

## ANALYSIS OF INTERESTS AND MOTIVES OF STUDENTS TO ACTIVITIES BY EASTERN COMBATING AND BOXING

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### ABSTRACT

In the article, the author, based on the results of the questionnaire and oral survey, identifies the driving factors for practicing martial arts and boxing, choosing a particular sports field, and also analyzes the relationship between the level of students' claims in sports and motivation.

**Keywords:** Martial arts, sport, boxing, choice, interests, motives.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is generally recognized that the motives and interests largely determine the nature of human activity, including in martial arts and boxing.

The study of the influence of interests and motives on certain aspects of human activity, in particular, the motives for choosing the type of martial arts and the motives that induce classes, the breadth of interests and the power of their manifestation in the process of practicing training exercises, the degree of development of competitive interests, etc. provides an opportunity to further control the process of motivation. Such a study can be the basis for the formation of conditions in which it would be possible to develop a sustained interest in sports, in particular, martial arts and boxing.

Numerous studies of interests and motives, manifested in the process of activity (Arbuzov V.V., Gradopolov K.V., Piloyan R.A. etc.) show that interests and motives are the basis, specify ways and means of satisfying the need for activity. It is noteworthy that the interest "in the dynamics of its development can turn into inclination, as a manifestation of the need to carry out activities of interest" [1].

It is also known that interests are direct (called the attractiveness of the object) and mediated to the object, as a means of achieving the goal of the activity.

Using a specially designed questionnaire, we conducted a study of the interests of students to training exercises in martial arts classes. The results of the survey are shown in table 1.

**Table 1: The results of the study of the interests of students to training exercises (in percent)**

№	Interests	Martial Arts				
		Kurash fight	Boxing	Karate	Taekwon do	Judo
1.	Learning techniques in combat	37	29,2	34,2	32,6	35,6
2.	Use in training sports and outdoor games	19	17,6	8,4	8,8	19,4
3.	Individual work with the trainer on the paws.	-	16,4	14,2	16,4	-
4.	Free battles (sparring)	28,6	16,2	20,6	19,2	27,3
5.	Exercises with shells	3,4	5,2	6,3	6,8	4,2
6.	Individual exercises (fight with shadow, jumping rope, fight with your own reflection, etc.)	3,1	7,4	6,8	9,4	3,8
7.	Stuffed Exercises	8,9	8,0	5,5	6,8	9,7

The data obtained indicate that the choice of exercises by students depends on their attitude to various means of physical and special training.

As can be seen from table 1, the most interesting for students are: “learning methods in combat” and “free fighting” (sparring). Regardless of the types of martial arts, students are also attracted to individual work with the trainer on the paws (Table 1). Apparently, students are more attracted by the opportunity to feel as soon as possible a participant in the fight. In our opinion, an important role in the preference of "fights" is played by an emotional boost in their pro-conduct and technical-tactical position of a partner or coach, built on the achievement of "success" by students. It is known that this contributes not only to emotional satisfaction, but also develops a positive “I-concept” of the students. At the same time, the coach or just a partner do not miss the opportunity to “play” on the slip in conditional fights and sparrings. This, in turn, fosters a certain restraint and deliberation of the actions of students engaged in martial arts and boxing. All this taken together disciplines and contributes to the development of self-control.

As can be seen from table 1, the attitude of students to individual exercises, exercises with projectiles, etc., is somewhat worse than to the above-described classes. In part, this can be explained by the content of these exercises, as well as the level of equipment with necessary equipment and shells. In individual conversations, all the students surveyed emphasized the importance and necessity of these exercises. From our point of view, this is most likely due to the age-related psychological characteristics of adolescents and their individual typological features. Among which we can mention the desire to communicate, the desire to quickly become a “master”, the need for self-expression, etc., which clearly manifested themselves in the study of students' competitive interests (Table 2).

The study of competitive interests was also carried out using a specially designed questionnaire.

According to Table 2, “The acuteness of wrestling, a variety of combat situations” were the most attractive for students. In our opinion, martial arts and boxing in their content are always difficult, unpredictable and participation in them is a great pleasure, especially when it becomes possible to realize all the efforts spent during training sessions.

**Table 2: The results of the study of competitive interests of students (in percent)**

№	Interests	Martial Arts				
		Kurash fight	Boxing	Karate	Taekwon do	Judo
1.	The sharpness of wrestling, the variety of combat situations	40,5	42,2	38,5	37,8	41,2
2.	Satisfaction from a beautiful fight, courageous and fair struggle	37,8	34,4	34,8	35,4	36,7
3.	The triumph of victory over worthy rivals	21,7	23,4	26,7	26,8	22,1

The above is also manifested in such an interest as “satisfaction from a beautiful fight, a courageous and fair fight”. We will not detract from the role of such competitive interest as “The triumph of victory over a worthy opponent” (see Table 2).

Here it is necessary to dwell on our observation of the students, which made it possible to reveal a certain regularity. Pupils who preferred "satisfaction from a beautiful fight", adhered to a slightly rough, forceful manner of fighting, and those who chose "the sharpness of wrestling, the triumph of victory over a worthy opponent", behaved cautiously and slightly passively in battles. In a word, there was a discrepancy between the attitude of athletes to ideal patterns of behavior in the ring (or tatami) and the real possibilities of athletes.

Thus, the results of interviews, questionnaires and psychological and pedagogical observations suggest that the interests identified above largely determine the characteristics of students' attitudes toward various types of sports activities and, as a result, affect the activity of students in the process of this activity.

When presenting the results of the study of students' interests, we did not interpret them separately by the types of martial arts, since the discrepancies in the indicators were insignificant. When studying the motives of the interpretation of the results obtained will be somewhat broader.

To study the motives, we used a specially designed questionnaire, which allowed us to explore the motives of students, manifested in the choice of the type of martial arts, as well as to study the motives that prompted the students to take classes in martial arts. In tab. 3 shows the results of the study.

**Table 3: The results of the study of the motives of the practice of martial arts and boxing students (in percent)**

Common place in the rating	of Motives	Martial Arts									
		Kurash		Boxing		Karate		Taekwondo		Judo	
		%	place	%	place	%	place	%	place	%	place
<b>1. The motives that appear when choosing the type of martial arts:</b>											
II	a) As a result of advertising and propaganda	-	-	-	-	-	-	30,7	1	22,2	2
IV	b)The desire to be like a famous film actor	-	-	-	-	12,5	2	15,3	4	-	-
III	c)At the request of the parents	45	2	10	2	-	-	15,4	3	-	-
I	d) Friends are interested and prompted to study	55	1	80	1	75	1	-	-	33,3	
<b>2. Motives, manifested in the process of sports martial arts and boxing:</b>											
III	a)Prepare yourself for independent living	-	-	-	-	50	1	23,1	2	22,2	2
II	b)Protect yourself, friends and relatives	15	2	10	2	12,5	3	15,6	3	-	-
I	c)To become strong and healthy	80	1	90	1	37,5	2	46,1	1	77,7	1
IV	d)Become physical above peers	5	3	-	-	-	-	15,2	4	-	-
V	e)To subordinate peers to themselves	-	-	-	-	-	-	-	-	-	-
<b>3. Motives for martial arts</b>											
IV	a)General physical training	5	3	-	-	-	-	15,2	4	11,2	4
II	b)Technical and tactical training	-	-	32	2	37,5	2	23,1	2	44,4	1
I	c)Health training (removal of the disease)	75	1	30	3	50	1	15,6	3	22,2	3
III	d)Combat training	20		38	1	12,5	3	46,1	1	22,2	2

As you know, in foreign psychology a number of features of the nature and functions of motives in the regulation of the subject's behavior are distinguished: the driving and guiding functions of motives (C. Bryan., Z. Freud., R. Cattell, and others).

And this, in our opinion, is quite acceptable for the explanation and determination of human behavior.

In contrast to foreign (Western) psychologists, who are somewhat detached from the context of human activity, we attempt to interpret our results in the context of the specific activities of students in the process of practicing martial arts and boxing.

In general, the "athlete questionnaire" contains three sections and 20 different answers, motives that encourage sports activities. Among these motif answers, "accidentally got into the gym for a training session and they offered me to practice, after which he regularly attended classes", "the desire to achieve good physical development and a beautiful physique", "the opportunity to receive material rewards for good results", "the desire to be in other cities and, especially, abroad", "to subjugate peers to oneself", etc. However, all these motives turned out to be, for the most part, of secondary importance for students and amounted to low (from 1.5 to 3) percentages. In this regard, it seems to us expedient to consider only the most significant motives, those that are dominant among students.

In addition to those listed in Table 3, we also identified motif answers that were not in the questionnaire. Additional answers included many interesting student boxers, one or two answers from judo, karate, and taekwondo players. In particular, for boxers: "I would like to be a famous boxer, like Rufat Riskiev," "I do boxing to become a champion," "because only men are engaged in boxing," "To raise the sporting fame of Uzbekistan", "To achieve high results " and etc.

Such motives were voiced by judoists, karateists and taekwondoists: "To be a world celebrity", "My goal is spiritual perfection", "I like kicks and difficult exercises in this sport", etc.

The coaches of young boxers motivated their work in the following way: "When my students show high results, I am very pleased", "I love to teach children the basics of boxing and watch their fights with interest", etc.

The results of the survey (Table 3) show that the ratio of the main types of student motives, despite the difference in sports, is not significantly different from each other, which is explained by the general attitudes of students for study and sports activities.

Table 3 also shows that among high school students the motive to "become strong, strong and healthy" is from 37 to 90 percent. The same motive of boxers is 35.4 percent. Or another motive - "friends interested me" among pupils involved in national wrestling - 55, among boxers - 80, among young karateists - 75, among taekwondoists - 23.1, and among judoists - 33.3 percent.

Contrasting the results of the analysis of the motives of the students, their attitude to various school subjects (according to the assessments of the progress and feedback from the teachers), activity on the physical education classes (according to the attendance and the teacher's estimates), You can see that students who are motivated to become strong, strong and healthy are very active in physical education classes and classes in the sports section (although they do not always have high athletic performance), at the same time, they show less activity and a bad attitude to other subjects. However, there are exceptions. For example, some students

who belong to the national team of the field, focused not only on becoming strong and strong, have a high level of academic performance and activity in many other subjects.

Very interesting is the process of change in students of the level of their sports claims, which are one of the important components of the motivational sphere of the personality (tab. 4).

**Table 4.**

<b>Sport</b>	<b>Level of Claim</b>
<b>Kurash fight</b>	4,5
<b>Boxing</b>	7,9
<b>Karate</b>	8,2
<b>Taekwondo</b>	7,1
<b>Judo</b>	6,5

It is known that the goals that a person sets for himself determine the level of his claims. High, but within the limits of the achievable, not beyond the capabilities of this particular person, the level of claims, usually helps to mobilize all his forces and achieve success in activities. A low level of aspirations does not stimulate a person with any significant activity, causes passivity, as well as experiencing his own inferiority. Too high level of aspirations, characteristic of inexperienced or self-confident people, also leads to undesirable consequences: goals are not achieved, hopes associated with them fail, people often seize the state of frustration.

The results of the study of the level of sports claims of students (Table 4) suggests that the differences between representatives of different types of martial arts are significant, which is determined by the individual characteristics of students.

Analysis of research data on the individual level of claims showed that boxing, karate and taekwondo students have a high level of claims and, conversely, a low level of claims from students involved in kurash and judo wrestling (Table 4).

An additional survey of students and teacher trainers shows that students with a high level of aspirations have had considerable sportive successes in boxing, speaking in a group of juniors.

The high level of claims of students engaged in karate, taekwondo was associated with highly developed personal qualities (striving for activity, confidence, independence, etc.) or with successful demonstration performances.

The low level of pretensions of students engaged in judo and national wrestling can be attributed to a pronounced attitude to become strong and strong, healthy or with frequent failures in a sports career over the past few years.

The attractiveness of martial arts as a sport was primarily due to the following reasons:

- the need to think over the tactics of the struggle, to precisely distribute your forces, to unravel the plans of the enemy (from 28 to 35.7%);
- the ability to show individual qualities in the process of wrestling, when the success of an athlete depends on him (from 25 to 32.4%):

- the presence of a variety of physical exercises in training (technical and tactical techniques, general developmental exercises with and without shells, jump ropes, sports and outdoor games, etc.) - (from 22.5 to 34.7%).

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