

Motivational trait in physical and sports activities

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Abstract:

One of the most important and interesting topics in the sports field is the motivation of achievement, as it knows why some players are keen on practicing sports, while others are content with watching sports activities without doing them. Or why do some players play certain sports or sports activities without other sports activities ?

Perhaps one of the most important stages of development in human life, if not the most important, is adolescence, which psychologists consider to be the age period between childhood and the other stages that follow .

In this paper, we try to address its concept and the extent of its impact on physical activity in sports.

Keywords: Motivational; physical and sports activities

المخلص :

من بين أهم الموضوعات التي تهتم بالمجال الرياضي وأكثرها إثارة واهتماما موضوع دافعية الانجاز اذ تتميز بالتغيرات الفيزيولوجية التي تصحبها تغيرات عديدة تمس جوانب الشخصية والتي لها تأثيرات على النواحي الاجتماعية والانفعالية للمراهق بداية بالبلوغ إلى النضج العام والاستقلالية وتأكيد الذات اذ نحاول في هاته الورقة البحثية التطرق الى مفهومها ومدى تأثيرها في النشاط البدني الرياضي.

الكلمات المفتاحية: دافعية الانجاز، النشاط البدني الرياضي

Boot :

The motives for sporting activity do not last forever. Rather, they are alternated over a long period of activity .

The motives of sports activity change every year until the demands and choice of the age of the individual are met. The motives of the individual also differ according to his level of sports. The motives of the student in the primary stage are different from those of the secondary school student, which in turn differs from those of the high-level player, as each of his motives is different (Osama KamelRateb 1987 AM27).

1. Concept of motivation :

The subject of motivation has attracted the attention of a number of psychologists, and as a result, attempts to define it have been made, and from these definitions we mention :

The definition which considers that motivation is "the drivers that are behind the behavior of both the individual and the animal, there is one or several reasons for each behavior, and these reasons relate to the state of the inner organism when behavior occurs on the one hand and to the external environment variables on the other" (Saleh Mohammed 1990 p.22).

We find that Mustafa Ashwi's motivation is that "it is a state of psychological and physiological tension that may be emotional or not, which forces an individual to carry out actions, activities and behaviors to fulfill certain needs to ease tension and restore balance to behavior and psychology in general" (Mustafa Ashwi, 1990, p. 22) .

Thoms.r considers that "it is a general word that regulates behavior to satisfy needs and search for goals". (edvigot 1991 p 32)

Ahmed Amin Fawzy believes that "the motive is an internal state of tension resulting from a psychological or physiological need that makes the individual in a state of imbalance. This situation provokes behavior, directs him, and continues with him to a certain goal until this tension is

removed and the individual recovers his psychological and physiological balance." (RomyJameel 1986 AM 50)

"The motivation is just the desire to succeed, or it's the activity that the individual is doing and expects to be excellent," Exxon said.

We conclude that the definition of motivation may vary and vary in concepts, and no matter what that difference is, it remains the engine of human behavior, the body, in an active state .

2. Motivation functions :

Any reaction to any behavior cannot occur automatically, but rather as a result of what is happening in the individual's psyche. Behavior has purposes that tend to achieve certain points in which this individual has his needs and instincts. From that, we conclude that motives have several functions that he performs to stimulate behavior, which are three :

2.1. Energy behavior :

This means that the motives stimulate the activity of the individual, and the tension that accompanies the frustration of the organism's drive to engage in the activity to achieve its goal and to regain its balance. The observation indicates that both humans and animals, through experiments in daily life, are inert as long as they are satisfied. If they are subject to deprivation, they are active to

Satisfying these needs and desires is the motivation that provides the behavior with energy. For example, the player is given a prize for improving his abilities and crowned with success, but this reward is soon lost in its attraction if the teenager realizes that sports are a morals before it is for reward. At this point, the reward becomes unnecessary .

2.2. Performance of the selection function :

Motives, for example, choose the type of activity or sport that a teenager responds to and interacts with, neglecting other activities, such as a football fan, finds him disliking basketball. They also determine very much the way

he responds to other situations. Gordon Alport acknowledged that "when a general attitude and tendencies is not only creating a state of tension that facilitates its arousing, leading to a clear activity satisfying the situation or the tendency, but also serves as a subtle method of spreading and choosing all related behavior ".

2.3. Targeting behavior :

The mere dissatisfaction with a teenager's condition does not lead to and is not enough to improve him and his growth. His energies must be directed towards certain goals that can be reached and achieved. Dr. Helmi Al-Meliji summarizes the functions of motives

Here are the following :

- a. The excitement of internal mechanisms and devices, i.e., the internal sources of work
- b. Conduct with the necessary energy and with the assistance of external triggers that provoke behavior .
- c. Selection and identification of the type of activity .
- d. delay in the emergence of fatigue which prevents boredom, which increases the vigilance of the individual, his ability to pay attention and resistance to dispersion .

(Helmi Al-Meliguy 1984 Am22).

3. Classification and division of motives :

3.1. Classification of motives :

Sage explained in 1977 that one useful way to understand the subject of motivation is to classify it into two broad categories : The internal motives and the external motivations are related to many people who are interested in writing in the field of mathematical psychology, with the former application in their approach to motivation and their relationship to athletic performance, including, but not limited to, "Foos" and "Tropmanet" in 1981

Leon "Lieelien" and "Bleaker" in 1982

Muhammad Allawi, 1983

"Singer, 1984

The Thris and the Drahy in 1984.

3.1.1. Internal motivation :

The inner motivation means that it's an internal reward in performance, and that's the Marter of 1980, when he acknowledges that the inner motivation is part of the learning situation, especially if the individual is seeking to learn by gaining knowledge, not learning about learning about obtaining an external reward, and the inner motivation is evident in the sporting activity when we notice that some young people are engaging in a particular activity or joining a sports team out of desire and love. I He has good experience, and there is nothing that threatens or punishes him or prevents his continuation. The motivation for continuing sports activity feels happy because it practices activity. The internal motive emanates from within the individual and occurs during performance .

3.1.2. External motivation :

External motive means an external remuneration for the player as a result of performance and practice. The main reason for the continuation and acceptance of sports performance is the external reward he is expected to receive .

The external impulse, as it was, arises from outside the player and is driven by the value of the external reward that awaits him

So what we mean by the inner motivations is the reasons and the motivation to engage in sporting activity, and usually the external motivation, is that an inner motivator acts to get a reward is linked to the same action, so his interest is focused on performing a role, which means searching for pleasure that might be felt in the course of a mathematical act .

As for the person who is externally motivated, he acts until he gets an external reward for his act. His interest, then, is focused on obtaining a reward that is actually linked rather than on the role itself. (Osama Kamel's salary, 1990 p.38)

3.2. Division of motives :

and divide it into two parts : Initial motives, secondary motives .

3.2.1. Initial motives :

They are also called physiological or physical motivations, which are physical motives or needs imposed by the nature of the composition of the human body and the functions of its organs, such as :

the need for food, the need for drink, the need for comfort, sexual need, the need for play (in children) and the need for movement and activity etc .

These impulses are often called "instincts," but for now many psychologists don't use the word instincts to explain animal behavior .

3.2.2. Secondary motives :

It's also called acquired or social motivations or needs, because the individual acquires them as a result of interaction with the environment, and secondary motives are based on initial motives, but they exploit them and become their force that influences behavior as a result of the influence of multiple social factors, examples of secondary motivations, the need for superiority and status or status, control and power and security and appreciation, and belonging and the need for self-proof Etc. (Mohammed Hassan Allawi 1987 AM 205) .

4. Psychological motives and needs :

Mustafa Ashwi sees : We should know that behind every motivated behavior, and if we see a person who is involved in it, no judgments should be made against it. We should be asked about the motive, whether arrogant, problematic at work, or in practice, the same thing, we should ask about the motivation for every behavior that we can observe and want to study. The motivation is a state of psychological and physiological tension, which may be either poetic or not, which prompts the individual to carry out actions, activities and behaviors to fulfill certain needs of stress and rebalancing behavior or self in general"

And here are some psychological things:

The Need for Reassurance

Need of excellence

need of dependency

The need for learning and knowledge (Mustafa Ashwi, p. 34).

4.1. Psychological motives :

There is a big connection between the motives, whether they are physiological, in the form of basic inborn needs, learned needs, or psychological social motives .

For example, for psychological motives, the need for security, the need for love, the need for self-esteem and the need for self-assurance (Mustafa Ashwi 1990 AM 90) .

4.2. Characteristics of psychological motives :

Mustafa Ashawi points out that "These motives do not seem to have obvious inborn grounds or apparent biological factors. Culture and education play an important role in the patterns and models of the emergence of these motives in particular order and in the patterns of satisfying these motives."

These physiological motivations cannot be separated from social motives such as possession, control, etc., except instinctively. The human self should be viewed in a complementary way, taking into account the organic, psychological and social dimensions. What should be emphasized is the need to take into account the motives and needs of people in communicating with them and dealing with them. All of this is because he is aware of the important rule that follows the behavior of individuals. However, the type of motivation that determines behavior varies from one to another A situation, in its time, space, and emotional dimensions, is the main factor in helping to identify the motivation or drivers of a person's or persons' behavior .

5. Motivation in the field of sports :

Groups G considers that "the need generates motivation and gives her energy mental behavior, and it is directed towards a certain purpose that achieves gratification," shows that the motivation of a calculated athlete from all angles, is of physiological and social origin

(the need to win) and the search for a life in the Green, but it's a business. 1985,p223).

6. Motivation, performance or athletic result :

"Macolyn" indicates that "a fundamental factor that contributes to and plays an important role in individual performance or team performance, a physical stature, a level of ability, a degree of physical, personal, and finally motivation that is most important in influencing a player's performance." Mathematical psychologists highlight this importance in the following relationship :

motivation + learning = result (performance) sports .

This brief equation shows, a necessary but insufficient condition, because motivation, without past experience, leads to a lack of sporting activity and player without motivation, is without result or level of mathematical.

7. What does motivation mean in sports activity :

Motivation in sporting activity simply means the direction and intensity of the effort of the young in training and competition .

7.1. Intensity of effort :

It means how much effort a young person puts into training or competition, for example : Ahmed and Mohammed attend all the training sessions each week, but in terms of the intensity of the effort, we notice that Ahmed is exerting more effort than Mohammed .

7.2. Direction of effort :

I mean choosing the young person for a certain type of activity that he exercises, or choosing a specific coach that he prefers to train with him or a certain club in which he exercises his beloved sport etc .

7.3. Relationship between direction and intensity of effort :

There is a close relationship between the direction and intensity of the effort. The young, who regularly attends all the training sessions (effort orientation), makes a great effort at the various training doses he attends (effort intensity). In contrast, an emerging who often lags or misses

the training dosage shows little effort when he participates in the training (1997am42).

8. Some dimensions in the area of physical motivation :

8.1. Need for accomplishment :

the need to succeed and win sports competitions, try to do everything possible in sports competitions, meet the challenges of competitors, and continue hard training to reach out to athletic excellence .

8.2. Self-control :

A disciplined athlete can control his or her emotions very well in many exciting situations without emotion during a sporting competition and does not lose his or her temper easily in times of stress or stress .

8.3. Training :

A well-trained athlete strictly follows the coach's instructions and is respectful of anyone who trains him, provokes his coach when he faces some problems, and feels his coach understands him well and does not have a specific player (Mohammed Hassan Allawi 1998 AM 27).

9. The motive of achievement (excellence) in the sports competition :

The motive for the achievement in the sports competition means the effort exerted by the athlete to succeed in performing the duties and tasks assigned to him .

9.1. Importance of the motivation for achievement and sports competition for young people (adolescents) :

9.1.1. Choice of activity :

It's clear in choosing the activity of a close competitor or choosing one or more less competitors to play with .

9.1.2. Effort to achieve objectives :

It means the amount or amount of practice, such as attending 90% of the training doses per week .

9.1.3. Persistence :

It means the ability of an athlete to face the experiences of failure and to exert more effort to achieve success and achieve the goal. For example, when a young person participates in some competitions and does not

achieve advanced positions, and nevertheless he continues to train to improve his level in the next competitions (Osama KamelRateb, 1997am47) .

9.2. Components of the motivation for achievement towards sporting activity :

expresses the relationship between :

- Concept of capacity
- Difficulty of duty .
- effort .

In particular, Nichols made it clear that there are two basic goals of achievement that include two different concepts :

- Performance-oriented goal .
- The goal of self-direction (SidqiNoureddine Mohammed 1998 AM 11) .

What we've been talking about is the drive for achievement or excellence towards sporting activity, we're concluding that it's the will and persistence of the individual to overcome obstacles (a difficult exercise, a complicated duty) with a great deal of efficiency and speed, that is, simply the desire to succeed and win .

9.3. Motivation function in sports :

The answer includes three questions :

What do you decide to do ? Choose a sport .

How much do I repeat work ? Amount of time and effort during training .

How do I work ? The best level of motivation in competition .

The answer to the first and second questions is that they involve choosing a player for the type of sporting activity and the duration and amount of the exercise. There is no doubt that when the motivation is high towards a particular sport, this reflects the extent of interest in the sport and the continuation of the practice, which means persistence in the training as well as hard work to ensure the learning, acquisition and refinement of the motor skills of this sport .

As for the answer to the third question of how well to work, the driving function of the content of this question

is at an appropriate level in the stimulating situation where each player has the appropriate level of arousal to achieve the best performance in the time of competition. (Osama Kamel Salary, 1997am25).

10. Types of motives associated with sporting activity :

Rudik divides the motives for sports activity into :

10.1. Direct drivers of sporting activity :

The most important one is :

- * sense of satisfaction as a result of sporting activity .
- * aesthetic pleasure because of the grace and beauty and the skill of the individual self-movement, and remember, for example, gymnastics, skiing, and other sports that are characterized by the grace of performance and movements .
- * comfort as a result of overcoming difficult physical exercise or requiring more courage, boldness and willpower .
- * participation in sports competitions, which are considered an important element of sports activity and the related experience of multi-activity .
- * record numbers and championships, prove superiority and win .

10.2. Indirect drivers of sporting activity :

The most important one is :

- * trying to gain health and physical fitness by practicing sports. If you ask the person why sports activities are, he might answer exercise because it gains me health and makes me strong .
- * exercise of sporting activity to contribute to raising the individual's level of work and production capabilities. Individuals may practice sports activities because they contribute to increasing their ability to perform their work and raising their level of production at work .
- * the sense of the necessity of practicing sports in the case of obesity in order to reduce its weight .
- * awareness of the social role of sports, as one sees that he must be a joint athlete in clubs and sports teams, not a member of a particular group and not a sports representative (Mohammed Hassan Allawi, 1997, 2008).

Wadad Al-Hami also conducted a research to identify the motives behind high school girls' sports activities in their leisure time. She chose a random sample of the members participating in the clubs in Cairo and Giza. These motives were similar to those mentioned by Roddick with some additional motives :

- athletic mile, that is, the individual has a tendency to practice sports .
- promotion, practicing sports is for fun and comfort .
- to acquire mental and psychological aspects, since the integrity of the mind is linked to the integrity of the body, the individual is practicing mathematical activity to achieve sound mental and psychological development .

-In 1970, Mohamed SalehAlwi carried out a research to identify the motives of sports activity for the high sports levels of boys and girls. A random sample of the non-players and high sports levels in Egypt was selected, and the responses of the sample members were classified as :

- Personal gains
- International representation
- Improving the level
- External encouragement
- Acquisition of social aspects
- Acquisition of mental, psychological and physical aspects
- Acquiring attributes of creation
- Sports trends

Therefore, the motives for gaining sports activity are very similar for all individuals of different ages (Mohammed Hassan Allawi 1987 P.162)..

11. Evolution of drivers of sporting activity :

Johnny divides the motives associated with a sporting activity according to the basic mathematical stages that a person experiences. The individual sees that every sporting event has its own motivations, and these stages are :

- the initial practice of sports activity : They are in 6 to 14 years .

- the specialized practice stage of sports activity : It's 15 to 18 years .

- High Level Sports : and from 18 years and up .

Since the first and third phases are the ones that interest us, we have limited ourselves to explaining their motivations without dealing with the first and third phases .

This stage is linked to the adolescent's motivation to specialize in a certain type of sports activity. The teenager wants to be a basketball player, a football player, or a gymnasium.

- a particular tendency towards a particular activity .
- acquire private ID .
- Competition
- to acquire mental and psychological aspects
- special capabilities .
- Acquiring Creative and Voluntary Attributes .

12 . Examples of motives associated with sporting activity

12.1. Motivation model for changing the withdrawal of young people from sports :

(withdrawal or not a mile and a desire to participate), and it contains three theoretical constructions that explain the reasons for the withdrawal of the young from sports .

12.1.1. Cognitive interpretation of the objectives achieved

In theory, the decision to withdraw is determined by the young man's degree of achievement of the goals and his understanding of their success.

12.1.2. Efficiency theory :

He points out that the withdrawal decision taken by the youth is determined by the extent to which the young are aware of physical, social and cognitive aspects (Osama KamelRateb 1987 at 27).

12.1.3. The emotional cognitive model of stress :

It means that the decision to withdraw may be the cause of tension resulting from the imbalance between performance requirements and the ability of the juvenile to meet such requirements or from his lack of capacity for the frequency deriving from competition .

12.2. The driving model for interpreting the practice of sport (desire or tendency) :

He explains that there are personal and other reasons, and the personal reasons are classified as psychological and physical. The psychological reasons include the motives behind the participation of young people in sports : Feeling fun, making friends, challenging and exciting experience for success and winning .

As for physical reasons, the top one is : Learning the skills and rules of play, the underlying causes of the participation of young people in sports, the amount of participation in play, the spirit of the team, the enjoyment of different capabilities, tools and devices, as well as this model contains the same three theoretical constructions that we mentioned earlier. (Osama KamelRateb 1987 AM27).

13 . Importance of motivation in sports :

Motivation is one of the most important and exciting topics of psychology .

In 1908, Wood Worth suggested in a book : Dynamic psychology is a vital field of study called Motivation Psychology

And in 1960, Skyniki predicted that the next period of psychology development would be known as the driving age

And in 1982, Leo and Bleucker pointed out in their books :

The psychology of training between theory and practice, that research on motivation accounts for about 30% of all research in mathematical psychology conducted over the last two decades .

In 1983, William Warren pointed out in his Training and Motivation book, that arousing a sport's motivation is 70-90% of a player's acquisition of skills and planning, and then it comes as a motivation to motivate a mathematician to exert the effort and energy necessary to learn those skills, to train them by imposing refinement and mastery

Motivation is of key importance in all psychological applications offered so far by mathematical psychology, owing to the following fact :

.(Every behavior is motivated, that is, behind certain driving forces

Summary :

The important thing is that psychological training has a big impact on developing competence and improving the efficiency of sports performance, and this is through the discovery of psychological and personal factors for each athlete, the conduct of psychological tests and emotional observation, and the creation of a physical program linked to a psychological training plan by the coach on the basis of psychological requirements, despite the inability of the trainers to control his changes and to coordinate in practice, in what is called psychological training, in order to vary the methods and methods used.

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