

## The main factors of formation and physical culture in society

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### Abstract

A feature of sociological research is their focus on solving urgent problems, as well as on providing reliable information for the adoption of medium-term and long-term strategies of social development in various fields of human activity. Theoretical sociology, which provides a substantiation of the laws and trends in the development of society, in addition to the modern and projective sections, also involves the identification of the retrospective dynamics of the development of social knowledge. Modern market relations set the focus on the development of innovative strategies for the formation of social technologies in the field of physical culture and sports. Particular attention is paid to solving the problem of introducing young students to physical culture. Research is carried out aimed at studying the resources of school, university education in solving this problem, the content of the needs of schoolchildren and students in the development of values, the norms of modern physical culture. Social technologies are being developed to improve the effectiveness of the formation and development of physical culture of students.

**Keywords:** physical culture; sport; motivation; the youth; Environment; adaptation

### RELEVANCE

One of the oldest problems in the education system is the development of interest in learning. Many outstanding scientists, psychologists, poets and teachers, among whom were Abuadullo Rudaki, Saadi Shirazi, Omar Khayyam, Ahmadi Donish, A.N. Leontiev, L.I. Bozhovich, M. Lutfulloeva and others. In their works, they describe in detail the ways and tasks of solving the problem of increasing the child's interest in learning.

The problem of increasing interest among young people in physical culture and sports in the conditions of the education system of the Republic of Uzbekistan has now become relevant and discussed.

The urgency of this problem is due primarily to the fact that society has a need to create a healthy generation of young people. The environment in modern times is unstable, therefore, in order to adapt to such conditions, a person must have not only high activity, but also various kinds of skills, the ability to adapt to this environment, as well as the abilities of non-standard behavior. Students in the learning process should in every possible way avoid passivity, and not be objects of the teacher's influence. Young people should be active, which should be directed towards mastering the educational material. Taking into account all the conditions, the task is set for the workers of the education system of the Republic of Uzbekistan: the high activity of students in sports and other types of activity should be ensured by the methods and means that are at their disposal. First of all, it is worth considering the goals pursued by the orientation of student activity:

- selfish;
- collectivist;
- public;
- antisocial.

If you do not take this into account, then concern for increasing activity and education of industriousness (positive personality traits) can involuntarily lead to the development of negative personality traits.

Employees of the educational system should form interest in physical culture and sports among young people. Students should pursue the goals of developing volitional, mental and physical qualities, and the teacher should contribute to this through the correct organization of training.

Students should receive satisfaction from physical education and sports.

Compliance with didactic principles is an important component of teaching, but at the same time, teaching should be aimed at maintaining and strengthening the health of students. Physical culture and sports are the means of creating a harmoniously developed personality. With their help, people can concentrate the internal reserves of the body to fulfill the goals set for themselves, when playing sports, their working capacity increases, they do everything that they have planned during the day. In addition, a person has a natural need for a healthy lifestyle.

Modern realities establish new requirements for the social and biological potential of a person. Proceeding from this, there is a vital necessity for a total transition to new forms of physical culture, health-improving and sports work among the population. Physical exercise should cover all segments

of the population, it is necessary to create such conditions when a healthy lifestyle will become a natural requirement of every person.

Modern society is moving forward only due to the fact that the state of human health, his physical fitness directly affect the internal qualities. A physically and psychologically healthy member of society has a high work discipline, he is conscientious about work, is active, shows creativity and a creative approach in any business. It is no coincidence that modern realities require a new approach to the role and place of physical culture, its role in strengthening the health of citizens. All-round development of physical and professional-applied training of people becomes obligatory conditions for increasing the working capacity, active and creative approach of a person to solving problems arising in the labor process. The time has come to take measures to improve the existing and introduce forms and methods of mass health-improving, physical culture and sports work that meet today's requirements.

Modern youth, along with a high level of education, should be beautiful spiritually, morally and physically hardened. The reform of the education system in our republic has set before educational institutions the task of cardinal and comprehensive changes aimed at improving the quality of vocational training and education of future specialists

The concept of "physical culture and sports activity" means a diverse human activity in the field of physical culture and sports. This activity is aimed at fulfilling the needs for improving the physical condition, which have both social and personal significance. This area includes cognitive and organizational activities; activities aimed at promoting a healthy lifestyle; activities in the field of refereeing, instructor and pedagogical activities and actually physical education and sports.

#### **THE AIM OF THE STUDY**

Determine and substantiate with the help of an experiment pedagogical conditions aimed at the formation of schoolchildren's interest in physical culture and sports in the conditions of the educational system

The concept "motive" comes from the Latin word "movere" in literal translation - to move, push. This term means "the motivation for activity, the motivating cause of actions and deeds" [2]. "An incentive to commit a behavioral act, which is generated by the system of human needs and is more or less realized by him or not at all, is called a motive. In the process of performing behavioral acts, motives serve as dynamic formations, due to this they are transformed, that is, they change. This function of motives can be realized at all phases of the act. As a result, we can say that a behavioral act is often completed by transformative motivation, and not by the initial one "[3]. Considering the term "motivation", it is worth noting that in modern psychology there are at least two psychological phenomena that are designated by the same term, but have the following meaning:

- 1) "Motivation is a set of motives that cause the activity of an individual and determine its activity. This concept also includes the system of those factors that determine the behavior of the individual.
- 2) Motivation is a process of formation and formation of motives, as well as a characteristic of a process that stimulates and maintains behavioral activity at a certain level "[7].

Let us consider such a concept as "interest", because this study is devoted to the problem of the formation of

schoolchildren's interest in physical culture and sports in the process of education. It should be noted that this concept in the literature has several meanings depending on various aspects of the consideration of this concept.

Some authors present the concept of "interest" in an expanded interpretation and identify it with the orientation of the personality, with concentration on a certain object. They are descriptively "interesting", in the form of a set of manifestations of the student's activity, which consists in asking them questions, in the absence of distractions, in the manifestation of positive emotions, at an increased pace of work. Other authors interpret the concept of "interest" no less broadly. They bring this concept closer to individual motivations that are included in the sphere of motivation. Depending on this, they note that "interest is an actual motive or an active attitude from the point of view of cognition / any experience / expression of one's needs in the form of emotions" [8]. In our study, the concept of "interest" is considered as a consequence, one of the integral manifestations of complex processes in the sphere of motivation. It should be noted that as a result of this, it can be argued that the concepts of "interest" and "motivational orientation" are not identified by us, but are divorced as different concepts. The means of differentiating these concepts is that the motivational sphere, in our opinion, is the basis, the source, and interest, depending on this, is a consequence and manifestation of the processes that occur in this area.

"This theoretical understanding of the concept of" interest "allows us to more accurately and purposefully investigate the process of its formation not only in terms of the content of educational material, activation of educational activity, but also by developing the sphere of motivation of its components: motives, goals, emotions. The study of changes in the motivational sphere, which lead to an increase and decrease in interest, allows us to develop specific recommendations for the formation of students' interest in physical culture and sports "[11].

Interest is, first of all, the result of personality development. He is controllable, therefore he is in no way a hostile quality of a person. It is important to know the structure of interests, the mechanisms of manifestation and implementation, the motives of the individual's behavior in order to regulate the process under study and carry out pedagogical influence purposefully.

A complex process, which depends on various factors that determine it, is the cultivation of sustainable interest, which requires the purposeful use of various organizational forms of work. The formation of students' interest in physical education lessons has become an obvious problem for a long time.

However, in practice, they are not engaged in its solution, moreover, in the methodological literature there are practically no necessary materials on this issue. Due to the fact that specialists in this field have formed a stereotype that special conditions must be created to generate interest in physical education lessons. Conditions not found in most mainstream schools. Others believe that it is very easy to solve the problem - you just need to increase the number of hours of physical education.

Interest, as a personal education, becomes the subject of interest of representatives of various sciences: teachers, psychologists, philosophers, sociologists, economists, etc.

The concept of "interest" is interpreted in the literature in different ways. Some scholars argue that this is a very broad concept and it is closely related to the character and internal

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qualities of individuals. Others, interpret it in a narrower sense, identifying it with various motivations related to the motivational sphere.

A number of authors equate interest with human motivation. At the same time, empirical research methods show that it is more correct and more expedient to consider interest in the form of one of the integral manifestations of rather complex processes in the field of motivation. While psychologists are busy looking for laws that apply to the behavior of humans and lower animals, the motivational literature covers topics concerning universal characteristics for all forms of animal life, intertwined with topics that only affect human characteristics.

Motivation acts as an organismic variable due to the fact that it is not the state of the external (environment), but the state of the individual "[13]. "Whether or not a student is interested in physical education, depends on many variables in his motivation. These variables include:

- the meaning of physical exercise and the fulfillment of hygiene requirements for a particular student;
- motives of classes;
- his ability to set and implement goals;
- the emotionality of the exercises "[8].

The presence or absence of interest in classes depends on the conditions in which physical education classes are held, the microclimate in the classroom, the relationship between students and teachers during the lessons, how students' parents, class teachers and other subject teachers relate to physical education lessons .

The value of such activities for each student, his personal aspirations are interconnected with the meaning of sports in general and physical culture in particular.

Based on this meaning, the child is looking for motives for himself to engage in: - educational and cognitive;

- procedural (like doing);
- effective;
- mark;
- socially significant motives (to be healthy, ready for work, for adult life); - the motives for avoiding trouble.

During the implementation of these motives, the student chooses guidelines for himself in the process of their implementation. The process of physical education is difficult to imagine without the expression of various kinds of emotions by its participants. Psychological attitudes, mental state in the course of showing, explaining and performing various exercises, interpersonal relationships between students and teachers, the microclimate in the class - all this affects their emotional state.

"Emotions also arise when a student realizes the nature of motives, goals and the subjective possibility of their implementation."

Motivation serves as a guiding and guiding authority, as it leads to purposeful behavior. Motivation has its own specifics. Consider this situation: when animals are thirsty, their only purpose is to find a source of water or water itself. Compare this situation with the following: when a person is experiencing professional stress, he sets a goal to find a way out of the current situation.

From here we draw the following conclusion: goals are defined in two ways:

- 1) "goals are described in the form of objective or tangible events, material changes in the environment as a result of changes in behavior;
- 2) the term "goal" is defined as an internal abstraction, rather than an objective external event.

Here's an example: a person has a goal, which is to find less

stressful work.

This goal for him becomes a kind of idea, an idea of events that happened in the future. It occurs precisely when a person develops the motivation to release himself from a stressful situation that has developed at work and is causing trouble.

Objectives have a direction and control function. This is due to the fact that a person performs exactly those actions that will help him in the implementation of the intended goal.

The functioning of goals is not limited by time, it depends on the fact that the goal is an internal "here-and-now", which serve as a representation of the future. They are not objective, not real and may not always be realized in the future "[7, 11].

The outstanding psychologist A. N. Leontiev in his research came to the following conclusion: "every activity has its preconditions, and these prerequisites are an object that has a need for something. Consequently, the fundamental condition for human existence is the presence in him (the subject) of various needs, as well as metabolism in the body. Based on this, we can conclude that the initial form of activity of all living organisms are the needs that they have "[13].

The American researcher G. Murray, studying the process of the emergence of motives, wrote: "Need is a construct (a convenient imaginary or hypothetical concept) denoting a force (of unknown physical and chemical nature) that organizes perception, apperception, intelligence, will and action in such a way, in order to change the existing unsatisfactory situation in a certain direction "[3], " ... as a first approximation, we can freely use the term "need" to denote the potential or readiness of an organism to react in a certain way under given conditions "[7]. "In this sense, the need is a latent attribute of the organism. More strictly, it is a noun denoting the fact that some tendency is able to renew itself.

We should not be embarrassed that "need" is used by us both to designate transient events and to designate more or less stable personality traits "[10].

The motive is a structural element of the sphere of motivation of the individual. AN Leontiev asserts that "motives have an objective character, which means that need becomes motivation, provided it is objectified.

A motive is a specific desire, not a desire itself "[13].

Psychologist A. N. Leont'ev asserted: "The presence of a need is a necessary prerequisite for any activity, but the need itself is not yet capable of giving the activity a definite direction. That which is the only stimulus of directed activity is not a need in itself, but an object that meets a given need. The subject of need - material or ideal, sensually perceived or given only in representation, in the mental plane - we call a motive "[13]. Some researchers define "motive" as a reason, which is "the basis for choosing any specific actions and deeds, external and internal conditions in their totality, which are aimed primarily at the manifestation of the subject's activity" [8].

The creator of the theory of motivation Heinz Heckhausen notes that "the concept of" motive "includes the following concepts:" need "," motivation "," attraction "," inclination "," striving "and some others" [6]. As we can see, these words have different connotations in their meaning, but they all indicate a "dynamic" moment in which the action is directed at specific target states, independent of the specifics and containing a value moment. It is these goals that are "striving to achieve, while the individual can use unlimited ways and means to achieve the goal" [11].

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There are other definitions of the concept of "motive" in the psychological field of science. The Soviet psychologist LI Bozhovich adheres to the concept of "motive", "which includes the following components: intentions, ideas, ideas, feelings, experiences" [4].

Domestic psychologist PA Rudik in the concept of "motive" includes the following components: "desires, wants, habits, thoughts, a sense of duty" [12]. The Russian scientist, psychologist VS Merlin equates the term "motive" with the concept of "motivation", due to the fact that "the nature of actions that are aimed at achieving the goal depends on motives" [15]. When a person grows up, many of the motives that are the basis of human behavior become so characteristic of a person that they turn into traits of his personality. These motives include the motivation for achievement and the motivation for avoiding failure, as well as the motive for power, helping others (altruism), motives for aggressive behavior, and some others. Those motives that occupy a dominant position in human behavior are the basis of personality characteristics, manifested in the characteristics of personality traits of a different kind.

An important condition for increasing the interest of schoolchildren in physical culture is the formation of positive motivation in schoolchildren to learn, that is, the desire to learn, learn, comprehend. Improvement and reflection will become a personality trait of an adult. Personality and motives mutually influence each other. This is manifested, first of all, in the fact that the dominant motives become the most important feature of the personality, and in accordance with this the personality itself, that is, its main properties, affect the formation of motives. Personality and its properties affect the individual characteristics of the course of the formation of motives, including all stages of this process.

All people have their own individual, different from all others, "complex set" of motives. This is precisely the reason that there is still no generally accepted classification of motives in science. Concepts and theories that are devoted to motives, motivation and personality orientation are exactly the same as the number of researchers involved in their classification [22].

One of the researchers of motives A.G. Kovalev identified four leading groups of motives:

- 1) activity motives;
- 2) collectivist motives;
- 3) public motives;
- 4) situational motives [12].

Researcher E.P. Ilyin summarized the existing classifications of motives belonging to domestic scientists, and noted that domestic psychology distinguishes:

- material needs (food, clothing, housing);
- spiritual needs (knowledge of the environment, oneself, creativity, aesthetic pleasure);
- social needs (communication, work, social activities, public recognition).

The motive is divided into "acting" and "potential". Potential motives are motives that a person cannot achieve due to the fact that he does not have the ability to do so. He is hampered by social restrictions, limited time, lack of strength and some other things.

Researcher V.K. Vilyunas notes that "potential motives determine, as it were, reserve options for life - whether and how it will change if new opportunities appear before a person (for example, to change work, place of residence, social circle, etc. .)".

Under the established conditions of life, "potential" motives

play an important role in the development of dreams and dreams, can influence artistic tastes or creativity.

"In educational activities, potential motives must be developed in low-performing students, constantly stimulating them to be able to achieve their goals" [6,].

1. "Structurality is the most important characteristic of motives. The structure of the motive, which serves as the basis of any action or deed, is multicomponent, "the researcher E.P. Ilyin, "it most often reflects several reasons and goals" [11].

"Motivation can be identified not only by the results of activities or outcomes of behavior, but also by specific events that precede the commission of an action or deed. Prior events lead to kinds of different states of motivation. That is why the behavior of a person is often singled out in accordance with what events preceding this behavior could have been "[9]. Interest in the content, in the process of activity, duty to society, self-affirmation and some other - all these are motives. Consider this example:

A scientist can be motivated to research activity by such motives as:

- 1) self-realization;
- 2) self-affirmation;
- 3) cognitive interest;
- 4) social motives (responsibility, desire to benefit society);
- 5) material incentives (remuneration in monetary terms);
- 6) comparing oneself with an idol.

A person's desire to perform specific actions is a manifestation of his motivation for something. If a student is diligent, then he is motivated to study.

An athlete who strives to achieve a high result has an increased level of achievement motivation. A high level of motivation for power is manifested in a leader's desire to subordinate. Having considered several specific examples, we can confidently give "motivation" the following definition: The set of motivating factors that determine the activity of a person is motivation.

Allocate motives: 1) needs; 2) incentives; 3) situational factors that determine the behavior of a person (person).

Motives are relatively stable manifestations, personality attributes. When we say that the cognitive motive of behavior dominates in a particular person, we mean that this particular person has a cognitive motivation in various situations most often manifests itself. Motivation includes, in addition to motives, situational factors, the concept of which includes the influence of people, the specifics of activities and situations. The motivation of the individual in a certain period of time is strongly influenced by the complexity of the task, the requirements of the leadership, the attitudes of the people who surround them - these are situational factors, dynamic, rapidly changing. But there are opportunities that can affect them and the activity of the individual as a whole. The strength of the motive, the intensity of the situational determinants of motivation, this includes the requirements and influence of people, as well as the complexity of tasks, etc.) serve as components of the intensity of actual motivation - the one that acts "here and now."

It can be argued that the motivation of the activity and the activity of the employee directly depend on the requirements and attitudes of the manager and some other situational factors, and not only on the intensity of motives, that is, personal formations that are stable and manifest in different circumstances.

**Consider this example:** A student takes a test. In this specific time period, when the test is performed, the

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motivation for the student to achieve a successful result depends, in addition to the student's own motives, on many situational factors, namely the instructions and attitudes of the experimenter and people who previously influenced his motivation, and as a result, on his further actions.

The next example: an athlete's motivation depends, in addition to his own physical or other characteristics, on the strength of his motives, as well as on a number of such situational factors as the coach's attitude, situations that have developed during the tournament, expectations of fans and other people, team spirit "And other things. It should be noted that the motivation of activity is not uniquely determined not by a specific motive or even a set of motives. In determining what influences motivation, taking into account the contribution of factors in a particular situation is necessary.

**Consider an example:** if the learning activity is overly complex and there is no normal interaction with the teacher or leader, then these factors become means of reducing motivation and, consequently, reducing the effectiveness of activities. We conclude: Motivation is a combination of personal and situational factors that induce a person to take action. To expand the concept of "motivation", he is given the following definition: - a set of stimulating factors that cause the activity of the individual and determine the activity of his activities is motivation. In a broad sense, the term "motivation" is used in all areas of psychology that investigate the causes and mechanisms of human and animal behavior.

There are two distinct classes of incentives, but this class distribution is relative:

- 1) a class of needs and instincts that are the source of activity;
- 2) a class of motives serving as the reasons determining the purposefulness of behavior and activity.

The state of lack of something, which the organism itself tries to compensate, is called a need.

A need is an internal tension that dynamizes and directs activity towards obtaining what is necessary for the normal functioning of the organism and the personality itself. Need is a necessary condition for activity. But the need as such cannot provide a clear direction for the activity. A need needs the need to search for an object that satisfies it. Here is an example: A person has an aesthetic need. It corresponds to selectivity, but does not direct a person to what actions a person must perform in order for an existing need to be satisfied. There are several ways to satisfy this need: listening to music, striving to write a poem or picture, and so on. How can you distinguish between the concepts of "motive" and "need"? A need is a source of activity, which, according to many researchers, determines what brings an individual into an active state, that is, his needs. What is the activity of the personality directed to? Why are certain actions and deeds chosen? To answer these questions, you need to start from the research of motives, from how these motives are manifested. Let us recall that motives are motivating factors that determine the direction of activity and behavior. It is from this concept that it is worth starting from when answering questions regarding the orientation of the personality's activity. Therefore, it can be noted with confidence that:

- need is a means of stimulating activity;
- motive is a means of directing activity, it follows that motive is an incentive to activity, which is directly related to the satisfaction of the needs of the subject.

The emergence of needs occurs as a result of objectification

and concretization on an object that satisfies this or that need (for example, an aesthetic need can be determined on music, as one of the objects that can satisfy this particular need). The development process determines the possibility of satisfying the same need for such a subject as poetry.

Hence, we conclude: aesthetic need can be satisfied by several objects, and the development of the need leads to an increase in objects that can satisfy it.

We came to the conclusion that the path of development and change of objects that respond, objectify and concretize needs, and develops and changes these needs. "There are differences in motivation in terms of its type and strength. These differences are in the degree of thirst (more or less), fear (more or less). Science confirms that motivation excites (prompts), fills with energy. But there are various theories that interpret the activation of behavior through motivation in different ways "[14].

Interest is a complex and meaningful education for a person and personality. It has a number of different interpretations. Interest is considered as:

- 1) selective focus of human attention;
- 2) the manifestation of the mental and emotional activity of a person;
- 3) activator of feelings;
- 4) active attitude of a person to the world through emotions and cognition

5) the specific attitude of the individual to the object, which is caused by the awareness of meaning in life and attractiveness in emotional terms [15]. Cognitive interest is the most important area of the general phenomenon of interest. Its subject is cognition of the surrounding world, which is a significant property of a person, which, in addition to a purposeful biological and social reference point, in reality, manifests itself in the desire to penetrate into the diversity of the world, to reflect in the consciousness of the aspects of the essence of being, cause-and-effect relationships, patterns and contradictions, which is essential in the relationship of a person to the world that surrounds him. Cognitive interest included in cognitive activity is closely related to the formation of personal relationships: a selective attitude towards various fields of science, cognitive activity, to participation in them, as well as to communication with participants in cognition.

Based on the knowledge of the world of objects and the attitude towards it and scientific truths, the following is formed:

- outlook on the world;
- worldview;
- attitude, the character (active and biased) of which is promoted by cognitive interest. Cognitive interest due to the activation of all mental processes of a person at the peak of his development (at a high level) encourages a person to search for a transformation, and a permanent one, of reality. This happens by changing, complicating the goals of the activity, highlighting the relevant and significant parties in the subject environment for their implementation, as well as by searching for the methods necessary for the activity, by introducing the creative principle.

The peculiarity of cognitive interest lies in the ability to enrich and activate the cognitive and any other process of personality activity. Every process of activity has a cognitive beginning. Using objects and materials, tools and methods in work, a person needs to know the properties of all of the above. He also has a need for knowledge and study of the scientific foundations of production at the present stage, in understanding the processes of rationalization, in



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knowledge of production technology. At the heart of every type of human activity lies the cognitive principle, creative and search processes that contribute to the transformation of reality.

A person who is inspired by the interest of knowledge performs any activity with greater passion and more efficiently [6]. Cognitive interest is the most important personality formation that develops in the process of a person's life, is formed in the conditions of society, where he exists, which is not immanently inherent in a person from birth. Cognitive interest in the life of specific individuals occupies a significant place that is difficult to overestimate. It serves as the most energetic activator stimulating human activity, as well as real objective, educational, creative actions and human life in general.

In preschool years, cognitive interest is of particular importance, since it is this period that is the period of the formation of the fundamental foundations of life. Cognitive interest is, first of all, the integral education of the personality, which, in comparison with the general phenomenon, has a complex structure, which includes intellectual, emotional, and regulatory mental processes. Human connections with the world (objective and subjective), which are expressed in relationships, are also a component of the structure of cognitive interest. Objective and subjective are one in interest.

This unity is the place where the dialectic of the formation, development and deepening of interest is manifested. The formation and development of interest occurs in the process of activity. Apart from individual components of activity, it is influenced by the whole essence of objects and subjects. This essence includes character, process and outcome. Interest serves as a kind of "alloy" of the totality of mental processes that form the tone of activity, such personality states as joy (for example, from learning), the desire to deepen in the knowledge of the subject that interests, in cognitive activity, feelings of failure, volitional efforts to overcome these failures [13].

Excitation of certain nervous structures (functional systems), conditioned by the need and causing the directed activity of the organism, is called motivation.

There is also the following definition of motivation: it is the basis of a person's mental life, which encourages the performance of certain actions; it is a set of psychological causes that determine the beginning, direction and level of active human behavior.

### **Motivation includes:**

- needs;
- interests;
- goals;
- intentions;
- aspirations;
- motives (ideal motives and material goals) that each person has;
- external factors that make a person behave in a certain way (i.e. stimuli).

The state of need in certain conditions that a person or animal lack for normal existence and development, a deficiency of something is called a need. The number of needs increases with increasing emotional development of the body. Strength, frequency of occurrence, method of satisfaction and subject matter are the main characteristics of needs.

The needs are divided into:

- organic;

- material;
- social;
- spiritual.

The motives are characterized by:

- breadth, which includes a variety of human motivations;
- flexibility that is able to satisfy motivation in a variety of ways.

For example, in food, in obtaining information from several sources. The ratio of the motive to the content of the activity is an important characteristic of the motivation of human activity.

Intrinsic motivation - when an activity is important for a person in itself, for him it has its own personal meaning. For example, cognitive activity or activity that promotes personal growth. Of interest is a special form of intrinsic motivation. It includes the concept of cognitive motivation, which has no connection with all human needs, except for orientation and research. Interest with external motivation is a means of satisfying needs. For example, the need for wages, social prestige and more. Motivation can be both positive, which manifests itself in the desire for success, and negative, manifested in the avoidance of failure. Striving for success and motivation for achievement are combined with intellect and form a single structure that ensures a person's successful adaptation to living conditions. When a failure avoidance motive prevails, it leads to inadequate self-esteem and a level of ambition that is not real. People who have this motive prevailing more often choose very easy tasks for themselves that they are able to solve. Or very difficult tasks that are not ashamed to be solved. The power, expressed in psychological "pressure", exerting a motive on behavior, having the ability to change this behavior, is an obvious characteristic of any motive. Factors on which the strength of motivation depends: - the strength becomes greater when the subjective significance, the importance of achieving the goal and the subjective probability of achieving it as a result of this behavior are greater. The admission to the cerebral cortex for sensory excitations, their strengthening and weakening depends on the motivational state. An external stimulus is effective if its qualities are objective, as well as the motivational state of the organism. Attractions, desires, interests, aspirations and attitudes refer to the motivational states of a person. The stereotypical readiness to act in a particular situation in a certain way is called an attitude. It arises from past experience.

An attitude is an unconscious basis for acts of behavior, in which the goals of the action, the need for which it is performed, is not realized. Installations are:

- situational-motor or motor setting. Example: the readiness of the cervical vertebrae for head movement;
- sensory-perceptual attitude. Example: waiting for a call, highlighting a significant signal from the general background sound;
- social-perceptual attitude - these are stereotypes of perception of socially significant objects. Example: having tattoos is perceived as a sign of a criminalized person;
- cognitive or cognitive attitude;
- mnemonic attitude to memorize significant material. The motivational state of a person is a mental reflection of the conditions that are necessary for the life of a person as an organism, individual and personality.

Human behavior is guided by the expectation and assessment of the results of the actions that are supposed to them and their consequences. The significance attributing the effects to the subject is determined by the value

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dispositions that are inherent in him and denoted by the concept of "motives". "Motive includes attraction, urge, need, inclination, aspiration and more. The shades of meaning for these terms are different, but they all indicate a "dynamic" moment of direction of action on target states, which contain, regardless of the specifics, a value moment. The subject seeks to achieve the target states in any way and using a variety of means "[15].

The motive is created by the target state of the "individual-environment" relationship, which in itself is desirable and satisfactory in comparison with the present state. The motive is understood as the desired target state, which is expressed in the relationship "individual-environment". This understanding of motive makes it possible to isolate from it the problems of the psychology of motivation.

1. The number of different motives is equal to the number of equivalent classes of relations "individual-environment". Classes can be categorized based on the target states that people aspire to. This is the problem of classification of motives [10].
2. Motives are relatively stable evaluative dispositions that are formed in the process of individual development. This is the problem of finding out the possibilities of changing motives with the help of purposeful intervention, as well as the foundations of the possibilities and influences of the environment, which contribute to the emergence of individual differences in motives. 3
3. Each person has individual manifestations (in strength and character) of motives. Different people have different hierarchies of motives. This determines the problem of measuring motives.
4. At a certain point in time, a person's behavior is motivated by the highest (strongest), dominant over all others, motive in the hierarchy. It is closely related to the prospect of achieving the target state or to a dubious achievement.

This dominant motive is activated and acts at the right time. Along with this motive, others who are subordinate to it or are in conflict with it can also be activated.

### CONCLUSIONS

Formation of external motivation by a teacher allows raising interest only if he [teacher, mentor, coach] will take into account the capabilities of the personality of each ward. Only in this case the mechanism of intrinsic motivation is triggered, which determines the interest in physical education.

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