



Leading Factors in the Psyche of Adolescent Girls Gymnasts

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Abstract

The article analyzes the results of motivational factors that encourage students to engage in rhythmic gymnastics, using the example of the study group of the stage “improving sportsmanship”.

Keywords: *Sports Activities; Rhythmic Gymnastics; Adolescent Girls; Motivation; Factor Analysis*

Introduction

According to the information of the State Statistics Committee of the Republic of Uzbekistan as of January 1, 2022, there are 35 271 276 permanent residents in the country. Based on gender statistics, the number of women is 17 527 126. According to the State Statistics Committee's based on data from household sampling observations, as of January-August 2021, 60.7% of the observed population were engaged in physical activity. Of these, 43.4% were women and 56.6% were men. Also, as of January 1, 2021, there were 352 sports and educational institutions in the country, of which 43 are in rural areas and 309 in urban areas. In general, as of October 15, 2021, 52 105 sports facilities provide sports and health services to the population of the Republic [1].

It is known that from the 2020/2021 academic year in general secondary schools without a gym for 5-10 grades during the winter period (December, January, February) the classes on “Physical Education” was reduced from 2 hours to 1 hour per week for 10 weeks. On January 11, 2022, the relevant order of the Minister of Public Education was signed to abolish this order and improve the process of teaching physical education in general secondary education. According to the order, for the purpose of developing of pupils' regular participation in physical culture and mass sports and the formation of life skills for a healthy lifestyle, in secondary schools the subject of “Physical Education” will be taught in all classes for 2 hours a week during the winter. Thus, starting from the 3rd quarter of the 2021/2022 academic year, the subject of “Physical Education” will be taught in all classes for 2 (two) hours a week, even in secondary schools that do not have a gym. In 2018-2020, the Ministry of Public Education has established cooperation with the Football Association, judo and basketball federations in order to promote sports and a healthy lifestyle in schools [2].

From 2021, 7 more important memorandums were signed between the Ministry of Public Education and sports federations and associations in order to develop and promote Olympic, Paralympic

and national sports, as well as to organize meaningful leisure time for children in schools. According to the memorandums, strong cooperation has been established with sports federations and associations such as boxing, rhythmic gymnastics, handball, volleyball, table tennis, wrestling and rugby. According to the memorandum, the Rhythmic Gymnastics Federation has started organizing sports sections by attaching qualified coaches to 50 schools. So what is rhythmic gymnastics and what does it give to the health of our students?

Rhythmic gymnastics is an important organizational part in the physical education of students of general secondary schools. The difference between gymnastics and other branches of physical education is the specific content and selection of exercises and methodological methods of teaching.

The set of exercises performed allows you to control the exercise load, taking into account the impact on the whole body, the development of individual groups of muscles and organs, gender, age, level of physical fitness. Gymnastics plays a special role in educating a healthy, physically fit person. From this point of view, rhythmic gymnastics is a set of actions that allows you to move with a high level of skill [3].

What is the motivation for this sport among our girl-pupils? Motivation is formed on the basis of whose interaction? What are the legal documents for rhythmic gymnastics? and so on.

Statistical analysis shows that the orientation, choice, election – in a words the selection of pupils-athletes in the of rhythmic gymnastics sport is one of the most pressing issues in the field of physical culture and sports today.

Annex 1 to the Order No. 20 of the Ministry of Physical Culture and Sports of the Republic of Uzbekistan dated January 9, 2020 approved the list of sections and departments for sports organized in children and youth sports schools. According to this, the sections “Rhythmic Gymnastics” and “Gymnastics” are marked as Olympic sports. These sports, in turn, are listed as the main sports in the school for children and adolescents, which specializes in gymnastics. According to the document,

In sports schools: (1) 10 people in the first year of activity in the sport of “rhythmic gymnastics” at the stage of “elementary training”, 8 people in more than 1 year; (2) 8 people in the 1st and 2nd years of the “training” stage, 6 people in the 3rd and more years; (3) 5 people in the 1st year, 4 people in the 2nd year and older at the stage of “maturity in sports”; (4) At the stage of “higher sportsmanship” in the study groups consisting of 3 students-athletes, it was shown that our coaches-teachers conduct trainings and training sessions.

Also, according to the minimum age of admission to the stages of training in sports schools: (1) at the stage of “primary training” in the 1st year of activity in the sport of “rhythmic gymnastics” 5 years and more than 1 year; (2) 7 years old in year 1, 8 years old in year 2, 9 years old in year 3 and in most cases 10 years old in the “training” stage; (3) 12 years of age in year 1, 13 years of age in year 2 and 14 years of age in more than 2 years at the stage of “maturity in sport”; (4) Training-coaching and training sessions by coaches-teachers in study groups consisting of 15-year-old students (but the maximum age of training is 20 years old) at the stage of “higher sportsmanship” [4].

This raises a questions: How many sportswomen do we have in Uzbekistan who regularly go in for sports? What is the issue of sending girls to sports in the public education system? and so on.

At the beginning of the 2021/2022 academic year, there were more than 6 236 751 students (including 20 476 non-government students) in 10 008 (including 188 non-governmental) educational institutions in the country (excluding schools for children with physical or mental disabilities). Of these, 48.5% are girls and 51.5% are boys. Also, 501 044 (including 4 593 non-governmental) teachers of secondary schools were divided into subjects after mother tongue and literature (12.1%), English (10.8%), and mathematics (9.7%) physical education (9.0%) is the leader in terms of the number of students participating in classes [5].

The motivation of the individual is important in meeting the needs of the individual and achieving the intended goal from the results of the activity. Motivation, interest, inclinations, attitudes, and emotional states in an individual's internal activity management are the leading sources in determining his or her life strategy. Therefore, we believe that the motivation of the students of the Republican School of Gymnastics and the Specialized Children and Youth Sports School of the Olympic Reserve in Gymnastics will provide some clarity to the problems of their chosen sport. The reason is that today, if we analyze the results in quantitative terms, they show a very low figure. For example, the National Olympic Committee of Uzbekistan has selected athletes from different regions of the country for the Tokyo 2020 Olympic and Paralympic Games. Among these athletes, 1 person from Tashkent in the sport "gymnastics" (Chusovitina Oksana) and 4 people in the sport "rhythmic gymnastics" (Tashkenbaeva Sabina, Ravshanbekova Dinara, Irnazarova Kamola, Fokina Angelina), 3 people from Navoi region (Rakhmatova Dildora, Safoeva Sevara, Shomuradova Nilufar), 3 people from Samarkand region (Usmanova Nuriniso, Rakhmonova Sabrina, Alexandrova Ksenia) and 1 person from Fergana region (Ekaterina Fetisova), a total of 12 people (including 11 women in rhythmic gymnastics) – girls were selected.

Methods

We have used advanced methods of psychology in the study of current issues in the development of the sport of rhythmic gymnastics in the context of cooperation between general education and sports education institutions. In particular, the V.G. Gerbachevsky's Questionnaire "Aimed at Determining Personal Motivation" [6].

Results and Discussion

The level of motivation of a person's activity means the goals he has set for himself and the needs and motives that are reflected in the difficulties. In the experimental study of a person's level of activity motivation, the test taker is required to perform a series of tasks of the same category in sequence according to the complexity index. The process is similar to the study of intellect. In fact, a person's level of activity motivation is discussed in terms of the average complexity of the tasks assigned to him.

To do this, we performed a factor analysis using the computer program SSPS-13 on the results of motivation, emotional-volitional, individual and disturbing characteristics of 13 adolescents in the group "Achieving maturity in sports" of the Children and Youth Sports School of the Specialized Olympic Reserve in Gymnastics (See Table 1). Separation of the four groups of factors with this high load allowed to generalize some socio-psychological characteristics of the personality of adolescent girls who want to choose the professional activity of rhythmic gymnastics [7].

According to the table, the first groups of factors that play a leading role in the personality of adolescent girls who want to choose a career in rhythmic gymnastics are students of the group "Achieving maturity in sports" of the Children and Youth Sports School of the Olympic Reserve, which specializes in gymnastics:

that is, group 1 was in the area of their anxiety and motivation, with the expected outcome level (0.577), initiative (0.575), intrinsic motive (0.499), cognitive motive (0.464), self-esteem (0.414);

group 2 includes factors related to the motivational-volitional sphere, in which the motive to avoid defeat (0.754), competitive motive (0.741), motive of appreciation of achievements (0.684), evaluation rate of the achieved results (0.641), activity replacement motive (0.619);

group 3 factors in the area of will, ie willpower (0.701), difficulty of the task (0.587) and legitimacy of the results (0.493);

group 4 is a factor related to the area of mental strength and their realization, the degree of mobilization of their strength (0.751), self-assessment (0.678).

These results indicate that in the process of adaptation to the specialized school life of adolescent girls who want to choose a career in rhythmic gymnastics, it is necessary to focus on the motivational, emotional-volitional areas, which are identified as leading in their psyche.

Table 1.

Indicators of the leading factors in the psyche of pupils of the group “Achieving maturity in sports” of the Children and Youth Sports School of the Olympic Reserve, specialized in gymnastics

(*n=13*)

№	1	Factors	1	2	6	11
I. Anxiety and motivation sphere						
1.		the level of expected results	0,577	-	-	-
2.		initiative	0,575	-	-	-
3.		internal motive	0,499	-	-	-
4.		motivation to know	0,464	-	-	-
5.		motive of self-respect	0,414	-	-	-
II. Motivational-volitional sphere						
6.		motive to avoid defeat	-	0,754	-	-
7.		competitive motive	-	0,741	-	-
8.		motive for appreciation of achievements	-	0,684	-	-
9.		the degree to which the results achieved are evaluated	-	0,641	-	-
10.		motivation to change activities	-	0,619	-	-
III. Willpower sphere						
11.		willpower	-	-	0,701	-
12.		the difficulty of the task	-	-	0,587	-
13.		legitimacy of the results	-	-	0,493	-
IV. The sphere of mental power and realization						
14.		the degree to which they can mobilize their forces	-	-	-	0,751
15.		evaluate their capabilities	-	-	-	0,678

The presence of high load factors in the emotional state of a teenager who wants to choose a professional activity from the sport of rhythmic gymnastics indicates that there are problems in this area. We witness a high level of anxiety related to their expected outcome level (0.577), initiative (0.575), and self-esteem motivation (0.414). It is obvious that in the person of teenagers who have chosen a new type of activity, the regulation of the emotional sphere is the first task. Factors on almost all three scales of disturbance are particularly important when they have a high load, i.e., a positive coefficient, with the load in one of them being high and in the others being high.

It was found that the factors of this group 1 include the emotional state of the person and the area of motivation, in particular, the internal motive (0.499) and the inclusion of a cognitive motive (0.464)

suggests that emotional areas have a significant correlation with motivation in the psyche of adolescent girls who choose rhythmic gymnastics sports activities that require additional skills.

Also, according to the results of group 2 factors, there is a need for mutual coherence in the field of motivation and will of adolescent girls who choose the sport of rhythmic gymnastics, which requires additional skills.

This is because the fact that the motives for avoiding defeat (0.754), the motive for competitiveness (0.741), the motive for changing activities (0.619), and the level of evaluation of the achieved results (0.641) have a positive coefficient load indicates that their aspiration is high. Hence the need to take into account the above loading factors and direct them accordingly in improving their motivational-volitional sphere.

At a time when the focus on children's and youth sports is considered at the political level, the focus on the professional activities of rhythmic gymnastics is another aspect of the personality of adolescent girls, the factors that unite their willpower. The difficulty of the task they perform is 0.587), the willpower (0.701) and the legitimacy of the results (0.493). These factors indicate the need for systematization of adolescent girls' involvement in the emotional-volitional and motivational spheres and their high positive coefficient.

Conclusion

In general, this study, aimed at identifying the leading factors in the psyche of adolescent gymnasts, allowed to draw the following conclusions:

First, the motives that lead to the choice of rhythmic gymnastics as a profession and the factors influencing the adaptation of the individual in a specialized environment, in particular, natural conditions can not be changed by man, but technical improvement, strategic design of activities, training (sports / labor) by creating an environment that can further motivate adolescent girls' attitudes toward rhythmic gymnastics, even in unfavorable conditions.

Second, the results show that in the process of adaptation to the specialized school life of adolescent girls who want to choose the sport of rhythmic gymnastics, it is necessary to focus on the motivational, emotional-volitional areas, which are identified as leading in their psyche. This is a problem that can be solved jointly between teachers of physical education in secondary schools and selectors-coaches of sports schools.

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