

УДК 141.7:37.015.31

ББК 75.715

*Sergii Kuryliuk***PSYCHOLOGICAL PREPARATION SYSTEM OF YOUNG JUDOISTS**

У статті описано змістовну сторону організації та проведення психотренінгу в річному циклі навчально-тренувальних занять дзюдоїстів. Представлено результати, отримані після застосування тренінгової методики, суттєвою перевагою якої є те, що вона дає унікальну можливість моделювання особистісного розвитку спортсмена.

На теперішній час психологічний тренінг, як одна з найбільш популярних форм групового впливу, притягує до себе підвищену увагу практиків у сфері спорту [Воронова 2007]. У той же час існує суттєве відставання в теоретичному осмисленні накопиченого емпіричного матеріалу. Витоки багатьох проблем, які виникають при використанні психологічних засобів, лежать у їх методологічній культурі.

Психодіагностування проводилось на базі спортивних закладів міста Івано-Франківська серед дітей котрі займаються дзюдо. Загалом у дослідженні взяли участь 270 юних спортсменів (хлопчиків), віком 10–12 років. Ми врахували особливості поведінки осіб цього віку [Воронова 2007], а також специфічні умови роботи з обраним контингентом [Зайцева 2002, Курилюк 2008]. Віковий діапазон вибірки зумовлений важливими для нашого дослідження психологічними особливостями спортсменів початкового етапу підготовки.

Дослідження містить теоретичні та практичні методи: аналіз науково-методичних джерел, синтез, порівняння і узагальнення отриманих даних; спостереження, бесіда, констатувальний і формувальний експерименти, анкетування, тестування (опитувальник ситуативної і особистісної тривожності за Спілбергом-Ханінім [1976], опитувальник мотивів досягнення успіху та уникнення невдачі, методики виявлення рівня суб'єктивного контролю Дж. Роттера [1966], анкета для визначення самооцінки особистості, методика В. Моросанової та Є. Коноз [2000] для діагностики показників саморегуляції, Фрайбурзький опитувальник особистості (FPI) [Фаренберг, Зелг, Гампел 1978] для діагностики індивідуально-особистісних якостей, методи математичної статистики, авторська психотренінгова програма, спрямована на підвищення саморегуляції дзюдоїстів на початковому етапі підготовки.

Ключові слова: психотренінг, дзюдо, психомоторні здібності, саморегуляція.

В статье описано содержательную сторону организации и проведения психотренинга в годовом цикле учебно-тренировочных занятий дзюдоистов. Представлены результаты, полученные после применения тренинговой методики, существенным преимуществом которой является то, что она дает уникальную возможность моделирования личностного развития спортсмена.

В настоящее время психологический тренинг, как одна из самых популярных форм группового влияния, привлекает к себе повышенное внимание практиков в сфере спорта [Воронова 2007]. В то же время существует существенное отставание в теоретическом осмыслении накопленного эмпирического материала. Истоки многих проблем, возникающих при использовании психологических средств, лежащие в их методологической культуре.

Психодиагностирование проводилось на базе спортивных учреждений города Ивано-Франковска среди детей занимающихся дзюдо. Всего в исследовании приняли участие 270 юных спортсменов (мальчиков) в возрасте 10–12 лет. Мы учли особенности поведения лиц этого возраста [Воронова 2007], а также специфические условия работы с выбранным контингентом [Зайцева 2002, Курилюк 2008]. Возрастной диапазон выборки обусловлен важными для нашего исследования психологическими особенностями спортсменов начального этапа подготовки.

Исследование содержит теоретические и практические методы: анализ научно-методических источников, синтез, сравнение и обобщение полученных данных; наблюдение, беседа, констатирующий и формовочный эксперименты, анкетирование, тестирование (опросник ситуативной и личностной тревожности по Спилбергом-Ханина [1976], опросник мотивов достижения успеха и избегания неудачи, методики выявления уровня субъективного контроля Дж. Роттера [1966], анкета для определение самооценки личности, методика В. Моросановой и Е. Коноз [2000] для диагностики показателей саморегуляции, Фрайбургский опросник личности (FPI) [Фаренберг, Зелг, Гампель 1978] для диагностики индивидуально-личностных качеств, методы математической статистики, авторская психотренинговая программа, направленная на повышение саморегуляции дзюдоистов на начальном этапе подготовки.

Ключевые слова: психотренинг, дзюдо, психомоторные способности, саморегуляция.

The article deals with the substantial part of organizing and implementation of psychological judoist training during the one year cycle at basic training stage. The experimentally used training methodology gives the unique possibility of sportsmen personal development modeling.

Psychological training as one of the most popular forms of group influence is going to be widespread among the personalities in the sphere of sport nowadays [Voronova 2007]. There is an essential lagging in theoretical understanding of piled empirical materials at the same time. Lots of problems appeared during the practicing of psychological means based on their methodological culture.

Psycho diagnosing was performed on the base of sport establishments in Ivano-Frankivsk among the children who do judo. The research counted 270 of young sportsmen (10 – 12 years old boys). We took into account the behavior peculiarities of children at this age [Voronova 2007], and specific conditions of work with chosen human beings [Zajtseva 2002, Kurykjuk 2008]. The range of selection is caused by the psychological peculiarities of sportsmen at the basic training stage which are very important for us.

The research contains theoretical and practical methods: analysis of methodological literature, synthesis, comparison and generalizing of data, observation, discussion, ascertaining and formative experiments, questionnaire, testing (inventory of situational and personality anxiousness by Spilberg-Hunin [1976], achievement motivation and avoid failure questionnaire, methods of subjective control level display by G. Rotter [1966], questionnaire for identification of personality self-appraisal, methodology of V. Morosanova and Y. Konoz [2000] for self-appraisal indices diagnosing, Freiburg Personality Inventory (FPI) [Furenberg, Zelg, Gumpel 1978] for personality measure diagnosing, methods of mathematical statistics, author's psycho training program which is directed to rise self-regulation of judoists at basic training stage).

Keywords: *psycho training, judo, psychomotor abilities, self-regulation.*

The problem of research. Psychological training as one of the most popular forms of group influence is going to be widespread among the personalities in the sphere of sport nowadays [Voronova 2007]. There is an essential lagging in theoretical understanding of piled empirical materials at the same time. Lots of problems appeared during the practicing of psychological means based on their methodological culture.

Thus the scientists [Volkov 1994, Andreev 2006] study psychological training as particular instrument that helps the participants to seize their behavior. T. Zajtseva [2002] underlines that psychological training as an object of researching includes general regularities of individual changes appearance irrespective of conceptual procedural direaction.

The analysis of investigations of prominent Ukrainian and foreign scientists [Volkov 1994, Matwiejews 1997, Jagietto W. 2000, Vachkov 2001, Smolentseva 2005, Andreev, Klymchuk 2006] brought us to conclusion that the process of psycho training organizing with judoists is not enough researched.

The aim of research is to ground theoretically and study empirically the effectiveness of psychological training usage among judoists at basic training stage.

Research methods and organization. Psycho diagnosing was performed on the base of sport establishments in Ivano-Frankivsk among the children who do judo. The research counted 270 of young sportsmen (10–12 years old boys). We took into account the behavior peculiarities of children at this age [Voronova 2007], and specific conditions of work with chosen human beings [Zajtseva 2002, Kurykjuk 2008]. The range of selection is caused by the psychological peculiarities of sportsmen at the basic training stage which are very important for us.

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Having developed the psychological training program for judoists at basic training stage we took into account the scientific researches of I.A. Voronov [2005], who essentially influenced the development level of psychological readiness problem among single combat athletes.

The program will facilitate the formation of young judoist internal self-regulation for making success at training and competitive conditions (Table 1).

The training conception provides the formation of idea that it has to be motivated. The formation of achievement motivation means the environment organizing where the most important motivation for studying and work can be activated for person. Our task is to make it possible for our participants to feel the motivation strength on them and control it.

Each of developed training periods included definite stages of its realization. They are the following: introductory, main tasks realization, analysis, control and evaluation. It is necessary to underline that during the introductory stage all the peculiarities and code of behavior should be explained to the participants. The second one provided the ensuring of adequate feedback between sportsmen and psychologist. It is necessary to accentuate the importance of judoists activity analysis from the aspect of psychological training viewing. It is directed to the mistakes exposure during the process of work and its correcting. The means like observation and self-analysis are used during the procedure.

The stage of control and evaluation is very actual and scientifically substantiated nowadays. It ensures the adequate development of all other psycho training components.

The evaluation of own work was proposed to the participants for their activation. They had to point out their deficiencies critically but present and stress on their positive aspects.

During the experiment the following methods were used for organizing psycho-correctional influences:

1) studying the results of sportsmen training and emulative activities, fixing of intermediary indices which contribute to solving the tasks;

2) task structure verifying (to study the same phenomenon many times by using different lasting conditions taking into account individual features of each sportsman and their preparation level);

3) forming of new solving variants (the solved task is proposed again for finding new or original ways of solving).

The research results and their discussion. During the process of ascertaining experiment we established the fact that the most of questioned judoists (71,1%) are characterized by the high level of reactive anxiety.

Another important fact is the diagnosing of respondents' **personality anxiety** (48, 1%) that can be the result of progressive psycho stress in the conditions of training and emulative periods. Moderate and low level of developed **personality anxiety** are monitored correspondingly among 32,6% and 19,2% of judoists at basic training stage.

An interesting fact is that 74,3% of questioned sportsmen with high level of **personality anxiety** express motive domination of avoid failure wish and 25,6% – success desire. By-turn the judoists who do not behave anxiously show that the level of success desire noticeably exceed the indexes of avoid failure wish – 81,4% against 18,5%.

It is necessary to point out that the judoists with high level of success desire rightly determine the emulative situations, analyze them, appraise and make right decisions directed to victory gaining. They are characterized by sequence and action accuracy for aim gaining and performance of functional duty. Their movements are strict and well-timed. Volume control and voice timbre, speed and speech expressibility, its grammatical construction are studiously controlled.

The research identified positive correlation between high development level of reactive anxiety and latent period indexes of visual-motor reaction ($r = 0,70$ attached to $p \leq 0,01$).

Table 1

Psycho training program for judoists at basic training stage

No.	Period of psychological preparation	Training direction	Quantity of classes	Duration (hours)
1.	Initial stage	The forming of motivation to psycho training classes. Stresses relieve of training course subjects. The searching of understanding ways between training organizer and experimental group participants. The development of cognitive processes (especially attention).	8	12
2.	Basic stage	Aim formulation studying of training and competitive activities. Mastering of right breathing technique and congenerous muscles relaxation. Emotional stability and confidence of own possibilities formation. The transformation of personality qualities (anxiety, aggressiveness, competence). The development of how to act in complex stressful situations skill.	15	22,5
3.	Preemulative stage	Achievement motivation forming and responsibility for professional growth. The improvement of breathing technique and congenerous muscles relaxation. The studying of warmth sense modality in meromes. The development of self-appraisal, reflection, attention tuning skill, generating of plot presentations from emulative combat, making decision on correction of technical and tactical activities.	12	18
4.	Emulative stage	The studying of freely emotions governing, movements, volitional processes.	10	15
5.	Rehabilitation stage	Formation of positive judgments about activities results. Setting of new goals. Adjusting for further sport activities.	3	4,5
Sum total			48	72

The method “Subjective control level” [12] clarified that nearly 15,9% of questioned judoists are ready to take the responsibility for the situation surrounding and sportsmen depending on them.

Nearly 23,0% of sportsmen with high level of **personality anxiety** explain their condition in terms of current circumstances. They usually decline the responsibility and make other people answer for their activities. More than a half of highly anxiety respondents (62,8%) not so much take upon themselves the responsibility than explain their behavior because of tense situations during trainings and competitions.

As to the fact that cognitive self-control includes the opinion about proper point of view creates the unique situation in relation to methodology. On the one hand, self-control has its internal direction on reflective level but on the other hand just this aspect is opened for a subject which is a part of self-discovery.

Comparing the requirement level and subjective control index we discovered a high correlation index between avoid failure motivation and low level of developed activity control ($r = 0,79$ at $p \leq 0,01$).

Diagnosing the judoists by the questionnaire “Attention style and interpersonal communication” [adapted by Y.L. Haninym 1983] favoured the establishment of direct correlation between the self-control level of single combat fighters and narrow type of attention ($r=0,78$ at $p \leq 0,01$). Most of the sportsmen with developed high level of self-regulation are disposed to concentrate on solving of difficult activity task.

It has been determined that at the initial stage of training process 69,6% of single combat fighters have the low developed level of autoregulating system. The tight correlation of reactive anxiety rate and the low level of proper activity anxiety control was observed among 57% of questioned respondents.

High level of conscious control and development harmony of separate regulation aspects indicate that young judoists can adequately appraise the training and emulative situations. As a result they can concretely plan their own activities. According to the test results we can consider that most of the respondents cannot organize the activities by themselves for goal achievement, only by the help of others. If there is no help from off-site persons the sportsmen regulation system becomes distressed.

The attention profile of respondents with low level of autoregulation is outwardly overburdened. They are not able to solve the problem of technical and tactical means usage. They usually make mistakes because they think simultaneously of several tasks, do not concentrate their attention on appraisal of training and emulative situations.

At present stage of psychology development there is a row of conflicting views at identifying of training as a particular branch of practical psychology. The term “training” is widely used in the context of group psychology work [Zajtseva 2002, Klymchuk 2006]. However, such conceptions as group psychotherapy, psycho correctional group, active studying group, practical experimental laboratory simultaneously exist [Encyclopaedia of psychology, Stepanov 2006]. In the context of our research the training is characterized as a complex of group methods for self-regulation formation.

It is an important fact that the group leader passed on the functions of commentator and analyst for participants of training at each new stage. Such a methodological approach expresses general principles for change of governing style – from directive-organizing to personality-centered.

On the second stage of research there were created experimental and control group consisting of 22 judoists at each of them. The experiment lasted one year. Single combat fighters of experimental group were engaged to the program of conscious self-regulation. Psychocorrectional training consisted of forty eight trainings. Almost each training began and ended with autogenic warm-up the main plot of it provided relaxation exercises and the exercises for attention focusing.

The control stage of the experiment was organized in the context of studying the effectiveness of personality skills formation, that is a precondition of self-regulation optimizing process that takes place at training and emulative activities of judo sportsmen under the influence of psychological training program.

Intercorrelation matrix became a necessary quantity and quality index of correlations (trustworthy on significance level $p \leq 0,05$ and $p \leq 0,01$) among psychology variables of research.

After carrying out psychological training it was established that the participants of experimental and control groups have a great difference in the style of self-regulation (Figure 1).

It is clarified in particular that the sportsmen from experimental group has a high level need of consciousness activity planning and the activity program is characterized by realism and detail, hierarch and persistence.

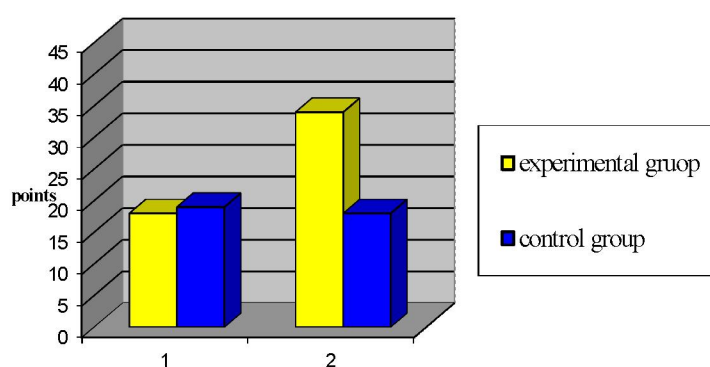


Fig. 1. The characteristic of the individual style of judo sportsmen autoregulation before (1) and after (2) the psychological training use

The forming of proper physical ego as the statement of own corporal image, self-comparison and self esteem in terms of courage model is of great significance in the judoists autoregulation development. This is the basic image of different ardours among children in judo.

The extra attention to the image of physical ego in sportsman consciousness is temporary. However it's natural, normal, subjectively significant phenomenon. Therefore we gave the recommendation to trainers to avoid tactless, ironical judgment of pupil appearance since any negative public reference causes serious psychic traumas.

Trying to help the members of experimental group to overcome the complicated period, we established frank and trusting relations, shared anxiety concerning competitions of different complexity levels, appreciated and respected sportsmen as they were.

It was established that the adults' positive attitude relieves tension in interpersonal relations, helps children to overcome unsociability, supports positive ego attitude, often reveals hidden but welcomed by others qualities of character.

Feasible results were received about the transformation of attention types in the single combat fighters groups after psychological trainings ($p \leq 0,01$). Thus the majority of experimentals mastered the ability to turn the attention from one irritant to another extremely quickly and concentrate at factors of inner and outer environment rapidly.

After the appliance of psychological training, single combat fighters of extreme group highly leveled up the rate of autoregulation. They became more self –confident, determined, and persistent in directing physical and technically-tactical activities to win the competition. The rates of reactive anxiety were reduced; the development of personal anxiety rate was

within the norm limits. It provided the progress of striving for orientation comprehension, self-affirmation during the training and competition process, recognition of young judo sportsmen in reference surrounding. Reconsidering of different critical moments and inner conflicts reveals them new qualities. Such level of behaviour self-regulation development balances emotionally excited need of self-assertion. Single combat fighters get the understanding how it is important to assert among others (competitors, peers, parents, and trainer) and to self-assert. Such self-assertion leads to self-confidence, complexes loss, and sportsmen self consciousness.

The forming of freedom psychical processes (memory, attention, and thinking) has become the center of judoists' psychical development at the primary activity stage. Their intellectualization and inner mediation are the result of basic mastering of notion system. The liberty appears in the ability to set conscious goals search and find means for their realisation, overcome difficulties and barriers. During the training course children of experimental group learned to control their behaviour, since the demands towards them provided high level of responsibility from the first days of stay in sports school.

The psychological training has resulted into essential changes of psychomotor abilities among judoists at the primary training stage. In particular, the period of visual-motor response decreased to level of $274 \pm 1,2$ milliseconds (fig. 2).

Time of response

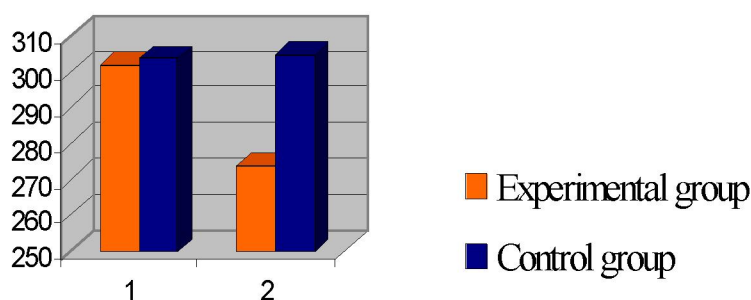


Fig. 2. The time of latent period of the judoists' simple visual-motor response before (1) and after (2) psychological training

In comparison with the first stage of forming experiment, this rate for the control group representatives has grown up to $305 \pm 1,4$ ms and the difference is feasible. We can see feasible changes among sportsmen of the experimental group (from $348 \pm 1,6$ ms to $324 \pm 1,6$ at $p \leq 0,001$).

With the use of tapping test methodic "Diagnost-1" it was found out that the general number of judo sportsmen hits in the experimental group at a specialized highly sensitive equipment differs dramatically before and after psychological training. Thus before psycho-corrective tasks this index was $140 \pm 0,6$ hits per sec., after it was $145 \pm 0,4$ hits per sec.

It was proved that in the period of 1–5 sec. Work with the specialized equipment sportsmen made 26 hits, in 5–10 sec. – 26 hits, in 10 – 15 sec. – 25 hits, in 15–20 sec. – 24 hits, in 20–25 sec. – 25 hits, in 25–30 sec. – 19 hits. As we can see the highest number of actions was made in the second time period. Then the index is hold for a while, and dramatically decreases in three next periods.

The use of psychological training has psycho correctional influence for the psychomotor abilities and personal features development. Thus after its use we could observe the impro-

vement of technical tricks and tactical means of single combat fight among experimental group judoist sportsmen.

Conclusion.

1. It was experimentally established that the important optimization criteria for psychological, technical, tactical and physical preparation of judo sportsmen is the development of their psychomotor processes, that are functional mobility, nervous processes strength, latent period of simple and complicated visual-motor response.

2. It was proved that after the use of psychological training with the elements of psycho correction for the psychomotor abilities and personal features development, the improvement of technical tricks and tactical means of single combat fight among experimental group judoist sportsmen can be observed. The perception of information as for the training and competition fight conduct strategy was improved for young sportsmen. Positive results of training influenced the constructive system of forming relations with friends, competitors and relatives.

3. The use of psycho correction program allowed to increase dramatically the level of single combat fighters autoregulation in the conditions of training and competition activities. The experimental group sportsmen have developed the ability to realize and functionally combine acting regulatory links.

4. Received results strongly evidence that sportsmen who participated in training differ in the activities organizing autonomy, therefore they plan their activities and behavior self-reliantly. Furthermore they have mastered the ability to separate out the primary conditions of goals achievement both in current situation and in perspective future, that is displayed in compliance with programs of own actions to plans of training and competition activity, and in the adequacy of the received results and set goals.

5. The held research doesn't settle all the possible aspects of the issue. The perspective of organizing the further researches is seen in the revealing forming opportunities of the training while preparing judo sportsmen at different training stages, and in defining the specific content of trainings.

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УДК 796.011.1: 159.947.35

ББК 67.51

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ФОРМУВАННЯ ВОЛЬОВОЇ СФЕРИ СТУДЕНТІВ У ПРОЦЕСІ ФІЗИЧНОГО ВИХОВАННЯ

Розроблено та експериментально перевірено педагогічні умови формування в студентів готовності до вольових напружень у процесі занять фізичною культурою. Матеріал і методи: аналіз науково-методичної літератури, анкетування, педагогічні спостереження, педагогічний експеримент, методи математичної статистики. У педагогічному експерименті брали участь 188 студентів першого курсу Черкаського національного університету імені Богдана Хмельницького. Обґрунтовано структурні компоненти, обрано критерії, показники та визначено рівні сформованості у студентів готовності до вольових напружень. Впровадження педагогічних умов дало змогу досягти позитивної динаміки змін у рівнях прояву сформованості у студентів готовності до вольових напружень у процесі занять фізичною культурою. Експериментальна робота підтвердила ефективність розроблених в ході дослідження методичних прийомів формування вольової сфери студентів у процесі занять фізичною культурою.

Ключові слова: воля, вольові напруження, вольові якості, структурні компоненти, показники, критерії, рівні, студенти.

Разработано и экспериментально проверено педагогические условия формирования у студентов готовности к волевым напряжениям в процессе занятий физической культурой. Материал и методы: анализ научно-методической литературы, анкетирование, педагогические наблюдения, педагогический эксперимент, методы математической статистики. В педагогическом эксперименте принимали участие 188 студентов первого курса Черкасского национального университета имени Богдана Хмельницкого. Обоснованы структурные компоненты, выбраны критерии, показатели и определены уровни сформированности у студентов готовности к волевым напряжениям. Внедрение педагогических условий позволило достичь положительной динамики изменений в уровнях проявления сформированности у студентов готовности к волевым напряжениям в процессе занятий физической культурой. Экспериментальная работа подтвердила эффективность разработанных в ходе исследования методических приемов формирования волевой сферы студентов в процессе занятий физической культурой.

Ключевые слова: воля, волевые напряжения, волевые качества, структурные компоненты, показатели, критерии, уровни, студенты.

Purpose: to develop and experimentally verify pedagogical conditions of formation of students' readiness to volitional stress in the process of physical training. Material and methods: the analysis of scientific-methodical literature, questionnaires, pedagogical observation, pedagogical experiment, methods of mathematical statistics. In the pedagogical experiment there were involved 188 first-year students of the Cherkasy national University named after Bogdan Khmelnytsky. Structural components were justified, the criteria and indicators were selected, the levels of formation of students' readiness to volitional stress were determined. The introduction of pedagogical conditions allowed us to achieve positive dynamics of changes in the levels of manifestation of the formation of students' readiness to volitional stress in the process of physical training. The experimental work confirmed the effectiveness of the developed during the research methodological techniques of the formation of strong-willed students in the process of physical training.

Keywords: will, volitional stress, volitional powers, structural components, indicators, criteria, levels, students.