

Irina Pavliuk, Valentina Lyashenko
(Kiev, Ukraine)

PECULIARITIES OF THE MANIFESTATION OF SELF-ESTIMATION IN NUFT STUDENTS PARTICIPATED IN THE VOLLEYBALL SECTION

The formation of adequate self-esteem is a complex process that requires a thorough and objective study of the personal characteristics of students, which will not only reveal their strengths and weaknesses, but will also increase the effectiveness of training sessions in the volleyball section.

The main purpose of the study is to define the concept of self-esteem and study the level of its manifestation among students of the National University of Food Technologies involved in the volleyball section [7].

Methodology. The following methods were used in the study: analysis of literary sources, methods of mathematical statistics, generalization of the results obtained.

The concept of self-esteem is directly related to how a person evaluates himself, his own qualities. In the process of self-assessment, a person, on the one hand, cognizes and evaluates the reality to which his activity is directed, on the other hand, his own qualities and capabilities that ensure the implementation of this activity. Self-esteem is the result of these two lines of knowledge

Many researchers (Gissen L.D., 1990, 1987; Boyskov A.V., Pegov V.L., 1988; Medvedev V.V., 1993; Paly V.I., 1988) note the special role of self-esteem in terms of success and reliability of sports activities. Adequate, slightly overestimated, more or less stable self-esteem is the most favorable for successful sports activity and the best adaptation to it and the reliability of an athlete (Zhilin S.V., 2003).

In the psychological dictionary of V.P. Zinchenko (1997), self-esteem is defined as a person's judgment about the presence, absence or weakness of one or another of his qualities in comparison with a certain standard and as a value that an individual endows himself as a whole and certain aspects of his personality, activity, behavior. There are other definitions of self-esteem, which, directly or indirectly, indicate that generic, in relation to self-esteem, is the concept of evaluation. After all, it is possible to form an opinion about the severity of any quality in oneself, and even more so to compare and determine its value, by evaluating it. Therefore, self-esteem is most accurately defined as an assessment by a person of himself and his behavior, which is accepted in most of the studied literary sources [3, 5].

The symbiosis of evaluative and self-evaluative judgment makes a person capable of predicting the result and success before taking action. The more accurate your calculations, the more efficient you are, while the shortcomings here do not matter, because the point is to identify them, rethink the situation and find a more effective solution.

Self-esteem is necessary in order to better know your strengths and weaknesses, since knowledge of shortcomings is also necessary for the redistribution of resources and personal potential, because the essence of self-esteem is to find your strengths and use them in the struggle to achieve goals.

A fundamental aspect of self-esteem is trust in one's own ability to learn, judge, decide. The inability to make decisions is one of the main reasons for student failure. At the heart of self-assessment is the vital need to more accurately identify all the resources that will help student volleyball players achieve their desired goal and show results that match their potential. Based on the above, we can conclude that self-esteem can be one of the most important psychological resources in solving life problems [4].

Research methods. The development of students' abilities for self-regulation is of great importance for the maximum realization of their capabilities. Among the factors that determine the formation of mechanisms of self-regulation, the central place belongs to self-esteem, which determines the direction and level of activity of the subject, the formation of his personality.

To diagnose the level of self-esteem, we used the technique: "Integral self-esteem of the individual", where students assessed personal qualities and derived a general level of self-esteem, which indicates how high or low an individual evaluates this or that quality and, according to our methodology, this the level can be low, high, adequate, low and high [1, 6, 8].

The contingents of the subjects were students who were part of the volleyball section (47 students of the NUFT volleyball section from 17 to 22 years old were examined).

Studies conducted with a contingent of NUFT students of the volleyball section showed that the average self-esteem values range from 33 to 62 points, while only 5% of the students surveyed have adequate self-esteem. 33% of students have overestimated self-esteem. The rest of the students surveyed, which make up 62%, tend to overestimate self-esteem (Fig. 1).

Self-assessment is a significant factor in the formation of students' adaptability to sports activities. The most optimal in terms of influencing adaptation to sports can be considered: an adequately high level of self-esteem in combination with a low degree of its differentiation. The relationship between the level of self-esteem of athletes and satisfaction with sports is linear, and with sports success is non-linear (athletes with low and too high self-esteem are unsuccessful). Self-assessment has approximately the same impact on the quality of students' adaptation to educational and sports activities [2].

Fig.2. Features of the manifestation of self-esteem

As a result of the analysis of literary sources, we found that a person is able to soberly assess his own capabilities, weigh his strengths and weaknesses, in accordance with this, develop an action plan aimed at a specific result, and form realistic claims. Such a student is emotionally more stable and effective. All this gives him healthy self-confidence, striving for success, and, of course, has a positive effect on the effectiveness of sports activities and the adaptability of the individual, both in sports and in all other areas of life. A student with such self-esteem better assesses not only his own potential. Knowing how to give a correct assessment of himself, he is able to realistically assess the capabilities of others, and choose the appropriate behavioral strategy, which will improve the effectiveness of his sports activities during classes in the section. Inflated self-esteem is characterized by the desire to avoid failure at all costs, and thus to abandon goals that even slightly threaten to turn into failure. Therefore, the result of volleyball lessons can be stable and even successful, but much lower than the student's potential, since there is no activity in achieving more difficult goals. Students with adequate self-esteem, strategies of behavior and activity form adequately to the goals of activity. Success has a stimulating effect on them, and failure does not cause sharp negative emotional reactions, on the contrary, it contributes to the manifestation of perseverance in achieving the goal and the desire to determine the real causes of failure. At the same time, professional activity is characterized by high stability, in addition, they are characterized by a fairly complete realization of their own capabilities [3, 7].

The following fact is interesting. Among the students surveyed, there were no persons with low self-esteem. This may indicate that students who do not find shortcomings or weaknesses in themselves will more often make mistakes in calculations and forecasts of further activities, because, having no shortcomings, there is no need to rethink the situation in order to find a more effective solution. In this case, they prefer strategies like "guaranteed success", but no one is perfect and everyone needs to work on themselves, even highly qualified athletes.

The adaptation of students involved in sports to educational and sports activities is at an average level. Objective indicators of adaptation to study and sports (success of activity) are closely related to subjective ones (satisfaction with activity). Adaptation to study, as well as to sports, is a rather tightly integrated system. Adaptation of students to educational activities is positively related to adaptation to sports activities [2].

Conclusions. A characteristic feature for the studied group of volleyball students is the absence of students with low self-esteem among them, since they have either adequate or overestimated, which indicates their claim to a high result, however, they tend to exaggerate their capabilities. But in turn, high self-esteem increases the level of claims and will contribute to their further improvement. Attention should be paid to this qualification group, where a third of the students rate their abilities low. Given that the need for self-esteem is based on two factors, where the first is the ability to interact with the environment, which depends on the optimal use of consciousness; the second - in the optimization of mental activity, for more effective interaction, then the key is the question of choice - that is, personal responsibility, and achieving a higher level of sportsmanship significantly increases the responsibility for the result shown. Therefore, it is necessary to focus the attention of students of this group on the formation of adequate self-esteem, which will contribute to the achievement of higher sports results in this area of sports activity.

Literature:

1. Левит, Л.З. Самооценка как фактор регуляции соревновательной деятельности шахматиста: автореф. дисс.... канд. психол. наук / Л.З. Левит; Московский гос. ин-т физ. культуры. — М, 1988. - 17 с.
2. Липириди, И.Н. Самооценка спортсменов и ее коррекция средствами самопознания: автореф. дис. ... канд. психолог.наук: 13.00.04/ Липириди Ирина Николаевна. – СПб., 2008. – 22 с.
3. Медведев, В.В. Психологические особенности спортсменов / В.В. Медведев; Российская гос. акад. физ. культуры. - М., 1993. - С.4-6, 9, 97.
4. Мещеряков, Б. Большой психологический словарь / Б. Мещеряков, В. Зинченко.– М.: Олма-пресс, 2004. – 440 с

5. Молчанова, О.Н. Проблемы самооценки индивидуальной личности / О.Н. Молчанова // Мир психологии. – 2011. – № 1(65). – С. 82-95.
6. Некрасова, Е.А. Самооценка, уровень притязаний – факторы, регулирующие способы решения конфликтных ситуаций подростков / Е.А. Некрасова // Молодой ученый. – 2017. – № 37. – С. 105-109.
7. Сидоров, К.Р. Феномен несоответствия уровней самооценки и притязаний в ранней юности: автореф. дис.... канд. психол. наук: 19.00.01 / Сидоров Константин Рудольфович. – М., 2007. – 27 с
8. Сохликова, В.А. Экспериментальный анализ соотношения самооценки и притязаний высококвалифицированных спортсменов / В.И. Палий, В.А. Сохликова // Вестник Костромского ун-та. – 2017. – Т. 23, № 1. – С. 63-68. – (Серия: Педагогика. Психология).