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METHODOLOGICAL APPROACHES TO THE FORMATION OF PSYCHOLOGICAL READINESS OF ATHLETES IN SHOOTING TO OVERCOMING COMPETITIVE DIFFICULTIES

Dmitriieva N.S.
Master's student
ORCID: 0000-0001-6492-3371
National Pedagogical Dragomanov University, Kyiv, Ukraine

Abstract. *The aim of the article is to determine the methodological approaches to the formation of psychological readiness of athletes in shooting to overcome competitive difficulties. Shooting is one of the shooting sports in which athletes compete in shooting with air, small-caliber, large-caliber rifles and pistols. One of the most important conditions in the formation of shooting skills is psychological training. As a result of the study it was found that the methodological guidelines for the development of methods for forming the psychological readiness of athletes to shoot to overcome competitive difficulties are systemic, axiological, acmeological and personal-activity approaches. The study allowed to characterize each approach to the process of forming the psychological readiness of athletes in shooting to overcome competitive difficulties.*

Key words: *psychological training, shooting, sports, sports pedagogy, sports psychology, psychological readiness for competitions, overcoming competitive difficulties.*

Introduction.

Trends in the development of physical culture and sports have actualized the problem of psychological support of sports activities. Particular attention should be paid to maintaining mental health, adaptation to extreme conditions of training and competitive activities of athletes. Competitive activity is the main form that reflects the achievements, skills of athletes. The result of performances in competitions is a fact of success. This is a demonstration of the athlete's capabilities, his potential, reliability. In professional sports, earnings, the cost of the contract, the success of an athlete directly depend on the stability of high sports results. Therefore, mental readiness to overcome unexpected obstacles and difficulties in the competitive struggle is of particular value. Naturally, solving the problem of training athletes, the formation of their psychological readiness - is a necessary condition for the psychological support of modern sports.

Shooting is one of the shooting sports in which athletes compete in shooting with air, small-caliber, large-caliber rifles and pistols. Shooting is an Olympic sport, in particular, the Olympic program includes 5 exercises for shooting from a rifle and the same number from a pistol.

One of the most important conditions in the formation of shooting skills is psychological training. It pays great attention to the education of the ability to intentionally regulate emotional states, including during competitions.

The aim of the article is to determine the methodological approaches to the formation of psychological readiness of athletes in shooting to overcome competitive difficulties.

Main text.

As the readiness of the shooter changes the direction, content and methods of psychological training. Psychological training forms the specific qualities needed to

reach the top of mastery, often becomes an independent, main direction. The human psyche has its own state, the stability of which is ensured by conscious purposefulness and through some unconscious mechanisms. And for the shooter it is extremely important to learn to control your body to monitor your actions in stressful competitive situations and show decent results. It is equally important for the athlete to know the techniques aimed at restoring performance after strenuous exercise.

Methodological guidelines for the development of methods for forming the psychological readiness of athletes in shooting to overcome competitive difficulties are systemic, axiological, acmeological and personal-activity approaches.

A systematic approach defines a systematic view of competitive activity as an integral part of sport. This approach reveals the features of the relationship of sports, competition and extreme conditions in the social and subjective aspects. The system approach allows to allocate a theoretical basis of the investigated phenomenon through integration of philosophical, psychological, physiological and pedagogical ideas. It reveals the essence of preparing athletes to overcome competitive difficulties as a subsystem that has its place in the overall system of sports training and sports in general [5; 6].

The system approach allows to consider interrelation of the theory and practice, the maintenance of processes, the phenomena, states. Therefore, the use of a systems approach in this study is not only the best but also necessary. Construction of a certain scientific program, formation of theoretical, methodical and technological base, organization and implementation of research is impossible without studying the system approach and bringing it into a single system of accumulated knowledge.

The main method of system analysis used in the work is modeling. This method allows you to design the process of training athletes in the unity of all aspects of sports education and improvement, training and competition, taking into account the levels of sports skills and the variety of forms of existence, content and functional features of competitive obstacles and difficulties.

Axiological approach. Of particular importance in any didactic system are the values and the ideal model of proper outcome. Obviously, a certain value for sports is the ability of the athlete to successfully overcome competitive difficulties, which are known to be able to disrupt activities and significantly reduce athletic performance. The scientific fact is that the most important factor in achieving high sports results is the competitive experience of the athlete, the formation of which is naturally associated with the process of socialization, where the central place is occupied by the system of values, personal relationships [5; 6].

In the axiological categories of value, values, evaluation embodies the social potential of professional culture, personality in the activities and activities of the specialist. In relation to the researched problem the most important value components should be considered social and personal experience of competitive activity, a complex of personal sports achievements.

In our work, the main emphasis in the axiological approach belongs to modern scientific ideas about the values of self-sufficient and instrumental types. Self-sufficient values are values-goals that serve as the basis of personal development and reflect the content of activities [126]. Instrumental values as values-means are

characterized by the concepts of "values-relations", "values-quality" and "values-knowledge".

The acmeological approach allows to consider the athlete as the active subject of activity, capable to reach high results. Determining the patterns, mechanisms and methods of development of the subject of activity on the way to the top of sportsmanship is carried out taking into account this approach [5; 6].

Acmeology in the framework of a productive model of content, methods and technology of the educational process contributes to the practical achievement of the goal of quality training of the subject of activity. The psychological and pedagogical base within this approach determines the conditions for the development and formation of the athlete's competence.

The solution to the problem of successfully overcoming competitive difficulties as a mandatory component of competitive activity is based on the conceptual provisions of the acmeological approach. Moreover, sports practice shows a high degree of dependence of the professional status of the athlete on his ability to withstand obstacles that suddenly arise during the competition. Such qualities of athletes are highly valued in modern sports. Thus, purposeful, methodologically and technologically provided preparation of athletes to overcome competitive obstacles and difficulties is a significant component of a holistic system of sports training, which has an acmeological basis.

Personality-activity approach. Modern science determines the personality-activity approach from the standpoint of its central place in the organization of the educational process and the special value of modeling in teaching a given structure of activity [5; 6].

The personal component of the approach considers the student in the educational process as an active subject acting in educational activities. The observed process of personalization of learning requires that the people around him and the subject himself perceived himself as a person and saw it in each of them. The personal approach is connected with the attitude to perceive each subject as an independent value, to recognize for each the right to individuality.

The personal approach also applies to the place of the teacher (coach) in the educational process. Here the position of the head of educational activity of the pupils as a position of the assistant, the organizer, the senior companion is considered.

The activity component of the approach is determined primarily through the understanding of activity as a specific form of active human attitude to the world. Its content is a reasonable change and transformation of the world. The activity, characterized by its structure and content, is considered through the function of mastering and assimilation of the studied material. The athlete must form a system of knowledge and skills, taking active action. In this case, its motivation, interest in the studied information, forms, methods, teaching aids in educational activities acquire a special meaning. The form of the content of educational material, methodical and technological features of its representation and development in the basis should correspond to a problem way of training.

The activity approach aims at athletes to show in the educational process important for them, creative and developmental activity and independence.

Summary and conclusions.

As a result of the research it is established that the methodological guidelines for the development of methods for forming the psychological readiness of athletes in shooting to overcome competitive difficulties are systemic, axiological, acmeological and personal-activity approaches. The study allowed to characterize each approach to the process of forming the psychological readiness of athletes in shooting to overcome competitive difficulties.

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