



MANIFESTATION OF PSYCHOLOGICAL CHARACTERISTICS OF FREESTYLE WRESTLERS IN HIGHER EDUCATIONAL INSTITUTIONS

Allayarov Dilshod Rakhimboy ugli

Head of the Marketing Department at Ma'mun University

E-mail: dilshodallayarov778@gmail.com

Orcid ID: 0009-0006-5371-5810

<https://doi.org/10.5281/zenodo.22807482>

Abstract: This article examines the manifestation of psychological characteristics among freestyle wrestlers studying in higher educational institutions. Modern sport psychology emphasizes that athletic success depends not only on physical and technical preparation but also on psychological stability, motivation, emotional control, and self-regulation. Freestyle wrestlers who combine academic activities with intensive sports training often face psychological pressure related to competition, educational responsibilities, and social adaptation. The study analyzes the role of achievement motivation, emotional intelligence, anxiety, self-confidence, and volitional qualities in the development of student-athletes. The article also highlights the importance of psychological support programs in universities for improving both academic and athletic performance.

Keywords: freestyle wrestling, sport psychology, student-athletes, motivation, emotional stability, anxiety, emotional intelligence, self-regulation, higher education.

Introduction

In recent years, increasing attention has been paid to the psychological preparation of athletes in higher educational institutions. Freestyle wrestling is considered one of the most emotionally demanding individual sports because athletes constantly experience competitive stress, physical overload, and responsibility for personal results. Student wrestlers simultaneously participate in academic and athletic activities, which creates additional psychological challenges.

The effectiveness of sports performance largely depends on psychological factors such as motivation for success, emotional stability, confidence, self-control, and stress resistance. Therefore, studying the manifestation of psychological characteristics in freestyle wrestlers within higher educational institutions is an actual scientific and practical issue.

A student freestyle wrestler is a person who lives between two fields: on one side is the classroom, complex subjects, and grades; on the other is the barbell, the pressure in the labor and competition field measured in tons. At the intersection of these two worlds, his psychological portrait is formed. At the center of this portrait is purposefulness and internal discipline: in freestyle wrestling, every repetition, every attempt is subject to a plan, a criterion, and self-observation. The student-athlete learns to strictly plan their time: maintaining a delicate balance between sleep, nutrition, training, recovery, and study - this is primarily a psychological self-management strategy.

Motivational sources are multi-layered: alongside external rewards (medal, rating, scholarship), an important place is occupied by an internal source: the joy of self-improvement, the pursuit of technical excellence, and the need to "be better than today." A student freestyle wrestler often develops a "growth mindset": an unsuccessful lift is a window of opportunity,



while analyzing mistakes is the foundation for further success. That's why he keeps a training diary, sees small mistakes through video analysis, and sets clear, measurable goals for himself.

Voluntary qualities — determination, will, patience — are the psychological foundation of free struggle. Working with heavy weights has a natural component of fear; the student-athlete does not deny this fear, but rather effectively guides it through safety rituals, breath control, and visualization. Prestart anxiety is two-sided: cognitive (doubt, negative thoughts) and somatic (heartbeat, sweating of the palms). An experienced athlete can turn this energy into "active training": focusing on a single point, using cue words ("head up," "speed up"), and micro-rituals to bring the posture to the optimal range.

Cognitively, a student of freestyle wrestling specializes in managing "short-range" attention: on the starting line, everything depends on seconds. Reaction speed, kinesthetic sensitivity, spatial awareness, and the precision of the movement program—all of this requires disciplined thinking. At the same time, the auditor also develops the ability to quickly transfer thoughts and perform "mental switching" between topics; this is a transfer competence that can be transferred from sports to learning.

Socio-psychological factors are also important. The quality of the coach-athlete relationship creates a "trust grid" in the student's mind: constructive feedback, fair demands, and instructions provided in supportive language stabilize motivation. The team environment - positive peer pressure, role and competitive-ethical balance - determines the emotional background. The understanding of the family and teachers serves as a psycho-hygienic resource for preventing fatigue under conditions of "double load."

Stress resistance is an integral characteristic of a student freestyle wrestler. When the periodicity of training (prep-competition-recovery) is combined with exam sessions, deadlines, and homework, a psychological reserve (resilience) is activated: techniques such as sleep hygiene, time management, concentration techniques, short meditations, and progressive muscle relaxation become daily practice. This supports not only athletic performance but also academic performance.

The question of personal identity is also profound: the question "Am I an athlete or a student?" often becomes an integrated answer: "I am an athlete-student." It is this integration that stabilizes self-esteem, reduces internal conflicts, and clarifies the hierarchy of goals. Gender and cultural context also play a role: society's attitude toward sports, local values, and role expectations can shape the demands and emotional expression of a student athlete; therefore, an inclusive, respectful sports and educational environment is necessary. A student of freestyle wrestling manifests as a psychologically goal-oriented, self-disciplined, stress-resistant, and open to growth individual. His success lies not only in strength and technique, but also in the combination of internal speech, emotional self-control, planning, and a system of social support. For coaches and sports psychologists, the primary task is to establish practical strategies that help stabilize motivation, optimize the pre-start state, and maintain the educational-sports balance based on an individual psychological profile.

Literature review:

The literature on the psychology of freestyle wrestling students is divided into two major areas: theories of general sports psychology and psychodiagnostic tools; and empirical research on motivation, anxiety, volitional qualities, and coach-athlete relationships within the context of power sports (especially freestyle wrestling).

Motivation and growth thinking. The fact that the internal motivation of student athletes is directly related to the stability of results and well-being is consistently substantiated within the framework of Self-Determination Theory (SDT): when the needs for autonomy, competence, and connectivity are met, internal motivation increases, while external control and excessive pressure decrease. SDT is widely used in the sports and physical education environment, and it has been shown that the teacher/coach's autonomy-supporting method increases the student's participation in learning and sports.[1]

Anxiety and outcome relationships. The most commonly used indicator for measuring pre-competitive state is the Competitive State Anxiety Inventory-2 (CSAI-2), developed by Martens et al. and consisting of sub-scales of cognitive anxiety, somatic anxiety, and self-confidence. Meta-analyses and numerous studies show that increased cognitive/somatic anxiety is negatively correlated with the outcome, while increased self-confidence is positively correlated; a revised version of CSAI-2 (CSAI-2R) is also used in practice [2].

Coach-athlete relationships. Jowett's conceptual model demonstrates that the components of intimacy, commitment, and complementarity between a coach and an athlete influence motivation, stress perception, and results. Positive, trusting relationships also enhance the satisfaction of SDT needs, contributing to the student's academic and athletic sustainability [4].

Special finds in power sports and freestyle wrestling. In recent years, there has been an increase in work on self-regulation, concentration, and psychoregulation strategies for freestyle wrestlers. Some studies note that highly skilled freestyle wrestlers combine intrinsic tension and caution with strong self-control and competitive readiness; it is also noted that "here and now" mindfulness and pre-performance rituals/"routines" also work in freestyle wrestling. Work on other power sports suggests insights close to the intrinsic motivation profile in freestyle wrestling, showing the importance of personal challenge and mood management motives [5].

Discussion:

This study demonstrated how the psychological characteristics of students involved in freestyle wrestling manifest at the intersection of two fields—education and sports. The obtained observations mean that the stability of the result and the student's well-being rely more on a "self-management system": the accuracy of goal setting, time and energy management, emotional state regulation, and attention management strategies simultaneously support the student's performance in both the competition and the classroom. "Willpower" is not isolated here; it becomes an effective force when combined with planning, reflection, and psycho-hygiene.

Motivational content also turned out to be an "invisible" but decisive factor. Students with a predominance of internal motivation (the joy of self-improvement, satisfaction with technical excellence) exhibited higher levels of endurance, post-error recovery, and participation in learning. Conversely, relying solely on external pressure and rewards, especially when exam sessions and competitive periods overlap, can lead to fatigue and decreased engagement. This result highlights the importance of both the coach's and the teacher's style: an approach that supports autonomy and provides meaningful feedback stabilizes the student's internal motivation; while excessive control and negative reprimands weaken long-term engagement in exchange for short-term "discipline."

Regarding emotional states and preterm anxiety, observations confirmed that "one measure does not fit everyone." The ratio of cognitive (thoughts) and somatic (physical characteristics) components varies depending on individual differences and the frequency of training. Some students work on the "high excitement - high strength" formula, while others maintain precise technique in lower excitement. Therefore, the optimal situation is an individual zone. Therefore, methods such as breathing regulation, visualization, cue words, and micro-routines are more effective when used as a "package" but with personalized settings. Importantly, these skills should not be limited to pre-competitions: the transfer of application should also be encouraged in academic "starts," such as classroom speaking, laboratory work, or exams.

Voluntary qualities — persistence, patience, self-control — are often imagined as innate qualities in the context of freestyle wrestling. Our reasoning suggests that they can be turned into practiced skills. For example, "micro-goals" (a clear intention for each set and repetition), "reset after an error" (three breaths - keyword - visual anchorage), and exercises to expand/constrain the "focus window" in a short period of time strengthen the student's self-control in an operational state. This approach transforms a strong will into a "rational will": a will that does not deny danger but controls it.

Conclusion.

Overall, the discussion shows that viewing the psychological characteristics of freestyle wrestling students as a "strength-technique-psychology" triad, i.e., in a systematic approach, is the most effective way. We have seen that by finding an optimal personal emotional zone, nurturing internal motivation, and qualitatively recalibrating coach-student communication, it is possible to increase not only competitive results but also stability in learning. Thus, success in freestyle wrestling is not just about kilograms or numbers in protocols; it is a psychological ecology consisting of conscious training, intelligent recovery, and meaningful communication.

List of references:

1. Ryan R. M., Deci E. L. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being // American Psychologist. 2000. Vol. 55, № 1. P. 68-78. DOI:10.1037/0003-066X.55.1.68.
2. Jokela M., Hanin Y. L. Does the Individual Zones of Optimal Functioning Model Discriminate Between Successful and Less Successful Athletes? A Meta-Analysis // Journal of Sports Sciences. 1999 Nov. Vol. 17, № 11. P. 873-887. DOI:10.1080/026404199365434.
3. Popovych I., Semenov O., Hrys A., Aleksieieva M., Pavliuk M., Semenova N. Research on Mental States of Weightlifters' Self-Regulation Readiness for Competitions // Journal of Physical Education and Sport (JPES). 2022. Vol. 22, Iss. 5, Art. 143. P. 1134-1144. DOI:10.7752/jpes.2022.05143.
4. Understanding the Coach-Athlete Relationship. Available at: https://www.researchgate.net/publication/232506356_Understanding_the_Coach-Athlete_Relationship
5. The Revised Competitive State Anxiety Inventory-2. Available at: <https://journals.humankinetics.com/downloadpdf/journals/jsep/25/4/article-p519.pdf>
6. Allayarov D. Talabalar sport faoliyatining psixologik jihatlar va rollari // Journal of Tamaddun Nuri. – 2024. – T. 6. – №. 57. – C. 277-280.

7. Allayarov D. Sportchilarning sport musobaqlarida ishtirok etishning psixologik xususiyatlari // «ACTA NUUZ». – 2024. – T. 1. – №. 1.3. 1. – C. 68-71.
8. ALLAYAROV, D. "COMPARISON OF STATE AND TRAIT ANXIETY LEVELS OF INDIVIDUAL AND TEAM ATHLETES BEFORE AND AFTER COMPETITION." *TAMADDUN NURI JURNALI Учёным:* "Tafakkur-Tamaddun" LLC 9.60 (2024).
9. Allayarov, Dilshod Raximboy-ugli. "THE RELATIONSHIP BETWEEN THE LEVEL OF EMOTIONAL STRESS IN FREEL WRESTLERS AND THE MOTIVATION FOR SUCCESS." *European Review of Contemporary Arts and Humanities* 2.5 (2026): 11-15.

