

меньшей выраженностью беспокойства, однако, присутствует плаксивость, тревожный сон, самооценка не занижена, дети общительны со сверстниками, низкий уровень отмечается у 80% испытуемых, такие дети хорошо себя чувствуют в школе, при общении со сверстниками и взрослыми, у них адекватная самооценка, им нравится ходить в школу, они проявляют заинтересованность.

Заключение. Обобщая данные, полученные в ходе теоретических и практических исследований особенностей адаптации детей младшего школьного возраста, можно говорить о следующем. Под адаптацией младшего школьника понимается процесс приспособления его к успешному функционированию в данной среде, активного освоения ребенком окружающего пространства, которое связано с его способностью к психологическому, личностному, социальному саморазвитию, из которой мы и будем исходить, раскрывая тему данной работы. Основными критериями адаптированного ученика начальной школы являются: умение находить и поддерживать контакт как со сверстниками, так и со взрослыми; адекватное восприятие школьных требований и правил; положительное отношение к школе; проявление самостоятельности и креативности при выполнении учебных и других задач.

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PSYCHOLOGICAL CHARACTERISTICS OF SPORTS ACTIVITY

Introduction. Sport occupies an important place in the life of modern society. Not only does it ensure the all-round physical development of man, but it also contributes to the development of his moral and ethical qualities.

Sports are diverse, but they all require participation in sports competitions and systematic training. The development of effective methods of sports training is impossible without studying, on the one hand, the characteristic features and regularities of sports activity and, on the other hand, the personality of the athlete as the subject of this activity. Along with other sciences, sport psychology is designed to provide an analysis of the most important aspects of sports activity and thereby help to rationally address many of the practical issues associated with it [1; 2].

The purpose of this work: to substantiate the importance of pre-competitive psychological training of athletes.

Material and methods. To solve the tasks set in the work, the following research methods were used: study and analysis of scientific and methodological literature; pedagogical observations; control and pedagogical tests.

Findings and discussion. The main types of sports activities are always associated with certain motor activities – physical exercises. Their distinctive feature is a special focus on solving the problems of physical education (development and improvement of human physical qualities). At the same time, physical exercises help to improve the moral and volitional qualities of the individual. Therefore, physical exercises have become a special subject of psychological

research and study: without an accurate analysis of the psychological basis of physical exercises, it is impossible to develop rational methods of education and sports training [2; 3].

The psychology of sport is an applied field of psychology. Its main task is to provide a scientific rationale for rational methods of physical education and sports training and thereby contribute to their effective application. Since sport activity, being a subject of sport psychology, includes a wide variety of physical activities, one of the tasks facing sport psychologists is the psychological analysis of the peculiarities of individual sport activities (the activity of, for example, a gymnast requires somewhat different mental functions and personal qualities than the activity of a wrestler). Without a specific study of the specific psychological features of each sport, it is impossible to provide a scientific rationale for methods of teaching and training in them. But different sports have some common psychological features that, to a certain extent, relate them to each other and impose a certain imprint on the method of education and training. Therefore, the tasks of sport psychology should include a general analysis of sporting activity in general. At the same time, since the active agent of sports activity is an individual, the most important task of sports psychology is to study the psychological features of an athlete's personality, both general (dictated by the psychological features of sports activity in general) and specific to the sport in which the athlete specializes [2].

The study of the psychological features of an athlete's personality is of great scientific and practical importance: it should provide scientifically validated material for the education of the athlete of those traits and personality traits that he needs for successful activity in the chosen sport for specialization. Similarly, the study of general and special psychological features of sports activity should provide scientifically validated material for the construction of methods of education and sports training.

These two interrelated areas of research lead to the global task of sport psychology – the development of the psychological foundations of sportsmanship, both in general and as applied to individual sports.

All these objectives of sport psychology are organically linked. Participation in sporting competitions requires special technical and tactical training of the athlete and a high level of development of his or her physical qualities. Both can only be achieved through prolonged and systematic sports training. But the methodology of sports training should be based on an in-depth study of both the psychological features of the athlete's personality, and the sports activity itself in its various forms [4].

The success of a sporting activity is largely determined by the extent to which the subject's chosen sport matches his or her aptitudes, interests, abilities and psychophysiological structure of personality. This is due to the fact that it is possible for people with a wide variety of personality traits to achieve outstanding results in sport, but it is imperative that these traits correspond to the specifics of the chosen sport activity. At the same time, the choice is determined not only and not so much by social factors, but also by a semi-conscious need for this kind of activity, which is formed under the influence of the personal characteristics of an individual [1; 2].

It follows from research by sports psychologists that quite often a person has an aptitude for an activity for which he or she also has an aptitude. In real life, however, there may also be a mismatch between aptitude and aptitude, mainly of two kinds: 1) if there is an inclination, the abilities for the preferred activity are not sufficiently expressed; 2) if there are abilities for any activity, the propensity for it is not sufficiently expressed [1].

The first variant is especially common when it comes to motor abilities. The fact is that they depend not only on the processes of the central nervous system and typological features (predispositions), but also on the morphological features of the structure of muscles and motor units, on the expression of vegetative and biochemical processes. In this connection, the

typological features may not ensure the manifestation of the ability in a given person in such a striking form as the morphological, vegetative and biochemical features [2].

A special place in the psychological support of sports activities belongs to motivation, which motivates a person to do sports. The block of motivation consists of: needs, motives and goals of sports activities. Motives are powerful mental forces or factors that regulate activity. The regulating power of motives is manifested in their activating influence that supports and stimulates the intellectual, moral, volitional and physical efforts of a person related to the achievement of the goal [3, 4].

Conclusion. The subject matter of the psychology of sport is the psychological characteristics of sport activities in their various forms and the psychological characteristics of the personality of the athlete. The most important factors to be studied in this field are: athletes' motivation, temperament and character, and abilities. As well as psychophysical features: 1) state of health, 2) physical (conditioning) abilities, 3) coordination abilities, 4) body constitution (physique), 5) mental state of the personality.

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