



## A SOCIAL-PSYCHOLOGICAL MODEL OF OVERCOMING STRESSFUL EXPERIENCES IN SPORTS ACTIVITIES

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<p><b>Received:</b> September 10<sup>th</sup> 2023 <b>Accepted:</b> October 10<sup>th</sup> 2023 <b>Published:</b> November 17<sup>th</sup> 2023</p>	<p>The article describes the causes of stress affecting the athlete's performance, coping with stressful experiences, spheres of influence, psychological protection and their psychological characteristics.</p>
<p><b>Keywords:</b> Athlete, stress, stressors, model, mechanisms, nervous system, competition process, psychological protection, etc.</p>	

### INTRODUCTION

One of the specific demands placed on human activity by the changes of the present time is the diversity and complexity of solving the tasks and situations facing a person. It is inevitable that the activity aimed at achieving the highest success is always connected with the need to overcome the crisis situations inherent in this activity. Research has shown that stressful situations in sportsmen's activities are closer to typical types of activities, such as winning and losing, anxiously waiting for the start of the fight, constant victory over oneself and others, stagnation in results, withdrawal from activity or change of activity. Accordingly, when we analyze the process related to stressful experiences and overcoming them in sportsmen's activities, it can be compared to a natural polygon[1;2].

"Big sport" as an activity has such complex and unique characteristics that the highest, most important and long-term success in it is achieved only by famous and well-known sports representatives who can meet its important requirements. Always the high importance of the result of the activity and responsibility for it allows to define this activity as an activity without equal in practice. The special nature of the conditions is considered a source of a complex of significant experiences for the athlete, it changes the specific situations of the activity, including complex situations, and after that, the entire life activity of the athlete, and requires to look at this activity as a model of stressful experiences, that is, a model of continuous coping. Unlike other signs, significant experiences are an "early" sign of sports performance and signal the occurrence of stressful experiences. In addition, scientists have noted the following among other special features of sports activities:

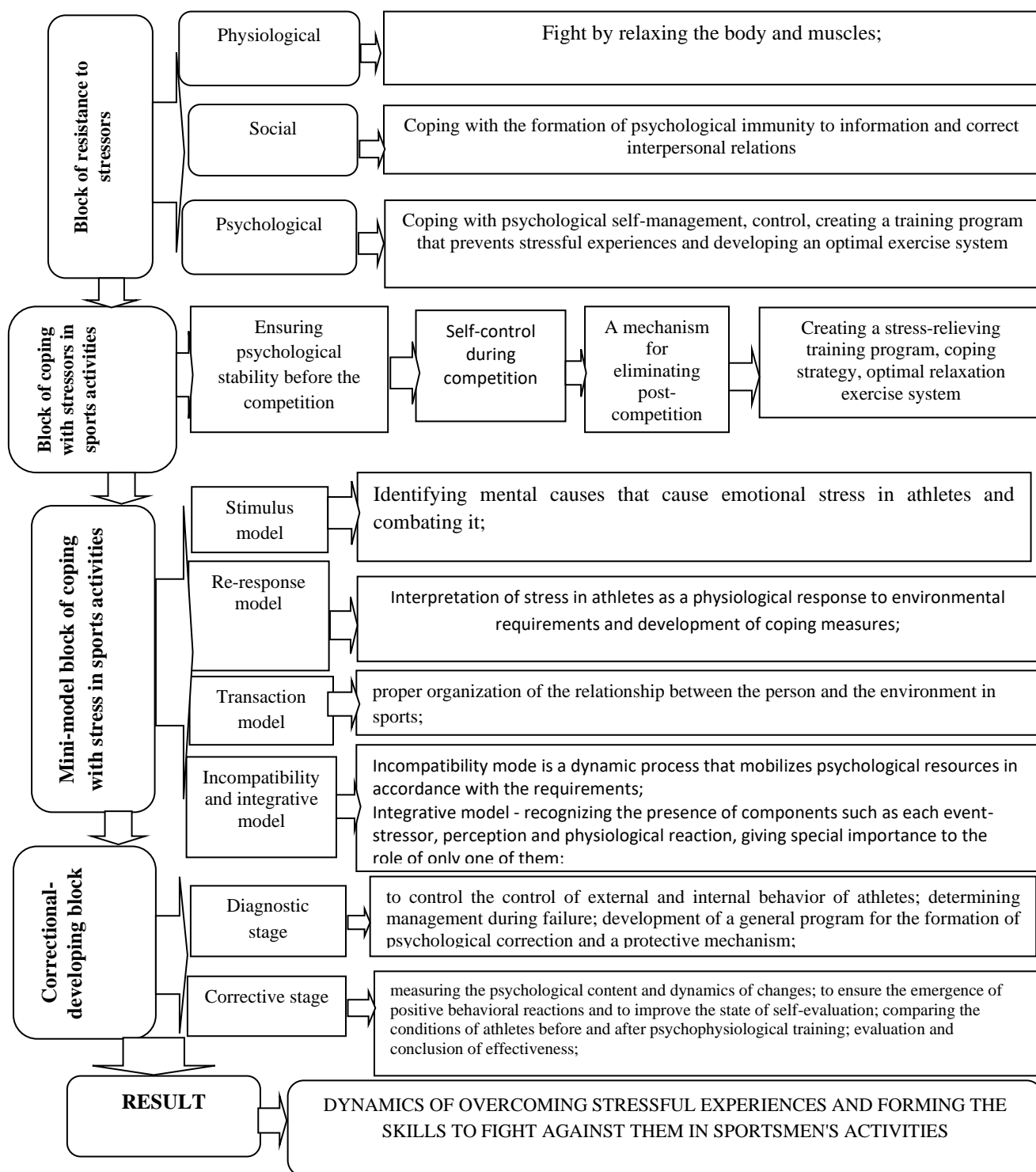
- its focus on a bright positive result;
- extreme conditions (both in training and competitions);
- possibility of injury;
- "shortness" of sports activity (up to ten years).

As a result of performing such a complex activity, the athlete gets into various stressful situations throughout his sports life, and the success of overcoming them is directly related to the success of the activity itself.

The results of the literature analysis and our empirical observations on the researched problem made it possible to design a personal space that conditionally expresses the stressful experiences that affect the performance of athletes. Based on the design structure of this personal field, we have developed a socio-psychological model of successful coping with stressful experiences in sports activities.

The socio-psychological model of successfully coping with stressful experiences in sports activities is important today, and it includes the following four blocks: a) resistance to stressors; b) coping with stressors in sportsmen's activities; c) a mini-model of coping with stress in sports activities; g) are corrective and developmental stages. The model provides the dynamics of coping, coping, and coping with stressful experiences in athletes.

A socio-psychological model of successful coping with stressful experiences in sportsmen's activities



The results of the conducted research showed that stressful situations are a unique and extremely difficult situation in the implementation of sports activities, and its special aspects are reflected in the inner world of the athlete in the form of significant experiences, for their correction, external professional psychological help, such as behavior correction, is necessary.

5 main types of complex situations in sports activities have been distinguished by scientists who have conducted research on this topic:

- after a significant defeat;
- after a significant victory;
- started (started a very complicated and important competition);
- sports results and stagnant periods in the process of activity in general ;
- nearing the end of his sports activity and career.

Of the various types of stressful experiences, it is these 5 types that are extremely important and problematic for athletes. and it is difficult for them to overcome without the help of a coach and they do not always succeed.

interested in sports learns to solve complex and responsible tasks from a young age and "psychological protection" in order to create the best conditions for solving them. searches for, creates and then perfects various forms of art, often seeks "protection" from customs, symbols, rituals without receiving qualified help in this aspect of its activity. Such "spontaneous" forms of psychological protection can create the necessary conditions for the athlete to perform his activities, including in some cases of coping with stressful situations, they are not enough. This "deficiency" is manifested in the fact that the role of the trainer in the "trainer-athlete" system is low. As a rule, the coach is not a "leader", at best he is only an "assistant" who fulfills one or another assignment or request of the athlete. With this passive attitude, the trainer has the opportunity to enter the inner world of the athlete and "train his student to the maximum" does not set the task of managing this inner world in order to realize. Therefore, in practice, the trainer will not be able to have the necessary influence on the personality of the athlete, including his motivation, professionalism and other personal structures.

The deficiency of this spontaneous form is again manifested in the fact that the athlete chooses his personal psychological support group unqualifiedly and is not able to manage it optimally. In addition, due to the presence of "excess" people in this group, it is not only unable to solve the task of providing psychological assistance, but also often interferes.

The above-mentioned "deficiency", as well as the use of practical tools of psychological support, such as a "diary of significant experiences", a daily self-monitoring system, which is known in practice in the absence of a trainer-leader or a personal psychologist (ideally - a spiritual mentor) at the athlete does not learn. However, in the absence of such people (a coach-leader or a personal psychologist is meant), the athlete would not be able to carry out joint activities such as keeping a diary of significant experiences, oral and written dialogues together. Thus, the presence of only spontaneous forms in the athlete's psychological preparation is not the fault of the athlete, but can be considered as a disastrous result for him.

Nevertheless, athletes gain experience in overcoming the main and typical stressful experiences in their activities, using the trial and error method, they create a whole system of special practical methods and, according to it, they often successfully overcome these stressful experiences.

From the experiments (past observations), it is noted that every champion-athlete has his own individual, well-developed system of self-control, self-optimization, control of his condition and behavior in stressful situations of the main activity. Based on this, champion-athletes, unlike most other athletes, know how to put their active position (orientation), which consists of a commitment to successfully cope with stress.

In addition to this active direction, the champion-athlete opposes the influence of stressors, competitive conditions, a whole set of personality qualities and qualities, which ensures that he successfully overcomes any stressful experiences.

Thus, the athlete opposes the influence of stressors as a mechanism of "psychological protection". It can be said that the athlete, who often does not receive timely help from outside, from other people, invents his own system of psychological protection in unfavorable environment and thus develops his own concept of coping with stressful experiences.

This "spontaneous" experience (in fact, based on life experience) is the consequence of the coach's unfinished work by the athlete, the expression of filling the "pedagogical-psychological vacuum" that he did not teach his student to cope with stressful situations in time.

Coping with stress as a deliberate and coordinated effective process is judged to be true when all the "coping conditions" are activated:

- performing the main activity at a high skill level ;  
the determination of the complex of special personality qualities ;
- to know and, of course, take into account all the factors that ensure the activity at a high level ( stress description of situations and their signs, conditions of competitions - competing on one's own field or on a foreign field, referees, relations between the audience and mass media, etc. );
- ensuring maximum effective activity in the trainer-athlete, athlete-team, psychologist-athlete, trainer-athlete-psychologist system;
- interaction of activities of the environment around sports and its optimization (athlete - psychological support group).

The process of practical experience confirmed that success-failure in overcoming stressful experiences is determined by the whole complex of activities, social-psychological and personality factors. Taking them into account in a goal-oriented way allows to optimize the process of preparing athletes (team) to cope with stressful situations, and in the end, it provides the basis for solving the integral task of forming a person and ensuring his professional development. According to R. Zagaynov, the psychological - pedagogical concept of overcoming stressful experiences in sports activities consists of these. The implementation of this concept in practical life requires the development of a targeted program and technology of teaching to cope with each typical stress [3;4].

I. According to Alyoshkov, the organization of psychological protection is the main task of psychological preparation, and the earlier it is created, the more easily the athlete can solve the tasks in his main activity [5; 6; 7].

Accordingly, the above psychologists suggest introducing the concept of "early psychological preparation" into the theory and practice of sports psychology and believe that it consists in ensuring the following conditions.

- 1) teaching to keep a "diary of significant experiences" as a practical means of psychological protection (this diary is kept for the purpose of teaching one's own experiences, that is, to fight with oneself and to improve one's self);
- 2) search for and learn to rely on practical helpers (psychological support groups)
- 3) education of personality qualities: constant motivation, "closedness", "confidence".

Timely resolution of the issues of "early psychological preparation" equips the athlete with a system of psychological protection against the negative factors of typical case situations in his main activity.

Organization of preparation for coping with stressful experiences consists in developing and improving active forms of psychological protection that ensure successful and important coping with various situations. This consists of:

- keeping a diary of important experiences together with a psychologist, in which the psychologist's role is to psychologically analyze the records and experiences, make appropriate corrections and provide practical assistance;
- application of various forms of timely correction of significant experiences and behavior of the athlete (verbal and written dialogue with a psychologist, indirect forms: letters, telegrams, phone calls, etc.);
- effective study of the behavior of members of the psychological support group, their conscious selection and management.

The skillful use of these tools and methods and the need to use them alternately ensures the creation of conditions related to overcoming stress. In the case of the sports field, it is necessary to recognize that the most important psychological and pedagogical task is to provide real psychological support to the young athlete in time. The research conducted in this area shows that in the absence of such support, the progressive effect on the self-education of the individual would not be observed, as a result of which "personal distortion" (A. Kempinski's term) often occurs. In particular, it is manifested in the sportsman's negative motivation, based on this motivation, negativism, bitterness, hatred and similar feelings towards the sports fight and the opposing team are manifested, as a result of which the individual becomes stronger based on the formation of negative characteristics such as negativism, individualism and hatred of people.

According to our research analysis, organized coping with stressful experiences cannot be done without professionally trained specialists and psychologists. A number of demands are placed on the professional and human resources of the psychologist. In particular, he should have the following qualifications: a) be able to win the athlete's personal and professional trust; b) to be able to maintain and continuously develop the reliable relationship established with him; c) in all possible problematic situations in the life and activity of an athlete (especially in situations that create stressful situations) is the ability to provide real and professional human psychological support.

practical work of a psychologist with an athlete is a personality-humanitarian approach to a person. The training of a practical psychologist includes two interrelated directions: the first is the direction of general training of a psychologist, which is provided with a universal target program, which includes the formation of general practical skills, principles, and approaches. The second direction refers to the level of preparation of the psychologist that allows him to act effectively in specific unexpected situations.

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