

Development of motivational and value orientation of personality in physical culture and recreational activities

UDC 796.011



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Received by the editorial office on 25.05.2025

Abstract

Objective of the study is to reveal the internal psychological mechanisms that motivate individuals to engage in physical and recreational activities.

Methods and structure of the study. The methodological basis was built on the intersection of theoretical and empirical approaches based on a comparative analysis of the practice of organizing physical culture and recreational activities.

Results and conclusions. The highlighted values of physical culture and recreational activities are general in nature. They may vary in intensity, component content, and hierarchy within an individual's overall system of life values. Social relations undoubtedly play a key role in shaping an individual's motivational and value sphere.

Keywords: *physical culture, physical recreation, motivation, personality, psychological mechanisms, theoretical and empirical approaches.*

Introduction. The relevance of developing a modern motivational and value-based concept of physical recreation, clarifying its basic concepts, essence, and patterns of functioning in modern Russian society is due to two contradictions.

Firstly, there is an increase in society's need for physically healthy people as the main source of socio-economic potential growth. At the same time, never before have the acceleration of the pace of life, the monotony and intensification of industrial labor, local inter-territorial conflicts, the low standard of living of most Russians, rising unemployment and uncertainty about the future led to such a sharp deterioration in the general health of the population.

Secondly, the search for effective means of solving the problems that have arisen and the focus of state and public organizations on physical recreation, optimizing the health of the population, organizing leisure activities and the socio-cultural development of the individual, contradicts the insufficient development in modern science of the social phenomenon of physical recreation itself, its concepts, essence, patterns, and the determination of ways and conditions for realizing

its potential in solving problems of practical importance [1, 2].

The main contradiction in this case is that, despite the accumulated knowledge about physical recreation and its possibilities, its role in the socio-psychological and socio-cultural development of the individual is not taken into account. This is explained by the diversity of methodological approaches to the problem of motivation under study and the lack of clearly defined components in terms of both qualitative and quantitative composition. It should also be noted that the participants in the observations are mainly pupils of educational schools and students of higher educational institutions. Only a few cases are devoted to the study of motivation for physical culture and recreational activities among cadets, military personnel, and workers of various professions.

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Results of the study and discussion. The Guidelines on Physical Training and Sports in the Armed Forces of the Russian Federation note that, in addition to compulsory physical training classes for military personnel, independent forms of exercise during free time are also provided for. Independent activities for military personnel are organized on a voluntary basis, taking into account their accessibility and the needs and interests of individuals in specific types of physical and recreational activities, and should contribute to the organization of military personnel's free time and the optimization of their mental and physical health.

The task of physical recreation is to reveal the internal psychological mechanisms that stimulate the subject to engage in physical culture and recreational activities. Motivation is not one of the components of activity stimuli, along with needs, interests, inclinations, attitudes, etc., but acts as the basis of a complex system – the motivational sphere of the personality. The motivational sphere of the personality is understood as the totality of impulses that initiate and regulate various types of activity [3].

The study did not aim to provide a detailed analysis of all existing concepts of motivation in domestic and foreign science; it only considered the aspect of the problem that is directly related to the subject's motivation for physical culture and recreational activities. In psychological activity theory, the central, system-forming feature is the 'motive-goal' vector.

An in-depth study of the psychological patterns of motivation for physical culture and recreational activities is only possible on the basis of psychological theories of personality and activity. The personality acts as the subject of physical culture and recreational activities, and it is the psychological characteristics of the personality that determine its motivation. In domestic science, research into the motivation for physical culture and recreational activities is predominantly empirical in nature and does not sufficiently rely on any theoretical concept of motivation, personality theory, or activity theory.

It is necessary to use a variety of scoring scales to create a universally recognized classification of motives for physical culture and recreational activities and a unified assessment of their expression in subjects from different socio-demographic groups. Studying the differences in motivation between adolescents and university students, it was found that adolescents are more physically active in their free time than students.

Accordingly, 63% and 36.9% of respondents in these groups participate in sports clubs, belong to a specific social group of informal communication with peers, and strive for independence and emotional contact [4].

Regardless of gender differences, health and hygiene motives occupy a leading place. S.N. Rekhovskaya [6] found that military personnel, unlike representatives of the working professions, are more active in physical culture and recreation – the former are more motivated by the recreational aspect of physical activity than representatives of the working professions.

According to A.V. Kharitonov [7], officers are the most physically active in their free time, followed by cadets at educational institutions, with conscripts being the least active.

In the psychology of physical culture and sport, the classification of motives by A.N. Nikolaev [5] deserves attention. The classification proposed by the author is essentially universal and can be used in studies of any type of activity (educational, labor, military, sports, etc.). The author identifies several groups of motives, each of which equally represents cognitive, emotional, and behavioral components. This classification of motives allows us to consider the problem of motivation from the point of view of the subject and psychological theory of activity, and is quite applicable to the study of the motivation of the subject's physical culture and recreational activities. However, motivational models of physical recreation based on the interrelationships between the organism and the environment or only on the socio-demographic characteristics of subjects do not fully reveal the motivation for physical and recreational activities. They are basic only in the sense that they contribute to the adaptation of different individuals to the conditions of their existence.

The motivational sphere of subjects engaged in physical culture and recreational activities is the starting point for their activities, the stimulus for their actions. On this basis, value orientations are formed: subjective attitudes of the individual (B.F. Lomov), ideas about what is desirable, influencing the choice of behavior (T. Parsons), socially conditioned attitudes of the individual towards the totality of material and spiritual goods and ideals that have a certain value.

Three main specific features of physical recreation as a value can be identified: voluntariness, accessibility and socio-cultural orientation. Voluntariness is expressed in the absence of external coercion to engage in recreational activities, independence in choosing the forms and



means, places and conditions for its implementation, the absence of strict regulatory requirements for its implementation, the expression of will in choosing partners for joint activities, etc. Accessibility is expressed in the fact that the variety of types and forms of physical recreation allows one to choose types that correspond to the individual characteristics of the subject, their physical health, physical and mental abilities and capabilities [8, 9, 10].

They may have different degrees of expression, component content, and hierarchy in the overall structure of values of different social groups and specific individuals. In the formation of the motivational and value sphere of the subject of physical culture and recreational activity, the main role is played by existing social relations.

According to S.L. Rubinstein, orientation is a set of conscious life aspirations and ways of expressing them, the most important and most generalized component of the personality structure. Despite the ambiguity of the term 'orientation' as used in pedagogy, psychology, and other social sciences, it should be noted that it is a set of dominant needs, motives, and values of a person. It is relatively stable and determines the goal and content of a person's activities.

Conclusions. The motivational and value orientations of individuals engaged in physical culture and recreational activities may vary greatly from person to person. Depending on their psychophysical development and state of health, each individual may have different motivational and value orientations and priorities in terms of the content and focus of their individual physical culture and recreational activities.

The contradictions noted allow us to formulate the problem of this study: clarifying the modern concepts of the term 'physical recreation' will significantly expand our understanding of this social phenomenon and show its importance in improving the health of the nation.

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