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**PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS
OF THE DEVELOPING MOTIVATION FOR SPORTS ACTIVITIES AMONG STUDENTS**
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**ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ МОТИВАЦИИ
К СПОРТИВНОЙ ДЕЯТЕЛЬНОСТИ У СТУДЕНТОВ**

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**TALABALARNING SPORT FAOLIYATIGA BO'LGAN MOTIVATSIYASINI RIVOJLANTIRISHNING
PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI**

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Tayanch so'zlar: sport faoliyati, motivatsiya, talaba, pedagogik yondashuv, psixologik omillar, jismoniy tarbiya, sog'lom turmush tarzi.

Rezyume. Maqolada talabalarning sport faoliyatiga bo'lgan motivatsiyasini rivojlantirishning pedagogik va psixologik xususiyatlari ilmiy-nazariy hamda amaliy nuqtayi nazardan tahlil etiladi. Tadqiqot jarayonida sport motivatsiyasining mohiyati, uning tuzilmasi, shakllanish omillari hamda talaba shaxsining jismoniy, psixologik va ijtimoiy rivojlanishidagi ahamiyati yoritib beriladi. Talabalarning sport mashg'ulotlariga bo'lgan qiziqishini oshirishda pedagogik yondashuvlar, psixologik mexanizmlar, rag'batlantirish usullari hamda ta'lim muhitining o'zining alohida e'tibor markazida bo'ladi. Tadqiqot natijalari shuni ko'rsatadiki, ichki va tashqi motivlarning uyg'un rivojlanishi talabalarning o'quv va sport faolligini oshirishga xizmat qiladi.

Ключевые слова: спортивная деятельность, мотивация, студент, педагогический подход, психологические факторы, физическое воспитание, здоровый образ жизни.

Резюме. В статье рассматриваются педагогические и психологические особенности развития мотивации студентов к спортивной деятельности с научно-теоретической и практической точек зрения. В ходе исследования раскрывается сущность спортивной мотивации, ее структура, факторы формирования и значение в физическом, психологическом и социальном развитии личности студента. Особое внимание уделяется педагогическим подходам, психологическим механизмам, методам стимулирования и роли образовательной среды в повышении интереса студентов к занятиям спортом.

Key words: sports activity, motivation, student, pedagogical approach, psychological factors, physical education, healthy lifestyle.

Summary. The article examines the pedagogical and psychological characteristics of developing students' motivation for sports activities from theoretical and practical perspectives. The study reveals the essence, structure, and formation factors of sports motivation, as well as its role in the physical, psychological, and social development of students. Special attention is given to pedagogical approaches, psychological mechanisms, motivational strategies, and the influence of the educational environment on increasing students' interest in sports activities. The research findings indicate that the balanced development of intrinsic and extrinsic motivation contributes to enhancing students' academic engagement and sports participation.

Introduction. In the context of modern societal development, the issue of the comprehensive and harmonious development of the individual, as well as the full realization of their physical, psychological, and social potential, has become increasingly relevant. In particular, within higher education institutions, the role of sports activities is invaluable in strengthening students' health, improving their physical fitness, and shaping an active life position. Sport serves not only as a means of physical development but also as a significant pedagogical and psychological factor that fosters volitional qualities, goal orientation, discipline, teamwork skills, and social activity. From this perspective, students' attitudes toward sports activities and their motivation represent one of the key issues that require special attention within the higher education system.

In psychology, the concept of sports motivation is interpreted as a set of internal and external factors that regulate an individual's activity. While intrinsic motives are associated with a person's own needs, interests, and sense of satisfaction, extrinsic motives are determined by incentives, assessment, social recognition, and compulsory requirements. In order to form stable motivation toward sports activities among students, it is essential to ensure the predominance of intrinsic motivation. This process requires the use of psychologically grounded methods of pedagogical influence.

From a psychological standpoint, the process of developing motivation for sports activities is closely related to an individual's self-awareness, assessment of personal capabilities, and need for self-expression. As students achieve success in sports activities, their self-confidence

increases, positive emotions are strengthened, and sports activities begin to acquire personal significance. Therefore, creating situations of success during training sessions, recognizing individual achievements, and providing psychological support are considered important means of strengthening motivation.

Methodology. The present study aims to examine the pedagogical and psychological characteristics of developing motivation for sports activities among students. A comprehensive set of both general and specialized scientific research methods was employed throughout the study. The research methodology was designed in accordance with the theoretical foundations of sports pedagogy and educational psychology, and it took into account the actual conditions of the sports-education process within higher education institutions. The methodological framework was developed as a coherent and systematic approach, allowing for an in-depth analysis of students' attitudes toward sports activities, their needs, interests, and motivational states. This approach ensures the integration of pedagogical interventions with psychological mechanisms, providing a robust basis for understanding and enhancing motivation in the context of student sports engagement.

The methodological foundation of the study was based on the integration of person-centered, activity-based, and systemic approaches. The person-centered approach emphasizes taking into account the individual psychological characteristics, interests, and needs of each student. The activity-based approach interprets sports activities as an essential means of personal development, substantiating that motivation is formed and developed precisely through the process of active engagement. The systemic approach, in turn, allows for the examination of the process of developing motivation for sports activities in the context of the interrelation between pedagogical, psychological, and social factors.

The research design included descriptive, comparative, and experimental stages. At the first stage, diagnostic studies were conducted to identify the current state of students' motivation toward sports activities. During this stage, students' attitudes toward physical training, their level of participation, and the predominance of intrinsic and extrinsic motives were examined. At the second stage, pedagogical and psychological intervention tools aimed at developing motivation for sports activities were designed and implemented in practice. The third stage involved analyzing and summarizing the effectiveness of the applied methods.

The participants of the study were students from various courses enrolled in higher education institutions. During the selection process, factors such as students' age, gender, level of engagement in sports, and health status were taken into account. The participating students were conditionally divided into control and experimental groups. While the control group followed traditional physical education classes, the experimental group systematically applied pedagogical and psychological approaches aimed at developing motivation for sports activities.

During the research process, a range of empirical methods was employed to collect data, including questionnaires, tests, interviews, observations, and pedagogical experiments. The questionnaire method was used to identify students' attitudes toward sports activities,

their interests, and motives. The testing methods allowed for the examination of the intrinsic and extrinsic components of sports motivation, as well as students' levels of self-assessment. The interview method provided an opportunity for an in-depth analysis of students' subjective perspectives and emotional responses regarding sports activities.

The observation method was employed to determine students' activity levels, participation, and emotional states during sports sessions. Observations were conducted systematically and in a planned manner, recording each student's behavior in sports activities, participation in team tasks, and initiative. This method proved essential for assessing students' genuine attitudes toward sports activities.

The primary purpose of the pedagogical experiment method was to evaluate the effectiveness of intervention tools aimed at developing motivation for sports activities. During the experiment, the content of physical training sessions was revised, enriched with motivational elements, and adapted to students' individual characteristics. Competitive elements, team games, incentive mechanisms, and reflective analysis techniques were extensively utilized throughout the training process.

The pedagogical and psychological intervention tools employed in the study encompassed the following main directions: explanatory activities aimed at understanding the personal significance of sports, creating a positive emotional environment, organizing situations of success, and recognizing individual achievements. These tools served to foster a positive attitude toward sports activities among students and to activate intrinsic motivation.

During the data processing and analysis phase, both quantitative and qualitative analytical methods were applied. Quantitative analysis allowed for a statistical evaluation of changes in the level of sports motivation and the identification of differences between groups. Qualitative analysis, in turn, enabled the summarization of interview and observation results and the examination of students' subjective experiences. The integration of these two approaches ensured the reliability and validity of the research findings.

To ensure the reliability and validity of the study, the convergence of multiple methods and repeated verification of results were implemented. Throughout the research process, ethical standards were strictly observed, with participants' voluntary consent and the confidentiality of personal data fully ensured. The purpose and objectives of the study were explained to the students, and their informed consent was obtained.

This methodological approach allowed for a comprehensive examination of the process of developing motivation for sports activities. The employed research methods provided sufficient empirical data to identify changes in students' attitudes toward sports activities, evaluate the effectiveness of pedagogical and psychological intervention tools, and draw scientifically grounded conclusions. As a result, the methodology served as a solid foundation for subsequent scientific analyses and practical recommendations aimed at enhancing students' motivation for sports activities.

Results. The results of the study demonstrated that when the process of developing motivation for sports

activities is organized based on pedagogical and psychological approaches, significant positive changes occur. Diagnostic analyses conducted at the initial stage of the study revealed that students' attitudes toward sports activities were heterogeneous, with their motivation levels primarily dependent on external factors. For the majority of students, participation in physical training was perceived as a compulsory requirement, while intrinsic interest and personal needs were insufficiently developed.

The initial findings indicated that low to moderate levels of motivation toward sports activities predominated among students. In particular, among senior students, the high academic workload and limited time contributed to a noticeable decline in interest in sports sessions. At the same time, students who had previously engaged in regular sports activities exhibited relatively higher levels of intrinsic motivation. This observation highlights that prior experience in sports plays a significant role in the formation of motivation.

During the pedagogical experiment phase, the experimental group was provided with specialized pedagogical and psychological interventions aimed at developing motivation for sports activities. The training sessions were organized in an engaging, emotionally enriched manner and adapted to students' individual characteristics. As a result, students in the experimental group demonstrated a significant increase in participation and activity levels during sports sessions. They began to perceive sports not only as a means of physical preparation but also as an opportunity to reduce stress, enhance social interaction, and express themselves.

Post-intervention diagnostic assessments revealed significant differences between the control and experimental groups. While the control group showed only minor changes in motivation levels, the experimental group exhibited a marked increase in intrinsic motivation. Positive dynamics were particularly evident in indicators such as enjoyment of sports activities, the need for personal development, and a sense of responsibility for one's own health.

The findings indicate that sports sessions organized based on pedagogical and psychological approaches fundamentally changed students' attitudes toward sports activities. Students began to perceive sports as a personal need rather than a compulsory requirement. This demonstrates the critical role of such approaches in ensuring continuity in participation and the formation of stable motivation.

Moreover, the results confirmed that the increase in motivation for sports activities positively affected students' overall psychological well-being. Students in the experimental group showed enhanced self-confidence, improved emotional stability, and increased social activity. These outcomes further illustrate that developing motivation for sports activities contributes to comprehensive personal development.

The study also revealed that the pedagogical skill of coaches and teachers plays a particularly important role in developing motivation. An individualized approach, positive evaluation, and psychological support directly influenced the stable growth of motivation. When these factors were incorporated into training, students

demonstrated a high sense of responsibility and genuine interest in sports activities.

Overall, the results of the study confirmed the effectiveness of the pedagogical and psychological system designed to develop motivation for sports activities. The obtained data have significant scientific and practical implications for improving the sports-education process, strengthening students' attitudes toward a healthy lifestyle, and fostering sustained interest in sports activities.

Table 1. *Changes in the Level of Students' Motivation for Sports Activities (%)*

Motivation Level	Experimental Group (Initial)	Experimental Group (Final)	Control Group (Initial)	Control Group (Final)
Low	42 %	14 %	40 %	35 %
Medium	38 %	36 %	41 %	43 %
High	20 %	50 %	19 %	22 %

Note: As shown in the table, the experimental group demonstrated a significant increase in high motivation levels, while low motivation levels decreased sharply.

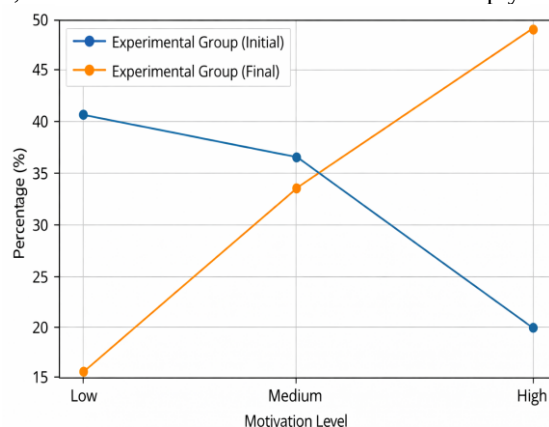


Figure 1. *Dynamics of Students' Motivation Levels for Sports Activities*

Discussion. The analysis of the study results indicates that the process of developing motivation for sports activities among students is complex and multifactorial, requiring the integrated application of pedagogical and psychological interventions. The obtained empirical evidence confirms that merely organizational or compulsory measures are insufficient to change attitudes toward sports; pedagogical approaches that take into account individuals' intrinsic needs and psychological states play a crucial role.

One of the key findings of the study was that, at the initial stage, students' engagement in sports activities was largely driven by external motives. This observation aligns with general trends reported in numerous studies. Students participated in sports sessions primarily to obtain grades, fulfill curriculum requirements, or comply with teacher directives. Such external motivation tends to be short-term and does not foster sustainable interest in sports activities. The study highlighted the importance of pedagogical and psychological mechanisms aimed specifically at enhancing intrinsic motivation as a solution to this issue.

The results demonstrated that the specialized approaches applied in the experimental group effectively fostered positive emotional attitudes toward sports activities. Students' enjoyment of sports sessions, increased

awareness of their physical capabilities, and heightened need for personal development contributed to the strengthening of intrinsic motivation. This finding reinforces psychological theories asserting that the stability of motivation is directly related to the meaning an individual derives from their activity.

Conclusion. The results of this study indicate that the process of developing motivation for sports activities among students requires the integrated functioning of pedagogical and psychological approaches. The research revealed that students' regular participation in sports sessions largely depends on the interplay of intrinsic and extrinsic motivational factors. When intrinsic motivation is developed in accordance with students' interests, needs, and

personal goals, the personal significance of sports increases, and it occupies a stable place in their lifestyle. At the same time, extrinsic motivators – such as assessment, incentives, and social recognition – play an important role in initially activating motivation, but the predominance of intrinsic motivation is necessary to foster sustained interest.

Additionally, the study confirmed the importance of individualized approaches, psychological support, creation of success experiences, and the establishment of a positive environment in developing motivation for sports activities. These conclusions provide a solid scientific basis for designing practical recommendations and implementing strategies to promote a healthy lifestyle among students in higher education.

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