



Formation of motives of martial arts students in pc educational psychophysical activities

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Abstract

Objective of the study was to theoretically and experimentally substantiate the methodology for forming motives for psychophysical activity among student martial artists.

Methods and structure of the study. The experiment was conducted on the basis of Peter the Great St. Petersburg Polytechnic University and was aimed at developing stable motives for psychophysical activity among student martial artists.

Results and conclusions. To increase the effectiveness of training of martial arts athletes at a university, it is important to substantiate a system of priority areas that ensure the effective functioning of their psychophysical activity, the basis of which, first of all, is the optimal level of development of psychomotor, conditioning and coordination abilities.

Keywords: *formation of cognitive motives, psychophysical activity, student martial artists.*

Introduction. Cognitive motives of educational psychophysical activity of a student-athlete-martial artist, as a concept, denote such a subjective attitude of the student to his education, which is based on a consciously set and in a certain way justified goal aimed at developing their psychomotor, conditioning and coordination abilities.

The reality of the goal depends on an objective consideration of the possibilities and conditions for its achievement. As a result of the successful solution of a number of problems, a certain result is achieved, which may or may not coincide with the goal.

The discrepancy between the results and the goal is a signal for correction of the organization and methodology of training. The degree of this discrepancy indicates the quality of teaching.

Objective of the study was to theoretically and experimentally substantiate the methodology for forming motives for educational psychophysical activity in student martial artists.

Methods and structure of the study. A comparative pedagogical experiment involved 120 3rd-4th year students involved in martial arts. The methodology for conducting training sessions was aimed at developing sustainable motives for psychophysical activity in student martial artists.

In the process of organizing the pedagogical experiment, 2 experimental groups of 30 student athletes and 2 control groups were formed. Educational and training sessions in the experimental groups were conducted according to the developed author's methodology, and in the control groups - in accordance with traditional approaches to organizing training sessions.

During the study, it was established that important factors contributing to the formation of internal incentives for educational and sports activities of student martial artists are: scientific content of educational and sports information, its connection with practice; sports and educational information, with the chosen profession; the problematic nature of the presentation



of educational information; organization of problem-searching sports and cognitive activities of students-martial arts athletes in theoretical and practical classes when solving problems that make it possible to develop creative abilities, evaluate the effectiveness of educational and sports achievements.

In order to successfully train student-martial arts athletes, we have identified several forms of their educational activities: educational (lectures, seminars); quasi-professional (business game, etc.); educational and professional (scientific research work of students, internship); physical education and sports. The listed forms mainly transfer and assimilate information, model integral fragments of the future activities of student-martial arts athletes, their subject and social-role content.

With the transition from one type of activity to another, student-martial arts athletes at the university have a real opportunity to acquire professional experience, while a natural entry into the profession, including physical education and sports, occurs.

Results of the study and discussion. When conducting training sessions with students actively involved in sports, teachers use the following forms of organizing the students' activities: semiotic, imitation and social.

Semiotic include tasks, objectives and problem situations that ensure the assimilation of objective knowledge by student martial artists.

In imitation models, the student athlete goes beyond the meanings, correlating the acquired knowledge with professional and sports situations and using them as a means to achieve a goal, expressed in actions and deeds.

As a result, student martial artists experience a wide range of positive experiences that influence the development of internal learning incentives, satisfaction with the learning process, awareness of their own growth, advancement in the content of what is being learned, pride in their successes and the successes

of their comrades. First of all, this interaction of professional and cognitive stimuli of students actively involved in sports leads to successive interdependent changes in their expression and the hierarchical organization of the general motivational syndrome of learning, which is transformed during the transition from educational activity to sports (see table).

With the help of correctly selected forms and pedagogical technologies of training students-martial athletes in the university, their movement from educational to sports activities is determined. All this occurs against the background of the transformation of cognitive stimuli into professional ones. It becomes possible to implement a dynamic model of the movement of students' activities, from among martial artists, from study to work.

The study identifies and substantiates the most important psychological and pedagogical conditions and motives for the formation of internal stimuli for the educational activities of student-martial athletes. Among them:

- improving the content of the process of training student-athletes on a modular-synergetic basis, introducing special courses, expanding the variable component of education;
- updating the technology of the educational process, introducing innovative forms, methods and means of teaching student-martial athletes;
- developing a system of training students from among athletes that promotes the development of their cognitive interests, observation, memory, thinking, etc.;
- creation of an atmosphere of cooperation, trust and respect between the subjects of training, an environment for creative and cognitive development of student-athletes-martial artists;
- gradual complication of educational tasks as the students accumulate experience in both educational and professional activities;
- constant management of the educational process of student-athletes, which involves monitoring

Comparative indicators of the effectiveness of the formation of motives for educational and physical education and sports activities among martial artists from among students of the experimental and control groups during a pedagogical experiment

Indicators	EG			CG		
	Before	After	t	Before	After	t
- educational (lectures, seminars)	3,4±0,2	4,5±0,3	1,5	3,6±0,3	3,9±0,5	1,3
- business game, etc.	3,7±0,4	4,8±0,6	1,2	4,0±0,3	4,1±0,7	1,3
- educational and professional (research work)	4,2±0,4	4,7±0,8	2,2	4,2±0,4	4,3±0,6	1,9
- physical education and sports activities	3,8±0,6	4,7±0,2	1,8	3,9±0,6	4,1±0,4	1,5



the progress of mastering knowledge, skills, abilities, obtaining data on the state and level of their athletic training;

Another important condition for activating internal motivation for learning in student-athletes-martial artists is the gradual complication of tasks as they accumulate both educational and practical skills.

All this is associated with the manifestation of mental, physical, and intellectual abilities of students.

Conclusions. The leading role in stimulating the activity of a student-athlete-martial artist, as a developing personality in the implementation of their cognitive motives for educational psychophysical activity, belongs to training.

This provision is due to the fact that the effective development and formation of the personality of a student-athlete-martial artist occurs mainly under the condition that it shows high activity in educational activities.

Activity is usually defined as an active state of the subject, i.e. the actor. It is desirable that the activity and activity of the personality of a student-athlete-martial artist coincide, only under this condition is it possible to form positive and stable motivation.

An important condition for the formation of internal motives and incentives for learning student-athletes-martial artists is constant monitoring of the course of their mastery of knowledge, skills and abilities, high demands on their preparation and objective assessment.

In the process of studying at a university, along with sports interest, stable motives for educational activity and behavior should become an important motivating force for the activity of a student-athlete-martial artist.

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