

PERSONAL DEVELOPMENT IN ELITE SPORTS

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Annotatsiya

Ushbu maqolada elita (professional) sportning shaxsiy rivojlanishdagi roli va ahamiyati tahlil qilinadi. Elita sportlari insonning jismoniy, psixologik va ijtimoiy o'sishiga katta ta'sir ko'rsatadi. Muallif sport faoliyatining pedagogik va tarbiyaviy jihatlarini, murabbiy sportchi munosabatlarining demokratik va avtokratik modellarini, sport muhitining shaxs shakllanishiga ta'sirini o'rganadi. Tadqiqot sportdagi muvaffaqiyat va muvaffaqiyatsizliklarning sportchi psixologiyasiga qanday ta'sir etishini yanada asoslab beradi, yosh sportchilarni tarbiyalashning pedagogik mezonlarini aniqlaydi, shaxsiy mas'uliyat, mustaqillik va ijtimoiy moslashuvni rivojlantirishni o'rganadi. Elita sportlari o'z-o'zini anglash, o'z-o'zini baholash va ijtimoiy qadriyatlarni shakllantirishning kuchli vositasi sifatida talqin etiladi.

Kalit so'zlar

elita sporti, shaxsiy rivojlanish, murabbiy sportchi munosabatlari, demokratik ta'lim, pedagogik tamoyillar, sport modeli, ijtimoiy muhit, o'z-o'zini anglash, sport motivatsiyasi, jismoniy va ruhiy kamolot.

Аннотация

В статье анализируется роль и значение элитного (профессионального) спорта в развитии личности. Элитный спорт оказывает глубокое влияние на физическое, психологическое и социальное развитие личности. Автор рассматривает педагогические и образовательные аспекты спортивной деятельности, демократические и авторитарные модели взаимоотношений тренера и спортсмена, а также влияние спортивной среды на формирование личности. В исследовании обосновывается влияние спортивных успехов и неудач на психологию спортсмена, определяются педагогические критерии воспитания юных спортсменов, а также рассматривается развитие личной ответственности, самостоятельности и социальной адаптации. Элитный спорт рассматривается как мощное средство самосознания, самооценки и формирования социальных ценностей.

Ключевые слова

элитный спорт, личностное развитие, взаимоотношения тренера и спортсмена, демократическое образование, педагогические принципы, спортивная модель, социальная среда, самосознание, спортивная мотивация, физическая и психическая зрелость.

Abstract

This article analyzes the role and significance of elite (professional) sports in personal development. Elite sports exert a profound influence on the physical, psychological, and social growth of an individual. The author explores the pedagogical and educational aspects of sports activity, the democratic and autocratic models of the coach athlete relationship, and the impact of the sports environment on personality formation. The study further substantiates how success and failure in sports affect an athlete's psychology, identifies pedagogical criteria for educating young athletes, and examines the development of personal responsibility, independence, and social adaptability. Elite sports are interpreted as a powerful means of self-awareness, self-evaluation, and the formation of social values.

Keywords

elite sports, personal development, coach athlete relationship, democratic education, pedagogical principles, sports model, social environment, self-awareness, sports motivation, physical and mental maturity.

Introduction: Sport is a social and cultural phenomenon linked to achieving measurable results records, titles, and performance excellence and it is generally categorized into mass, amateur, professional, school, and elite levels. The deep essence of sport lies in the execution of movement activities and physical exercises, not for utilitarian goals, but for intrinsic values such as beauty, celebration, and joy derived from struggle. As K. Dimm (1949) defined, sport represents a sphere of activity imbued with aesthetic pleasure, bound by clearly established rules, and driven by the pursuit of perfection.

According to A. Gutman (1979), sport exhibits six typical features: global orientation, equality, equal opportunity for all participants, role specialization, bureaucratization, quantitative assessment, and the "thirst for records." The social functions of modern sport include emotional, socialization, integrative, political, kinetic, and biological functions, among others.

Sports Models and Pedagogical Dimensions: K. Heinemann (1980) identified four fundamental "models of sport":

1. **Expressive model** – characterized by pleasure, joy, and collective engagement.
2. **Competitive model** – centered on rivalry, achievement, victory, and defeat.
3. **Commercial model** – sport as a spectacle or entertainment industry.
4. **Functional model** – sport as an instrument for achieving external goals (career, self-affirmation, or self-expression).

Elite sports largely operate under the competitive model, emphasizing victory, records, and rivalry. Over recent decades, elite sports have evolved remarkably, penetrating deeply into public life. Events such as the Olympic Games, football championships, and national tournaments have gained immense social resonance, amplified by media representation.

Like education in schools, training in elite sports often occurs implicitly, without direct pedagogical intent. The very structure of training systems and interpersonal relationships between coaches and athletes serves as an educational and developmental framework.

The Social Environment and Personality Formation: The social environment of sport often plays a decisive role in shaping an athlete's personality. Athletes derive personal value and recognition from their achievements; however, progress in one area of sports can sometimes limit opportunities in others. Success in sports requires not only physical strength but also psychological endurance, strategic decision-making, and adaptability to unpredictable circumstances.

Athletes experience both the joy of victory and the disappointment of defeat. Hence, elite sports become a school of emotional resilience, teaching individuals to manage frustration, failure, and delayed gratification. Yet, the system of elite sports also carries constraints strict adherence to norms and rules, with possible sanctions or exclusion for noncompliance.

Elite sports thus involve both light and shadow: competition, conflict, and tension coexist with teamwork, solidarity, and shared goals. Through bodily engagement, athletes gain self-awareness, test their capabilities, and discover their physical and psychological limits.

Pedagogical and Psychological Aspects of Coaching: Elite sports incorporate both latent and explicit pedagogical processes. According to H. Lenk (1973), the pedagogical objective in sports is to cultivate a self-aware and responsible athlete one who perceives achievement as an act of self-creation. Lenk contrasts **autocratic** and **democratic** coaching styles. In democratic coaching, the athlete and coach collaborate on training plans, tactics, and strategies, whereas autocratic coaching relies on command, control, and punishment.

Democratic coaching promotes independence, critical thinking, and mutual trust within sports teams. It fosters a positive moral atmosphere that enhances performance and motivation. In contrast, excessive control suppresses creativity, initiative, and emotional well-being. In practice, most coaching styles combine elements of both, adapting flexibly to circumstances.

The Role of Elite Sports in Children's Personal Growth: Elite sports offer unique experiences beyond physical performance, influencing personality formation from early childhood. However, as D. Kurtz (1982) noted, the evaluation of youth participation in elite sports should consider five pedagogical criteria:

1. Sports activities in childhood must be diverse and health-oriented, avoiding physical or psychological harm.
2. Success in sports should not compromise academic performance or intellectual development.
3. Specialized sports training should not replace or devalue school-based physical education.
4. Training and competitions must occur in an atmosphere of friendliness and safety.
5. Elite sports should not isolate children from social life or turn into a closed subculture.

Elite sports must remain a meaningful leisure activity that coexists with other interests. One-sided specialization or overtraining can harm both health and social relationships. Yet, disciplined engagement in sports can cultivate valuable qualities self-confidence, perseverance, rational behavior, and self-discipline that support personal growth.

School, Family, and Social Context: The school's mission is to foster comprehensive development in youth, including nurturing sports abilities. Teachers, parents, and coaches should maintain a balance between academic and athletic pursuits. The recognition of sports talent often depends on teachers' awareness and encouragement during physical education classes.

Social context family background, peer influence, economic status, and societal attitudes toward sport significantly affects athletic development. Parental expectations and socioeconomic conditions can either support or hinder a child's sporting trajectory.

Criteria for identifying sports talent include objective performance results, rate of progress, learning capacity for motor skills, motivation, and early demonstration of ability.

Pedagogical Principles in Elite Sports

E. Meinberg (1995) outlined key pedagogical principles for elite sports based on freedom of choice and individual responsibility:

1. Development of personal qualities such as willpower, discipline, and persistence should accompany athletic excellence, balanced by ethical values like solidarity, fairness, and honesty.
2. Athletes should have opportunities to develop varied abilities beyond their specialization, ensuring holistic education.
3. Participation in elite sports must be voluntary; athletes should not face punishment for withdrawal or failure.
4. Training should focus on cultivating concentration, willpower, confidence, and identity as a representative of a community or nation.
5. Any manipulation of an athlete's body (e.g., doping) or psyche is pedagogically and ethically unacceptable.
6. Schools must not neglect the academic needs of student-athletes; cooperation between teachers and coaches is essential.
7. Coaches, parents, and educators must collaborate to empower athletes to make independent and responsible decisions.

Pedagogically informed and ethically grounded practices though not devoid of challenges enable the proper integration of elite sports into personal development, ensuring that athletic achievement serves the holistic interests of the individual.

Conclusion

Elite sports represent a complex and multifaceted environment for personal development. Beyond physical excellence, they foster moral integrity, social adaptability, emotional resilience, and intellectual maturity. When guided by democratic pedagogy and ethical principles, elite sports become not merely a field of competition but a vital educational institution that contributes to the comprehensive formation of the human personality.

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