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ФОРМУВАННЯ САМОРЕГУЛЯЦІЇ У СПОРТСМЕНІВ ЧЕРЕЗ РОЗВИТОК ВОЛЬОВИХ ЯКОСТЕЙ

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FORMATION OF SELF-REGULATION IN ATHLETES THROUGH THE DEVELOPMENT OF VOLITIONAL QUALITIES

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Abstract. *The article is devoted to the analysis of the influence of volitional qualities on the processes of self-regulation in sports activity.*

The author emphasizes the definition of the concept of volitional qualities in sports and sports activities and focuses on the types of volitional sports qualities: purposefulness, perseverance, determination, endurance, self-control, responsibility.

The direct phenomenon of self-regulation in sports activity is analyzed. In particular, the component of sports self-regulation, consisting of emotional stability, attention control, motivational readiness, and adaptive abilities, is considered. The context of the relationship in the format of volitional qualities and self-regulation is considered. In particular, the role and place of volitional qualities in promoting effective management of emotions and behavior during training and competition and influencing the ability to cope with stress are systematized.

Attention is paid to the problems of formation and development of sports volitional qualities. The specific methodology to be applied in the context of the formation of the mental paradigm of an athlete is considered: psychological training (Psychological Skills Training PST), visualization (Mental Imagery), self-hypnosis (Self-talk), development of stress resistance (Stress Inoculation Training SIT), biofeedback and metaphorical modeling (Metaphorical Modeling).

The aspect of the practical implementation of the concept of psychological training and psychological mentoring in the segment of the formation of strong-willed sports qualities is specified. The correlation between an individual's strong-willed sports qualities and the stability of their professional results, emotional stability, demonstration of psychological recoverability and the ability to respond to challenges associated with the pressure of success and the need to demonstrate the expected results (according to the status, sports segment, and competition environment) is established.

Keywords: *self-regulation, sports activity, volitional qualities.*

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Анотація. *Статтю присвячено аналізу впливу вольових якостей на процеси саморегуляції в спортивній діяльності.*

Акцентовано увагу на визначенні поняття вольових якостей у спорті та спортивній діяльності та зосереджено увагу на видах вольових спортивних якостей, зокрема цілеспрямованості, наполегливості, рішучості, витримці, самоконтролі та відповідальності.

Проаналізовано безпосередній феномен саморегуляції у спортивній діяльності. Зокрема, розглянуто компонентну складову спортивної саморегуляції, що складається із емоційної стабільності, контролю уваги, мотиваційної готовності та адаптивних здібностей.

Розглядається контекст взаємозв'язку у форматі вольових якостей та саморегуляції. Зокрема, систематизовано роль та місце вольових якостей у сприянні ефективному управлінню емоціями та поведінкою під час тренувань і змагань та впливі на здатність долати стрес.

Приділено увагу проблематиці формування та розвитку спортивних вольових якостей. Розглянуто конкретну методологію, що підлягає застосуванню в умовах становлення ментальної парадигми спортсмена (спортсменки): психологічна підготовка (Psychological Skills Training PST), візуалізація (Mental Imagery), самонавіювання (Self-talk), розвиток стресостійкості (Stress Inoculation Training SIT), біологічний зворотний зв'язок (Biofeedback) та метафоричне моделювання (Metaphoric Modeling).

Конкретизовано аспект практичного втілення концепції психологічного тренінгу та психологічного менторства у сегменті формування вольових спортивних якостей. Встановлено кореляційний зв'язок між вольовим спортивними якостями індивіда та стабільністю їхніх професійних результатів, емоційною

стабільністю, демонстрацією психологічної відновлюваності та здатності реагувати на виклики, пов'язані із знітом успіху та необхідністю демонстрації очікуваних (відповідно статусу, спортивного сегменту та кон'юнктури змагань) результатів.

Ключові слова: саморегуляція, спортивна діяльність, вольові якості.

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Statement of the problem. In the modern sports environment, where the level of competition and psychological stress is constantly increasing, the problem of self-regulation of athletes' activities is of particular importance. Effective management of one's own emotional state, stress control and maintaining an optimal level of motivation are essential factors in achieving high results. One of the key aspects that determine an athlete's ability to self-regulate is volitional qualities that ensure resistance to external and internal challenges, contribute to the effective overcoming of difficulties and the formation of psychological stability.

The relevance of the study is due to the need for a systematic analysis of methods of developing volitional qualities as an important tool for self-regulation of sports activities. The scientific literature widely discusses approaches to the psychological training of athletes, among which are the methods of visualization (Mental Imagery), self-hypnosis (Self-talk), biofeedback (Biofeedback), development of stress resistance (Stress Inoculation Training SIT) and metaphorical modeling (Metaphoric Modeling). However, insufficient attention is paid to a comprehensive consideration of these methods in the context of improving self-regulation mechanisms through the development of volitional qualities.

Thus, there is a need to determine the role of volitional qualities in the process of self-regulation of athletes, analyze effective methods of their training and substantiate psychological strategies that promote the development of stress resistance, concentration, and motivation. The solution to this problem is important both for sports psychology and for the practical training of athletes of different skill levels.

Analysis of recent research and publications. Volitional qualities as a factor of self-regulation of sports activity were studied

within the framework of domestic and foreign research paradigms simultaneously.

Among domestic researchers in the segment of the field of sports psychological discourse, we propose to distinguish the works of such scientists as V. Rogozovsky, S. Shandruxh, K. Shamlyan, G. Topchieva, A. Laichuk, S. Lukova, G. Kolomiitsev, and others. These studies addressed the issues of psychological self-regulation, sports self-regulation, and the correlation between psychological self-regulation and sports performance. At the same time, not only psychologically, individually, and mentally formed athletes, but also adolescent athletes were often identified as the object of research, which demonstrates the importance of forming a psychological and mental winner's code for people involved in this field at the professional level.

Foreign works on the segmentation of volitional qualities as a factor of self-regulation of sports activity, in turn, are presented in the works of such scientists as J. Beckmann, J. A. Balk, K. Englert, T. Lungu, N. Walter, L. Nicolaycig, D. Alfermann, M. Proyos, etc. In this case, we note the emphasis on the analysis of the general paradigm (model) of the formation of volitional qualities in sports, the use of specific tools, such as self-hypnosis (Self-talk) in the process of overcoming the psychological fear of sports competition, as well as the means of improving the psychophysical performance of an athlete as an indicator of their competitive competence.

The purpose of the article is to study and analyze volitional qualities as a factor of self-regulation of sports activity.

Presentation of the main material. In the context of the analysis of volitional qualities in the paradigm of self-regulation of sports activity, the direct definition of this term in the theoretical dimension is of primary importance.

According to a foreign scientist J. Beckmann (2021), volitional qualities in sport and sports activities can be defined as a set of stable mental characteristics of a personality that determine his or her ability to overcome physical and psychological difficulties, maintain concentration under competitive stress and achieve goals despite fatigue, pain, or external pressure. Among them, the author identifies endurance, determination, self-control, perseverance, and the ability to mobilize internal resources in critical situations.

Based on the above, we can make an intermediate conclusion about the role of volitional qualities as the foundation of self-regulation in the process of sports activity, which allows an athlete to maintain an optimal level of motivation, effectively manage emotions and adapt to changing conditions of training and competition. The latter is generated under the influence of targeted training, psychological techniques, and practical experience, contributing to the achievement of high results and resistance to factors that may hinder success.

In accordance with the key goal of forming strong-willed qualities in sportsmen (sportswomen), which is to ensure an appropriate level of responsiveness to emotional, psychological, and physical stimuli, it is advisable to talk about an ideal model of certain qualities of an individual that will allow him to maintain emotional balance and achieve professional success. This process can be ensured through the individual development of volitional sports qualities such as purposefulness, perseverance, determination, endurance, self-control, responsibility, which we propose to analyze below as components of personal and individual psychological sports success (Hryn, 2019).

Purposefulness as a type of volitional psychological quality means the ability of an athlete to identify and persistently move towards a goal despite obstacles, fatigue, or psychological pressure, providing sustainable motivation and allowing to maintain concentration on achieving a sporting result (Walter, Nikoleizig & Alfermann, 2019).

In the same context, perseverance is seen as a trait that manifests itself in the ability to overcome difficulties and continue to move towards a goal even after failures or temporary defeats. Perseverance is defined as a key factor in the process of training and competitive activity, aimed at helping an athlete not to give up under the influence of unfavorable circumstances, withstanding psychological pressure.

Determination in the segment of the type of psychological and volitional quality of an athlete means the ability to make quick, informed decisions in conditions of limited time and high responsibility, which is especially important in situations where the outcome of a competition depends on the athlete's actions, as well as in overcoming psychological barriers before difficult or risky tests (Hryn, 2019).

Stamina as a type of volitional quality of an athlete involves control over emotions and efficiency of actions even in a state of significant physical or psychological stress, allowing the athlete to remain composed in stressful situations based on rationality and objectivity of their own behavior (Lukova & Kolomyitsev, 2021).

Self-control as a volitional quality of an athlete in the psychological dimension involves the ability of the latter to regulate their emotions, behavioral reactions, and psychological state in accordance with the requirements of sports activities, which is aimed at helping to avoid impulsive actions, obtaining skills to level the excitement before competitions, and maintaining a stable level of concentration during periods of psychological pressure (Hryn, 2019).

Finally, responsibility in this psychological and volitional appropriation of the athlete's personality is based on the athlete's awareness of his/her own responsibilities to the team, coach, himself/herself and the sports community, and is focused and specified on promoting discipline, readiness to fulfill training requirements and assume the obligations necessary to achieve high results in order to confirm the status and qualifications of a person who has sport as his/her own

professional field of activity (Proios, Ioannis & Proios, Miltiadis, 2016).

Volitional qualities and their direction (application), which implies the existence of internal imperatives of an athlete, depending on the circumstances in which the latter demonstrates his/her professional results, are based mainly on the use of self-regulation mechanisms (tools) aimed at comprehending certain events through psychological analysis. The elements of this process are emotional stability, attention control, emotional readiness, and adaptive capacity (Vdovichenko, Kolomyitsev & Podenko, 2021).

Emotional stability is the ability of an athlete to maintain the balance of the psycho-emotional state during training and competitions without succumbing to excessive excitement, fear, or disappointment, which allows controlling reactions to stress factors and maintaining the effectiveness of actions in critical situations.

Attention control is seen as the ability of an athlete to control the focus of his or her perception, concentrating on important aspects of the activity and not being distracted by secondary stimuli. This is necessary both for strategic thinking and for prompt response to changing circumstances during competitions (Vdovichenko, Kolomyitsev & Podenko, 2021).

Emotional readiness can be defined as a psychological state that determines the athlete's attitude to perform sports tasks, competitive struggle and achieve maximum results; note that the latter is formed with the help of motivational and psychological techniques that help to enter the optimal level of psychological and mental balance before a performance.

Adaptive ability, in turn, is the ability to quickly change one's behavior, tactics, or emotional state in accordance with the conditions of a competition or training process, which ensures an effective response to unforeseen situations, helping the athlete to remain flexible and confident in their own abilities (Proios, Ioannis & Proios, Miltiadis, 2016).

The study of Ukrainian scientists S. Lukova and G. Kolomiitsev (2021) and Swiss scientists N. Walter and L. Nicolaiitsig (2019), in turn, rightly draws attention to the combination and systemic semantics of the volitional qualities of a sportsman (sportswoman) and self-regulation of such persons. In the psychological dimension, this paradigm is primarily based on the presence of volitional qualities that play a key role in managing the emotions and behavior of an athlete during training and competition, ensuring control over stress reactions, motivation to achieve goals and the ability to adapt to the transformational nature of sports competitions and the circumstances of social reality, which contribute to maintaining concentration, endurance under pressure, quick recovery from setbacks and mobilization of resources in critical situations – and, therefore, developed volitional qualities increase the level of self-control, help to overcome fear, doubts and physical exhaustion, which directly affects the stability of results and the overall effectiveness of the sports activity of an individual engaged in it at the professional level.

The formation and development of sports volitional qualities, in addition to combining types of volitional sports qualities with self-regulation in a sportsman (sportswoman), also involves the use of a specific methodology to ensure psychological stability (Balk & Englert, 2020).

For example, the Psychological Skills Training (PST) method can be used to systematically train athletes in psychological skills such as stress management, concentration and motivation; Mental Imagery involves the use of the practice of mental reproduction of sports actions or situations in order to improve skills and increase confidence, during which the athlete imagines the successful performance of a complex element before its actual performance; Self-Talk is based on the use of positive or instructive phrases to increase motivation and control emotions (e.g. "I will do it", etc.); development of stress resistance.); Stress Inoculation Training (SIT) is based on

preparing an athlete for stressful situations by gradually increasing stressful influences and teaching coping strategies through the prism of simulating competitive conditions during training to adapt to potential stressors; biofeedback is aimed at obtaining information about the physiological processes of the body and developing skills to control them, which can be realized, for example, through the use of special devices for monitoring heart rate to teach relaxation techniques; finally, Metaphoric Modeling aims to initiate the use of analogies to change the perception of difficult situations and develop adaptive behavioral strategies, in particular, in the context of identifying a sports competition with a creative process where the corresponding result should be demonstrated (Balk & Englert, 2020).

In addition to the individual components of approaches to ensuring the volitional qualities of a sportsman (sportswoman), which involve self-regulation, auto training and psychological stability as a source of response to existing challenges, this process also requires direction and a vertical model. According to the Greek scientists I. and M. Proios (2016), psychological training and psychological mentoring are important components of the formation of volitional qualities in athletes aimed at developing self-regulation, stress resistance and the ability to effectively control their own emotional state during training and competition.

For example, psychological training includes special techniques such as cognitive-behavioral techniques, visualization, relaxation techniques, and modeling competitive situations that help develop determination, resolve, and endurance (Proios, Ioannis & Proios, Miltiadis, 2016).

At the same time, psychological mentoring is based on the individual work of an athlete with a mentor (psychologist or coach), which helps to build effective strategies for overcoming difficulties, build motivation and strengthen self-confidence. The integrated application of these approaches

allows not only to develop strong-willed sports qualities, but also to create a psychological foundation for achieving stable high results (Proios, Ioannis & Proios, Miltiadis, 2016).

The totality of the above analyzed information allows us to say that volitional qualities as a factor of self-regulation of sports activity aims not only at self-regulatory but also at coordinating imperatives of implementation in the context of modern challenges and transformations, as well as at increased harmful effects on the psychological status of the athlete.

Conclusions. The analysis of the phenomenon of volitional qualities as a factor of self-regulation of sports activity through the psychological prism of the athlete's personality allowed us to draw the following conclusions.

First, volitional qualities play a key role in the self-regulation of sports activities, as they ensure the athlete's ability to control their emotions, maintain concentration and effectively adapt to the changing conditions of the training and competition process. Developed dedication, perseverance, determination, and self-control are essential for achieving stable sports results.

Secondly, the formation and strengthening of volitional qualities requires targeted psychological training, which includes cognitive training methods, emotional regulation techniques, and special exercises to increase stress resistance. The use of such approaches helps to improve self-control, confidence, and the athlete's ability to quickly restore psychological balance after failures or stressful situations.

Thirdly, the effective development of volitional qualities is possible through an integrated approach that includes psychological mentoring, coaching support, and the use of modern psychotechnology's. It is systematic work on volitional characteristics that allows an athlete not only to increase the level of self-regulation, but also to ensure psychological readiness to overcome physical and psychological stress in sports activities.

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