



Relationships between indicators of internal aggression and age categories of athletes. The problem of moral verblivity in sports

UDC 316.614.5



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Received by the editorial office on 26.12.2023

Abstract

Objective of the study was to determine the dominant aggressiveness of various age categories of athletes as an etymological factor of inappropriate behavior after the end of a sports career and a potential factor in their asocialization.

Methods and structure of the study. 36 former athletes (2 international masters of sports, 13 masters of sports, 12 candidates for master of sports, 9 first-class athletes) of various age categories took part in the scientific work. Based on a questionnaire survey (questionnaire by L.G. Pochebut), the magnitude of aggression was determined and its direction was assessed [3]. The results were divided into categories: verbal aggression (verbal hostility); physical (use of physical force); subject (using household items); emotional (alienation with elements of hostility). The presence of connections between age categories of athletes and types of aggression was revealed based on the correlation coefficient of bivariate descriptive statistics for a quantitative measure of interaction [5].

Results and conclusions. Based on the data obtained, a hypothesis was formulated about the cause-and-effect relationship between the age of former and current athletes and physical and verbal aggression. No statistically significant connections were found between the age of athletes and emotional and objective aggression.

To compensate for the effect of the factor of verbal aggression in the process of socialization of active athletes, the authors proposed a method of socio-psychological mentoring, which is based on coaching pedagogical cultivation of positive verblivity and control over the acquisition of positive social experience.

Keywords: *types of aggression, age categories of athletes, asocialization of athletes.*

Introduction. Sports activity is the most active social phenomenon. In addition to victories and achievements, it solves a number of vitally important specific issues. One of the main ones is the education of a young person's personality for full integration into the social system [2]. The solution to the educational problem is carried out through the direct interaction of all participants in training and competitive activities. The mutual exchange of semantic information enriches athletes with norms of behavior, verbal expressions and mutually binding connections [4].

Taking into account the law of normal distribution, the process of socialization in sports cannot be treated unambiguously only from the positive side. The main motivation for all sports activities is the long-term goal:

“to be stronger and faster than your opponents at all costs.” The incentive to action in this case, as a rule, does not have the power of suggestion without intense emotions and “strong” expressions of mentors. Long-term experience of such motivation does not so much generate a positive effect in the socialization of athletes, but exposes them to the danger of taking the path of psychological destruction [7]. This is facilitated by the unconscious adoption of negative roles and attitudes, which can lead to personality deformation in relation to generally accepted social norms. Moreover, antisocial experience is an event extended over time. It is closely related to the age periods of human development and is the cause of irreversible phenomena under the influence of the phenomenon of psychody-



dynamic transfer [2]. The unconscious transfer of emotions previously experienced in sports into subsequent life can distort the attitude towards professional and personal reality after the end of a career. The likelihood of mental discomfort with deviant tendencies, which often manifest themselves in aggressive behavior, increases. Thus, deviation in the form of aggression, as a type of psychological dominant, indicates an internal conflict between personal beliefs and external requirements, between one's desire and external obligation.

The relevance of studying the causes of aggression in athletes and its relationship with age increases if this information helps to create a system for protecting young people from the influence of psychological determinants of professional destruction during training and competitive activities [5].

Objective of the study was to determine the dominant aggressiveness of various age categories of athletes as a potential factor in their asocialization.

Research objectives:

1. Determine the values of the components of aggressiveness and assess the degree of their relationship with the age categories of the population under study.
2. Identify the determinant of aggressive manifestations of former and current athletes as a cause of social destruction.
3. Justify the use of the method of socio-psychological mentoring of young athletes to gain positive social experience.

Methods and structure of the study. Based on a review of literary sources, a hypothesis was formulated that the instrumental aggression of athletes is the cause of social destruction [2, 4, 7]. Determining the features of this process, in our opinion, will make it possible to identify those methods of psychological support that will increase the effectiveness of the socialization of young people for a fruitful life after their career.

A study was conducted to confirm the hypothesis. The study involved 36 former athletes of various age categories: 21-30 years old; 31-40 years old; 41-50 years old; 51-60 years and over 60 years. The contingent of subjects was represented by two masters of sports of international class, thirteen masters of sports, twelve candidates for master of sports and nine athletes of the first category. The values of aggression were determined based on a questionnaire survey. In addition to the magnitude, its direction was assessed. Data were obtained using a questionnaire

from L.G. Pochebut [3]. Four scales allowed the distribution of results into categories: verbal aggression (verbal hostility); physical (use of physical force); subject (using household items); emotional (alienation with elements of hostility).

The hypothesis of a relationship between the age variables of former athletes and aggression was tested based on the correlation coefficient of bivariate descriptive statistics for a quantitative measure of interaction [5, 6].

Results of the study and discussion. As a result of the correlation analysis of the survey data, some patterns were identified, which are presented in the table.

The closeness of correlations between types of aggression and the age of athletes

Types of aggression	Correlation coefficient with age
Verbal	0,60
Physical	-0,88
Emotional	0,24
Subject	-0,04

Of the four types of aggression, only physical and verbal have a relationship with the age of athletes. A negative, very strong connection was found ($r=-0.88$) between the factor ("age of athletes") and performance characteristics ("physical aggression"). At the same time, a direct moderate connection was revealed between indicators of verbal aggression and the age of athletes ($r = 0.6$).

According to the results of the correlation analysis, no statistically significant connections between the age of former and current athletes and emotional and objective aggression were found.

Based on the obtained data from the correlation analysis, it is possible to formulate a hypothesis about the cause-and-effect relationship between the age of athletes with physical and verbal aggression, excluding emotional and objective ones. After a career ends, physical aggression decreases over the years, while verbal aggression increases. Thus, verbal-logical (verbal) thinking in the process of sports activity is most likely a psychological determinant of professional destruction. It is the "word", as a means of expressing negative thoughts, that creates the necessary conditions for the formation of behavioral stereotypes with elements of aggression. Insults, abuse, shouting, threats and the like are the beginning and basis of social destruction. The initiative of negative verbalization



can be implemented during the interaction of a coach with a student, in a group of athletes, as well as in the competitive struggle of opponents at competitions. It should be noted that if verbal aggression is the root cause of social destruction, then words with positive content can become the beginning and basis for positive socialization.

Conclusions. 1. Of all four types of aggression studied, only physical and verbal have a relationship with the age of athletes. Physical aggression decreases with age, while verbal aggression increases.

2. The dominance of verbal aggression during sports activities and the increase in its manifestations with the age of athletes, in contrast to other types of aggression, suggests that it is the main cause of social destruction.

3. Insults, swearing, shouting, threats and the like activate and provoke physical, emotional, as well as objective aggression.

4. Words with negative content are the beginning and basis of social destruction. Words with a positive focus create conditions for positive socialization of athletes.

5. The solution to the problem of socialization of athletes depends on the educational initiative of the coach, who has the authority to limit negative and cultivate positive verballity, as well as enrich athletes with speech patterns with positive content.

6. The development and practical application of verbal ethics for all participants in sports activities will eliminate instrumental aggression as a factor in victory over an opponent and will allow identifying the strongest, fastest and most technical athletes without using psychological pressure.

7. If we realize the educational potential of sport and form positive verbal language of a highly moral nature among millions of athletes in the country, then their active life position will have a healing effect on the speech state of our youth. Conversely, thousands of former athletes who are accustomed to verbal aggression can cause degradation of the verbal skills of young people in modern society.

Practical recommendations. To resolve the issue of positive socialization of young athletes, it is necessary to create an educational structure of verbal ethics for all participants in sports activities. This requires a training program, which should be based on the

foundation of the best examples of Russian literature, and also filled with positive affirmative statements for various situations of training and competitive activity. The degree of mastery of verbal ethics can serve as a marker for assessing the professional suitability of a coach as an educator of young athletes with a view to their full integration into the social system.

If the destructive influence of aggressive verballity in modern sports cannot be ruled out, then it is necessary to organize a separate sports space in which the potential of all subjects and means of influence will be realized in order to positively socialize young athletes who do not perceive "harsh expressions" in the process of coaching leadership and interaction with partners. team. This will increase the popularity of sports activities, since the alternative sphere of sports will include people whose inner world is based on the principles of highly moral verballity.

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