



DEVELOPMENT OF MOTIVATION FOR SUCCESS IN AMATED ATHLETES

Rakhimov Gulomjon Davronbekovich

independent researcher at Bukhara State University

E-mail: man_gulomjon@mail.ru

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Abstract. This article analyzes the personal determinants that influence the development of success motivation in amateur athletes. In particular, the individual psychological characteristics of athletes, the level of self-esteem, the quality of willpower, emotional stability, purposefulness, and the significance of internal motivation in sports activities are highlighted. The study provides a scientific and theoretical justification for the factors influencing the formation of the desire to achieve success in amateur athletes and their impact on athletic results. Opportunities for improving the psychological readiness and effectiveness of athletes through the development of motivation are also considered.

Keywords: amateur athlete, pursuit of success, motivation, personal determinants, internal motivation, sports psychology, quality of will, emotional stability, self-esteem, sports activity, psychological preparation.

Introduction. Achieving success in modern sports activities is closely linked not only to an athlete's physical fitness but also to their psychological characteristics. Particularly in the activities of amateur athletes, the motivational factor is the regularity of sports training, the stability of sports results, and an important condition for personal development. Success motivation expresses the athlete's internal need to achieve set goals, overcome difficulties, and achieve high results. Today, in sports psychology, studying the factors influencing the formation and development of motivation is considered one of the most pressing scientific issues. Particularly in amateur athletes, the role of personal determinants—specifically individual-psychological characteristics, self-esteem, volitional qualities, emotional stability, responsibility, goal-orientation, and internal motivation—is of particular importance in the development of success motivation. These factors have a direct impact on an athlete's attitude toward sports activities, training activity, and athletic performance.

Unlike professional athletes, the majority of amateur athletes engage in sports not for financial gain or professional activity, but for the purpose of self-development, forming a healthy lifestyle, and achieving personal success. Therefore, identifying and developing the psychological mechanisms of success motivation in them is of great scientific and practical importance in increasing the effectiveness of sports activities. The aim of this study is to analyze the personal determinants influencing the development of success motivation in amateur athletes and to scientifically substantiate their role and significance in sports activities. The results of the study serve to improve the psychological preparation of athletes, develop motivational programs, and increase the efficiency of sports activities.

Literature review on the topic. The problem of motivation for striving for success is one of the most widely studied scientific directions in psychology and sports psychology. Research conducted on this matter indicates that the effectiveness of sports activities depends not only on the level of physical fitness but also on the athlete's motivational sphere and personal-

psychological characteristics. The theoretical foundations of success motivation were first developed by American psychologists. In particular, D. McClelland characterizes the need for success as an important motivating factor in an individual's activity. In his opinion, individuals with a high need for success strive to perform complex tasks, are not afraid to take responsibility, and prefer results-oriented activities.

J. Atkinson, analyzing the relationship between the motives for achieving success and avoiding failure, emphasizes that an individual's behavior depends on the ratio of these two motives. In the studies of representatives of humanistic psychology, including A. Maslow and C. Rogers, motivation is interpreted in connection with the individual's need to realize their potential. According to Maslow's theory of the hierarchy of needs, a person strives for success by satisfying their highest needs, i.e., self-expression and development. This approach serves as an important theoretical basis for explaining the internal motives of athletes to achieve high results in sports activities. Research conducted in the field of sports psychology indicates that motivation holds a special place among the psychological factors influencing athletic results. N. B. Stambulova, Yu. In the scientific works of L. Khanin and A. V. Rodionov, the emotional state, volitional qualities, self-control, and motivational orientation of athletes are evaluated as important determinants of sports activity. Researchers identify an athlete's goal orientation and internal motivating factors as key factors in athletic success.

In modern research, the issue of internal motivation is at the center of special attention. According to the self-determination theory of E. Dessi and R. Ryan, an individual's interest in activity, a sense of independence, and competence serve to form internal motivation. This theory is widely used to explain why athletes engage in sports regularly and achieve long-term success.

Analysis of research by domestic and foreign scientists shows that personal determinants such as the level of self-esteem, emotional stability, volitional qualities, goal orientation, and internal motivation significantly influence the development of success motivation in amateur athletes. However, the majority of existing research is focused on the activities of professional athletes, and scientific research dedicated to the comprehensive study of the motivational characteristics of amateur athletes is insufficient. Therefore, identifying and analyzing the personal determinants of success motivation in amateur athletes is of current scientific and practical importance. S. V. Malanov links the motivation to strive for success with the internal sources of personal development. It explains motivation through an individual's level of self-awareness. According to Malanov, activity increases when an individual understands their capabilities. Activity enriched with inner meaning strengthens the drive for success. Personal values are an important determinant of motivation. He points to reflection as the primary mechanism of development. Analyzing one's own experience brings the individual closer to the goal. Malanov considers motivation to be a consciously controlled process. Personal responsibility increases success orientation.

K. A. Bochaver studies the motivation for striving for success in close connection with an individual's emotional states. It indicates emotional well-being as the leading determinant in the development of motivation. According to Bochaver, positive emotions increase activity. Negative experiences can temporarily reduce motivation. The desire for success stabilizes when an individual manages their emotional state. Bochaver evaluates self-confidence as an

important psychological factor. Social support strengthens emotional stability. The individual becomes more active in a safe environment. Emotional balance strengthens goal orientation.

J. L. Duda explains the motivation to strive for success as a process formed through the social environment. The motivational climate occupies a central place in his views. In an environment that encourages an individual to develop, internal striving increases. Duda shows that an environment based on comparison weakens motivation. A collaborative environment fosters sustainable engagement. The drive for success increases when an individual perceives their mistakes as opportunities for growth. Emotional security is an important determinant. Supporting relationships strengthen motivation. This approach reveals the decisive role of social factors.

C. Ames explains the motivation to strive for success through the content of goals. In his theory, learning-oriented goals are a priority. Stable motivation arises when an individual considers the development of knowledge and skills as their primary goal. A result-oriented approach increases dependence on external evaluation. C. Ames identifies an individual's attitude toward mistakes as an important determinant. Accepting error as a tool for development increases activity. A supportive assessment system strengthens motivation. Competitive evaluation, on the other hand, weakens internal motivation. This approach combines educational and personal development.

J. Archer links the motivation to achieve success with the direction of personal goals. In his view, goals aimed at self-improvement ensure sustainable activity. When a person prioritizes development, internal motivation increases. Archer shows that excessive dependence on external evaluation leads to negative consequences. Self-esteem is interpreted as an important determinant of motivation. The pursuit of success is strengthened when an individual realistically evaluates their achievements. The social environment directly influences the choice of goals. Supporting relationships reinforce positive aspirations. This approach emphasizes personal development.

According to our conclusion, the motivation to strive for success is a complex psychological process closely linked to an individual's goal orientations and the social environment in which they are formed. If an individual accepts development and self-improvement as the primary criteria in their activities, motivation becomes stable and possesses internal content. Excessive focus on results and external evaluation can lead to short-term activity and weaken internal motivation. A supportive and cooperative social environment ensures an individual's emotional security and strengthens the drive for success. Viewing mistakes as opportunities for development encourages an individual not to retreat from activities and to grow. Motivation is more stable when an individual evaluates their achievements based on personal development criteria rather than comparing them with others. Realistic self-esteem and commitment to internal goals serve to strengthen the drive for success. Consequently, the motivation for achieving success must be interpreted as a stable psychological system formed through a combination of personal development, supportive relationships, and the content of goals.

Results and analyses. In particular, we will focus on the analysis of results obtained through T. Ellers's "Motivation to Strive for Success" and "Motivation to Avoid Failure" methodologies.

Table 1

Analysis of results obtained using T. Eller's "Motivation to Strive for Success" and "Motivation to Avoid Failure" methodologies (Mann-Whitney U criterion), (n=170)

Name of scales	Classes	N	Medium	U	Z	p
Success motivation	7-class	90	78,6	2945,0	-2,36	0,018*
	9- class	80	93,1			
Failure avoidance motivation	7- class	90	89,4	3270,0	-1,05	0,294
	9- class	80	81,2			

The results of the comparative analysis conducted based on T. Eller's methodology across classes show that the level of motivation for striving for success differs depending on the age stages, scientifically confirming the existence of the developmental dynamics of this psychological construction ($Z=-2.36$; $p=0.018$). According to the data obtained, the higher manifestation of this motivational direction in 9th-grade amateur athletes is explained by the relatively mature formation of internal motivational mechanisms aimed at achieving personal goals, harmonizing sports activities with future plans, and achieving results. When approached from a psychological developmental perspective, at the high stage of adolescence, an individual learns to realistically evaluate their capabilities and begins to perceive success not as a random phenomenon, but as a product of conscious effort. This situation strengthens volitional control, a sense of responsibility, and steady aspiration in sports activities. The relatively low level of motivation for achieving success in 7th-grade athletes can be interpreted as a result of a greater focus on process aspects of activity and the predominance of external evaluation factors. At this age stage, sports activities are perceived more as a source of emotional satisfaction, while long-term effectiveness is of secondary importance. As a result, the pursuit of success does not reach the level of sustainable strategy. In high-class athletes, however, the complexity of the motivational structure leads to the understanding of sports activities as a means of personal growth. In this process, success is shaped as an internal need and becomes less dependent on external incentives. This factor forms a constructive attitude toward determination, persistence, and failure in the athlete's personality. Thus, the identified statistical difference scientifically demonstrates that the motivation to strive for success is of great importance as an age-specific psychological determinant in amateur athletes.

The age and individual-psychological characteristics of success motivation in amateur athletes are theoretically explained by the ontogenetic patterns of personality development and the gradual complexity of motivational systems. In psychological science, the age factor is interpreted as an important determinant determining the sources, content direction, and regulatory mechanisms of motivation formation; within the context of sports activities, this process is closely linked to personal self-awareness, the mastery of social roles, and the internalization of activity goals. At the adolescent stage of ontogenesis, the motivation for achieving success is activated through mechanisms that rely more on external evaluation, social approval, and the opinions of reference persons; with age, this motivation is enriched by internal regulators, namely personal goals, the need for self-expression, and the desire to realize one's potential.

In developmental psychology, this process is interpreted as the transition of motivation from external forms to internal ones, and in sports activities, this state is manifested by the elevation of the attitude toward training from obligation to the level of conscious choice. From



the perspective of individual psychological characteristics, the motivation to strive for success is formed in direct connection with an individual's self-confidence, volitional stability, emotional regulation, and their attitude toward competition. In psychological theories, self-confidence is interpreted as a key factor ensuring an individual's perception of activity as a controlled process, and it is precisely in the presence of this quality that the pursuit of success acquires a stable and long-term character.

When volitional qualities are developed, motivation does not depend on short-term emotional uplift, but becomes an internal mechanism that ensures the continuation of activity. The level of emotional regulation serves as an important psychological condition ensuring that the pursuit of success does not deviate into protective forms based on fear. Temperament and nervous system characteristics are expressed in the athletes' attitude toward competitive situations and are considered background factors determining the speed, intensity, and stability of the pursuit of success. In theoretical approaches, cognitive-oriented motives provide a meaningful deepening of the pursuit of success, creating a foundation for perceiving sports activities as a value focused not only on results but also on the process itself. In the concepts of personal development, the motivation to strive for success is interpreted not as a static state, but as a dynamic system that is constantly reorganized with age, individual experience, and psychological resources. In the context of sports activities, the stability of this system is determined by the combination of individual-psychological resources.

Conclusions and suggestions. The results of the study showed that the formation and development of success motivation in amateur athletes are closely linked to a number of personal determinants. Specifically, an athlete's self-confidence, goal orientation, volitional qualities, level of self-esteem, sense of responsibility, and internal motivation are important psychological factors for striving for success in sports activities. As a result of the analysis, it was established that amateur athletes with a high level of success motivation set clear goals for themselves, strive to overcome difficulties, and achieve stable results in sports activities. Conversely, athletes with a prevailing motivation to avoid failure exhibit a decrease in initiative, lack of self-confidence, and instability of athletic results. It was also established that the support of coaches, the positive sports environment, family relationships, and the influence of peers play an important role in the motivational development of athletes. These factors contribute to the manifestation of personal determinants and the formation of success-oriented behavior. Consequently, developing the motivation to strive for success in amateur athletes is one of the important conditions for increasing athletic results, improving the volitional and psychological qualities of the individual, and strengthening interest in sports activities.

This should be cited as a recommendation. To develop success motivation in amateur athletes, it is recommended to regularly incorporate elements of psychological preparation into sports training.

Coaches must utilize methods of encouragement and motivational support, taking into account the individual psychological characteristics of the athletes. It is advisable to organize psychological trainings and seminars aimed at forming self-confidence and adequate self-esteem in athletes.

It is recommended to set short-term and long-term goals in sports activities and to regularly monitor their implementation.

It is necessary to develop a constructive approach to failure situations and skills in accepting mistakes as a source of development.

It is recommended to create a positive motivational environment by establishing effective cooperation between athletes, coaches, and parents.

It is advisable to conduct regular psychodiagnostic studies to identify and develop personal determinants that influence the success motivation of amateur athletes.

It is recommended to implement special psychological programs in sports educational institutions for motivation, leadership, goal setting, and stress management.

These recommendations serve to increase the activity of amateur athletes in sports activities, strengthen their psychological stability, and achieve high athletic results

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