результаты, спорт, студент-спортсмен, психологические особенности.*

**Annotatsiya:** *Ushbu maqola Jismoniy tarbiya darolarida motivatsion texnologiyalarni qo'llashning didaktik imkoniyatlari haqida bo'lib mavzu yuzasidan tadqiqotchi olimlarning fikr va mulohazalari chuqur o'rganib chiqildi. Motivatsiya tushunchalari va uni shakllantirishning asosiy nazariyalari ko'rib chiqiladi, ular sport bilan shug'ullanish motivlarining turli xil psixologik xususiyatlarini tavsiflaydi, ular muvaffaqiyat darajalari va o'quv faoliyatini baholash bilan aniqlanishi mumkin. Talabalarning sport bilan shug'ullanishga bo'lgan motivatsiyasining psixologik xususiyatlari o'rganiladi.*

**Kalit so'zlar:** *motiv, sport bilan shug'ullanish motivatsiyasi, o'quv natijalari, sport, sportchi talaba, psixologik xususiyatlar.*

Enter. Getting students interested in physical education and sports is one of the most urgent socio-pedagogical problems. It is necessary to form a stable motivation for physical education and sports activities as an important part of a healthy lifestyle and social behavior in the educational system, a qualitative and innovative approach to human needs. The problem of ensuring the positive effects of physical education and sports is undoubtedly related to the complexity of the process of forming a healthy lifestyle today, which in turn leads to a significant deterioration of the mental and physical health of young people in particular. [1, 2].



In recent years, against the background of the acceleration of the educational process in universities, there is a tendency to decrease the amount of motor activity, which has a negative effect on the indicators of the physical condition of students [3, 4]. Formation of motivation for sports among students, implementation of practical activities is the basis of the effectiveness of professional training. The level of interest in sports among students decreases for many reasons, such as illness, work, paying off academic debts in subjects, lack of interest in sports, laziness, lack of interest in sports in student groups, as well as social and include economic factors [5, 6, 7]. Modern psychologists believe that taking into account the specific characteristics of professional motivation can have a significant impact on activity, especially success in sports. It should be noted that the motivation of sports activities, especially success motivation, plays an important role in achieving high sports results.

Studies have proven the complex relationship between achievement motivation and the results of sports competitions, and have identified their positive and negative effects on the athlete's personality in specific training and competition conditions.

If we consider motivation within the framework of sports psychology as one of the necessary parts of an athlete's activity, it is necessary to consider the combination of his motives, which are the components of this motivation [8, 9, 10].

The motivation and influence factor is always involved in discussing the many issues of attracting and achieving an athlete in a particular country.

A motivational field always consists of a number of motives. These include ideals, needs, motives, goals, interests, etc. These motives play different roles in the general form of motivation, they become more or less important at different stages of youth development. Therefore, knowing them helps the teacher to have a differential effect on the motivation of physical self-development of students [11, 12, 13]. Popular sports, physical education, motivational physical activities are based on the desire for physical activity. In high-achievement sports, motivation is related to the mental stress caused by the inconsistency of activities with the capabilities of athletes, and is aimed at eliminating them. However, compared to other activities in sports, one does not seek to avoid tension, but rather sees it as a positive aspect of competitive struggle. As an activity whose goal is maximum results, this feature of sports can play a negative role.

In the pursuit of victory, athletes often try to ignore the natural resources of the body, which poses a serious threat to health and life [14, 15, 16].



Motivation is the basis of all sports activities and achievements. All other mental factors, confidence, intensity, focus and emotions are irrelevant. In order to be the best athlete one can be, one must push oneself to do whatever it takes to maximize one's abilities and achieve one's goals. Motivation is simply the ability to start and persevere in sports. Motivation is very important in sports because a person must be ready to work hard in the face of fatigue, boredom, pain and the desire to overcome other things. Motivation affects a person's athletic performance, physical fitness, technical and tactical fitness, mental fitness, and overall lifestyle, including sleep, nutrition, university or work, and relationships.

Considering motivation as one of the necessary parts of an athlete's activity, it is necessary to consider the individual combination of his motives, which are the components of this motivation. Extrinsic motivation is motivation that comes from an external source. Some of these are tangible, such as financial or other tangible rewards, including trophies or medals. Material extrinsic motivation is not necessarily ideal for athletes who focus too much on materialism at the expense of other aspects of the sport. Non-monetary extrinsic motivation includes praise, recognition, and achievement, which can often be sufficient to motivate athletes. Intrinsic motivation comes from the inner world of the athlete or player. It includes the natural desire to overcome challenges and the pleasure of repeating the experience. These factors can remind athletes why they play a particular sport during particularly strenuous training sessions. Intrinsic motivation is often supported by a number of tasks.

Thus, among the reasons why students play sports, the following can be distinguished:

- achieving success, improving personal sports results.
- in pursuit of the success of the team, the athlete must train, have good relations with partners and the coach.
- is the desire to prove oneself, expressed in the experience of being considered and experienced in terms of personal prestige, familiarity and the respect of the audience in participating in sports and achieving success in it.

Summary. Therefore, research shows that athletes who achieve high results in sports have the following motivational characteristics:

to achieve success in sports, to show high results, to gain a reputation among acquaintances and the community. This is due to the development of character that occurs in the process of constant training and competition, regardless of the wishes of the athletes. The main motivations of student athletes: the motivation to improve



their reputation in sports; socio-spiritual motive of communication; the desire for fame and the motive of social self-affirmation.

At the same time, student athletes understand themselves as individuals, as competitors, athletes in the full sense. Motivation is also manifested in student-athletes' learning and mastering of new sports, specific characteristics of communication with other students, team work and individual results.

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