

**THE EXTENT TO WHICH THE ISSUE OF ADOLESCENTS'
PERCEPTIONS OF SPORTS ACTIVITIES HAS BEEN STUDIED IN
LOCAL PSYCHOLOGICAL RESEARCH**

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Abstract: *This article analyzes the issue of shaping adolescents' perceptions of sports activities and examines the extent to which this topic has been explored in local psychological research. Drawing on scientific sources, it highlights the psychological characteristics of adolescence and the role sports play in fostering interest in athletic activity, motivation, value systems, and the formation of career orientations. Furthermore, the article analyzes research conducted by local psychologists regarding the impact of sports on personality development, specifically concerning the cultivation of volitional qualities, emotional stability, social adaptation, and a healthy lifestyle. It substantiates the roles played by the family, educational institutions, coaches, and the social environment—as well as the importance of their collaboration—in shaping adolescents' perceptions of sports. The findings indicate that, while local psychological research has addressed certain aspects of this topic, a comprehensive study of the issue—encompassing socio-psychological, motivational, and personality development perspectives—remains a pressing scientific priority. Conducting new research in this field using modern psychodiagnostic methods and innovative approaches holds both scientific and practical significance.*

The process of forming ideas about sports activities in teenagers is one of the important psychological and social stages of personality development. Adolescence is a period of biological growth, self-awareness, testing social roles, and determination of life direction, so sports activities are of particular importance in this process.

Key words: *Sport, training, emotion, scientists, enjoyment, stable, competition, teenagers, imagination, personality, endurance, discipline, experience.*

Introduction.

Perceptions of sports activities are shaped by an adolescent's daily experiences, emotional reactions, and social interactions. Success, challenges, victories, or defeats experienced during training are among the key factors determining one's attitude toward sports. If an adolescent feels supported, valued, and understood within the sporting context, the activity becomes associated with positive emotions, fostering a lasting interest. Conversely, in an environment characterized by constant criticism, unfavorable comparisons, or pressure, sports may be perceived as a negative experience. Thus, perceptions of sports evolve in direct connection with emotional experiences.

During adolescence, sports serve as an effective tool for socialization. Sports teams become a setting where adolescents learn about communication, cooperation, and competition. Through team training, adolescents learn to coordinate their actions with others, adhere to social norms, and develop a sense of responsibility toward a shared goal. These experiences lead to the perception of sports as a means of personal development. Consequently, sports become firmly established in the adolescent's mind as an activity of social significance.

Discussion and Findings.

An adolescent's intrinsic motivation plays a crucial role in shaping their perception of sports activities. When sports are linked to personal interest and a desire for self-testing and development, a stable attitude toward them emerges. Through sports, adolescents learn to set goals, strive to achieve them, and analyze the results. This process transforms sports from mere training into a meaningful life experience. Sports activities that align with personal goals become significant and purposeful for the adolescent.

Sports activities also shape the adolescent's attitude toward themselves. The physical and psychological skills developed during training boost self-confidence. Through sports, adolescents begin to recognize their own strength, willpower, and capabilities. This realization positively influences self-assessment, turning sports into a means of self-affirmation. At the same time, the challenges encountered in sports teach adolescents patience and how to accept failure as a valuable life experience.

The general psychological climate of the social environment plays a significant role in shaping perceptions of sports activities. Relationships involving parents, coaches, schools, and sports teams shape how an adolescent perceives sports. A supportive and understanding environment imbues sports activities with positive meaning. Under such conditions, sports become a vehicle for the adolescent's personal development, healthy competition, and social adaptation. Thus, sports activity emerges as a crucial factor in the psychological, social, and motivational development of the adolescent's personality.

Scholars such as E. G'oziyev, Sh. Abdullayeva, E. Xurramov, Y. Ahmadaliyev, E. Maxkamov, Z. D. Adilova, Z. G. Gapparov, A. M. Jabborov, G'. B. Shoumarov, V. M. Karimova, D. G'. Muxamedova, B. A. Maxmudov, Sh. M. Salixov, M. E. Sattorov, and T. T. Arzimbetov have scientifically substantiated physical education and sports—and sports tourism in particular—as multifaceted pedagogical processes that foster an individual's motivational, volitional, psychological, and social development. According to their shared perspective, sports activity cultivates responsibility, determination, independence, psychological stability, and social adaptation in adolescents through the interplay of internal needs and motives, conscious engagement, the social environment, the example set by the coach, and regular, guided training sessions.

According to E. G'oziyev, the internal driving force behind an individual's activity is determined by a system of motives—a system comprising psychological components such as needs, desires, dreams, emotions, attitudes, ideals, and

conscience [96]. This approach is also significant in the process of shaping adolescents' perceptions of sports activities. This is because an adolescent's attitude toward sports is formed precisely through internal needs and personal goals. If sports training aligns with an adolescent's intrinsic interests and social needs, the activity is perceived as meaningful for their personal development. In this context, sport ceases to be a mere obligation and instead becomes a means for self-expression and social acceptance [101].

Sh. Abdullayeva and E. Xurramov emphasize that, within the process of physical education, the maturity, determination, and integrity of the educator serve as crucial factors in the adolescent's development—not only physically but also socio-psychologically [12]. In their view, the personal examples set by coaches and teachers directly shape adolescents' perceptions of sports. In particular, innovative approaches, novel educational methods, and the integration of sports activities into the educational process help adolescents perceive sports as a socially significant activity. In such an environment, sports activities become a factor that fosters responsibility, discipline, and social values in adolescents.

According to Y. Ahmadaliyev and E. Maxkamov, sports tourism is currently one of the fastest-growing sectors, developing in close connection with sports competitions and health-oriented activities [44]. This process broadens adolescents' understanding of sports activities, helping them perceive sports not merely as training, but as a cultural and social experience. Activities such as hiking, mountaineering, rafting, and trekking within the realm of sports and wellness tourism create an environment that fosters teamwork, cooperation, and social adaptation among adolescents [58]. Consequently, sports activities come to be viewed by adolescents as a source of life experience and social engagement.

According to another point made by Y. Ahmadaliyev, physical education is not only a means of developing the human body morphologically and functionally but also a psychological process that shapes the movement skills essential for life and the knowledge associated with them [44]. This definition is significant for

shaping adolescents' perceptions of sports activities; it establishes a basis for viewing sport as a factor that fosters not only physical development but also mental and social maturity. The multifaceted nature of sports activity leads adolescents to perceive sport as a socially beneficial and spiritually significant pursuit that contributes to personal development.

In our view, the formation of adolescents' perceptions regarding sports activity is a complex psychological process directly linked, first and foremost, to the individual's system of internal motives and social needs. An adolescent's attitude toward sport solidifies not merely through external demands, but through internal interest, personal goals, and the need for social acceptance. When sports activity aligns with the adolescent's personal needs and their understanding of their place within the group, it becomes a meaningful activity that is viewed positively. In this context, sport is perceived not merely as an obligation, but as a means for self-expression, gaining experience, and social adaptation. The sporting environment and its educational approaches foster the development of responsibility, discipline, and social values in adolescents. At the same time, aspects of sports activity that promote health, teamwork, and life experience lead adolescents to view sport as a multifaceted social phenomenon. Consequently, sports activity establishes itself as a crucial factor ensuring the holistic physical, psychological, and social development of the adolescent's personality.

According to Z. D. Adilova, in the process of enhancing the professional training of future physical education teachers, it is crucial not to limit oneself solely to developing physical attributes but also to cultivate qualities of willpower through sports tourism [43]. Efforts are directed toward stimulating interest in this type of activity, improving the quality of physical education sessions via sports tourism, and effectively utilizing additional external resources. Consequently, the professional competitiveness of future specialists increases, ensuring their effectiveness in pedagogical practice. The qualities of willpower developed within

the context of sports tourism strengthen professional resilience and the sense of responsibility.

Research by Z. G. Gapparov indicates that a healthy lifestyle and regular engagement in sports tourism foster important volitional qualities such as patience, determination, independence, and drive [63]. During sports tourism activities, physical and psychological capabilities develop in harmony, and skills for the effective use of physical exercises and sporting events are acquired. Through this process, individuals gain a deep understanding of their own needs and consciously select the forms of sports tourism that best suit them. As a result, professionally significant qualities such as determination, resilience, and courage begin to be consistently demonstrated in pedagogical practice.

As Sh. A. Abdullayev notes, physical education lessons are among the most effective forms of engaging in physical exercise and play a crucial role in the development of volitional traits [12]. These sessions are characterized by their systematic nature, mandatory status, and comprehensive scope. The lessons are conducted based on a scientifically grounded program and under the guidance of qualified specialists, taking into account age-related characteristics, gender, individual capabilities, and health status. It is precisely these factors that enhance the educational and psychological effectiveness of the physical education process.

Extracurricular sports activities—including sports clubs, competitions, and various physical education events—play a vital role in engaging people in mass sports and fostering an active lifestyle. These activities boost physical activity, encourage a commitment to a healthy lifestyle, and provide opportunities for meaningful leisure. Consequently, the role of extracurricular activities is highly valued in developing the knowledge and skills related to sports tourism among future physical education teachers.

In our view, sports tourism and physical education activities serve as significant socio-psychological factors that shape not only physical fitness but also qualities such as willpower, a sense of responsibility, and stable behavioral traits.

The complex situations encountered during sports tourism foster patience, determination, and the ability to make independent decisions. Organizing physical education activities in a systematic and scientifically grounded manner helps strengthen psychological stability and internal discipline. Meanwhile, extracurricular sports activities heighten an individual's interest in sports and steer them toward an active lifestyle. The experience gained through sports tourism ensures the harmonious development of both physical and mental capabilities. As a result, sports activity becomes established in the individual's consciousness as a vital value that fosters professional stability and social responsibility. Consequently, sports tourism and the process of physical education emerge as educational and developmental tools of strategic importance in the comprehensive development of the individual.

According to A. M. Jabborov, qualities such as initiative and vigor can develop relatively independently of other volitional traits. These qualities become particularly evident during youth and adolescence. Striving for results during an activity leads to the effective use of available opportunities; the outcomes achieved in this process depend largely on the characteristics of the nervous system and the individual's personality. Initiative represents the ability to carry out independent activity and plays a crucial role in executing complex tasks related to sports tourism, while vigor ensures the full mobilization of available strength and resources.

G'. B. Shoumarov emphasizes that the development of decisiveness is directly linked to an individual's self-confidence, intrinsic motivation, and volitional stability. This process is also associated with the individual's personal characteristics and the structure of their nervous system. Therefore, the process of developing knowledge regarding sports tourism among future physical education teachers must be conducted in close conjunction with the shaping of their willpower, decisiveness, and psychological stability.

Conclusion.

An adolescent's perception of sports activity extends beyond the simple knowledge of "what sport is"; it is composed of the personal meaning, emotional attitude, and social evaluations associated with sports. This perception is directly linked to the adolescent's self-identity, their standing among peers, and their level of self-confidence. Socio-psychological factors transform sport from "mere exercise" into an answer to the question, "What does this mean to me?" Consequently, these perceptions are formed through the continuous interaction between the adolescent's inner world and the external environment. As the attitude toward sport stabilizes, the adolescent's behavior in sports becomes purposeful and consistent.

When the family views sport as a value, the adolescent is inclined to accept it as a "lifestyle" rather than an "obligation." Supportive attitudes from loved ones foster a willingness to act without fear of failure, to test oneself, and to learn. However, excessive control or constant comparisons can frame sport as a source of external pressure rather than an intrinsic interest. Therefore, encouragement, understanding, and realistic expectations create a crucial balance in shaping a positive perception. Family influence plays a significant role, particularly in decisions regarding whether to take up, continue, or quit a sport.

School and sports teams serve as a "social laboratory" for adolescents, where attitudes toward cooperation, competition, and rules are put to the test. When there is a strong sense of acceptance and belonging within the team, sport becomes firmly established in the adolescent's mind as a safe and meaningful activity. Conversely, instances of discrimination, ridicule, or unfair assessment can link sports to unpleasant experiences. School sports events, support from classmates, and a positive team atmosphere create a foundation for a positive perception of sports. In this regard, the sports team simultaneously shapes the adolescent's social status, self-esteem, and motivation to continue participating in sports.

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