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PERFORMANCE CONTROL IN ATHLETES: DIAGNOSTICS AND SIGNIFICANCE FOR SUPPORTING PSYCHOLOGICAL WELL-BEING

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Relevance of the research. Analyzing the cognitive representation of intention, J. Kuhl names four interrelated cognitive components, in particular: "1) an idea of the situation (or state) to which the individual aspires; 2) an idea of the actual situation that needs to be changed; 3)

assessment of the discrepancy between what is and what should be; 4) an idea of the action, thanks to which this discrepancy should be overcome. Despite the popularity of Yu. Kuhl's theory in the description of self-regulation of activity, there is currently no psychodiagnosis of the action orientation of athletes, moreover, the role of volitional control in the psychological well-being of an athlete's personality has not been determined.

The Aim is to develop a method of action orientation of an athlete and to determine the role of volitional countermeasures in his psychological well-being.

Conclusions. High stock motivation in a failure situation is associated with the subjective well-being of the individual, especially in the field of physical health. In case of failure, an action-oriented athlete concentrates not on his experiences, but on the performance of the task, that is, he does not dwell on thoughts of failure and evaluates his physical condition more highly. Loss of connection with the goal leads to the fact that the state-oriented athlete experiences difficulties in making decisions because he does not fully understand what he wants to achieve, which can affect psychological well-being. Active planning control is positively related to the athlete's subjective well-being. The athlete's inability to accurately imagine the necessary stages of sports activity leads to the fact that he focuses on his condition, which is manifested in instability during its performance and is associated with a decrease in psychological well-being. Active performance control is positively related to the athlete's subjective well-being.

Keywords: *action orientation, volitional control, sports self-regulation, psychological well-being, self-control, sports activity, athletes.*

Контроль за дією у спортсменів: діагностика та значущість для підтримки психологічного благополуччя

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Авторський внесок: А – дизайн дослідження; В – збір даних; С – підготовка рукопису.

Актуальність дослідження. Аналізуючи когнітивну репрезентації наміру, Ю. Куль називає чотири взаємопов'язані когнітивні компоненти, зокрема: «1) уявлення про ситуацію (або стан), до якої індивід прагне; 2) уявлення про актуальну ситуацію, яку необхідно змінити; 3) оцінки розбіжності між тим, що є, і тим, що повинно бути; 4) уявлення про дію, завдяки якому має бути подолано цю розбіжність. Попри популярність теорії Ю. Куля в описі саморегуляції діяльності на сьогодні не існує психодіагностики акціональної орієнтації спортсменів, більш того – не визначено ролі вольового контролю у психологічному благополуччя особистості спортсмена.

Мета – розробити методику акціональної орієнтації спортсмена та визначити роль вольового контрою у його психологічному благополуччі.

Висновки. Висока акціональна мотивація у ситуації невдачі пов'язана із суб'єктивним благополуччям особистості, особливо у сфері фізичного здоровя. При невдачі спортсмен, орієнтований на дію, концентрується не на своїх переживаннях, а на виконанні завдання, тобто не зациклюється на думках про невдачу і більш високо оцінює свій фізичний стан.

Втрата зв'язку з метою призводить до того, що спортсмен, орієнтований на стан, відчуває труднощі у прийнятті рішень, оскільки він не до кінця розуміє, чого хоче досягти, що може позначатись на зниженні психологічного благополуччя. Акціональний контроль за плануванням позитивно пов'язаний із суб'єктивним благополуччям спортсмена.

Нездатність спортсмена точно уявити необхідні етапи спортивної діяльності призводить до того, що він орієнтується на свій стан, що проявляється в нестійкості під час її виконання і пов'язане із зниженням психологічного благополуччя. Акціональний

контроль за виконанням позитивно пов'язаний із суб'єктивним благополуччям спортсмена.

Ключові слова: *акціональна орієнтація, вольовий контроль, спортивна саморегуляція, психологічне благополуччя, самоконтроль, спортивна діяльність, спортсмени.*

Introduction. Analyzing the cognitive representation of intention, J. Kul names four interrelated cognitive components, in particular: "1) an idea of the situation (or state) to which the individual aspires; 2) an idea of the actual situation that needs to be changed; 3) assessment of the discrepancy between what is and what should be; 4) an idea of the action, thanks to which this discrepancy should be overcome. Despite the popularity of J. Kuhl's theory in the description of self-regulation of activity, there is currently no psychodiagnosis of the action orientation of athletes, moreover, the role of volitional control in the psychological well-being of an athlete's personality has not been determined. The goal is to develop a method of action orientation of an athlete and to determine the role of volitional countermeasures in his psychological well-being.

Methods. We used modified BBC-SWB subjective well-being scale (adapted by L. Karamushka, O. Kredentser and K. Tereshchenko). Sample consists of 234 athletes.

Results.

To assess the ability of athletes to regulate their actions in conditions that complicate the activity (fatigue, monotony, distraction, loss of meaning, internal tension, etc.), the author's questionnaire "Actional / Situational Orientation (control over action) of an athlete" was developed, which is based on the classic questionnaire of Y. Kuhl (Kuhl, 2000).

Since this is exactly what sports activities can be, we standardized the original questionnaire for assessing volitional control in sports activities. The main parameters of volitional control according to J. Kuhl's theory are "modes of control over action in case of failure, when making a decision, when performing an action" (Kuhl, 2000).

It has been established that an action-oriented athlete goes deeper into sports activities than a task-oriented athlete; the

condition-oriented athlete is distracted from the activity. It focuses on constant thoughts, fantasies, and memories related to the past, present, or future. Such an athlete has a violation of motivation and control over actions during self-regulation in sports. The lack of clear parameters of the necessary actions leads to the fact that, in case of failure, the state-oriented athlete concentrates on his experiences, and not on the performance of the task, that is, he dwells on thoughts of failure. Losing touch with the goal leads to the condition-oriented athlete having difficulty making decisions because he does not fully understand what he wants to achieve. The athlete's inability to accurately imagine the necessary stages of sports activity leads to the fact that he focuses on his condition, which is manifested in instability during its performance.

The action control questionnaire contains 24 statements to which, according to the instructions, the subject must choose one of the two proposed options (A or B) with which he agrees more, that is, which characterizes him more. Items and frequencies of choice of answer options are presented in Table 1.

Table 1

Frequencies of choice of options for the statements of the questionnaire "Actional/Situational orientation (control over the action) of the athlete"

1 If I need to practice a specific action (skill) in sports:
A. It is difficult for me to force myself to start working; 51%
B. I prefer to do the work and forget about it. 49%
2. When I learned a new and useful technique (technique / element, etc.):
A. I quickly tire of it and switch to something else; 47%
B. I can be enthusiastic for a long time. 53%
3 If I have practiced for many weeks a certain technique (strategy, element, etc.) and then it turns out to be completely wrong / ineffective:
A. It took me a long time to get used to it; 45%
B. It bothers me for a while, but then I don't think about it anymore. 55%
4. When I don't have a specific training task and I start to get bored:

A. It is difficult for me to start doing anything at all; 56%
B. I quickly find something to do. 44%
5. When I practice something important or difficult enough in training:
A. I still like to do something else between work; 53%
B. I get so excited that I can't do anything else. 47%
6. When I lose a competition:
A. I quickly forget about losing; 48%
B. The thought of having lost continues to torment me. 52%
7. When I am preparing for a really difficult task in my own sports activity:
A. It feels as if I am facing a big mountain and it is difficult for me to climb it; 53%
B. I am looking for a way to get closer to solving this problem. 47%
8. If I need to solve a difficult task in training or during a competition:
A. I usually don't have any problems solving any problems; 51%
B. It is difficult for me to concentrate and go directly to the solution of the problem. 49%
9 If I need to discuss an important issue with the coach and he is busy:
A. I don't stop thinking about it, even when I'm doing something else; 43%
B. I easily forget about it until I see the coach. 57%
10 When the coach says that my work in training was completely unsatisfactory:
A. I don't let myself think about it too long; 47%
B. I feel paralyzed. 53%
11. When I have a lot of things and tasks at the same time that need to be completed urgently at a specific training session:
A. I often don't know where to start; 61%
B. I think it's important to make a plan and stick to it. 39%
12 If I need to perform two important training tasks at the same time:
A. I quickly start with one thing and forget the other; 45%
B. It is difficult for me to complete one task and forget about another. 55%
13 When I am busy with an interesting task in training:

A. I need frequent breaks from working on other tasks; 46%
B. I can do the same task for a long time. 54%
14 When something very important happens in training, but it seems to me that I am not competent in it: A. I gradually lose my spirit; 52%
B. I immediately forget about it and do something else. 48%
15 When I have to take care of something important but unpleasant for me during performance or playing:
A. I try to do it and forget it; 47%
B. It will take me a while to complete a task that I find unpleasant. 53%
16 When something really gets to me in training or competition:
A. I have difficulty doing anything at all; 51%
B. I can easily distract myself from it. 49%
17 If I have the opportunity to participate in prestigious competitions:
A. I think for a long time about where to start training; 44%
B. It is not difficult for me to start training right away. 53%
18 When in training it happens that I play / perform much better than other players / other athletes:
A. I usually feel I'd rather be doing something else; 42%
B. I like to play longer. 58%
19 When training does not go as it should on the same day:
A. I usually don't know what to do; 43%
B. I continue to pretend that nothing happened. 57%
20 When I have a boring training task:
A. I don't usually worry about it; 41%
B. I sometimes can't start working on it. 59%
21 When I do something interesting or useful in training:
A. Sometimes I want to rest and do something else; 51%
B. I will work the entire training time. 49%
22 When I've put my best effort into a really difficult task, but something still doesn't work out:
A. I have no difficulty in starting something else; 56%
B. I have difficulty doing anything else at all. 44%
23 When I have an obligation to do something boring / difficult / uninteresting in training:

A. I do it and finish; 57%
B. It may take me some time. 43%
24 When I try to learn something new (technique, element, exercise, etc.):
A. I can train it for a long time; 42%
B. I often feel like I need a break and something else to do. 58%

Descriptive statistics for the scales of the "Athlete's Actional/Situational Orientation (Control over Action)" questionnaire are presented in Table 2

Table 2

Descriptive statistics for the scales of the questionnaire "Actional/Situational orientation (control over action) of an athlete"

Scales	Mean	Standart deviation	Minimum	Maximum
Action control in case of failure	3,09	2,06	0	7
Action control in planning	2,63	1,57	0	7
Action control in implementation	1,62	1,43	0	6

Positive correlations were found between action control during failure, planning and execution of activities, and subjective well-being of athletes (Table 3).

High actional motivation in a failure situation is associated with the subjective well-being of the individual, especially in the field of physical health. In case of failure, an action-oriented athlete concentrates not on his experiences, but on the performance of the task, that is, he does not dwell on thoughts of failure and evaluates his physical condition more highly.

Loss of connection with the goal leads to the fact that the state-oriented athlete experiences difficulties in making decisions because he does not fully understand what he wants to achieve, which can affect psychological well-being. Active planning control is positively associated with the athlete's subjective well-being.

Table 3

Descriptive statistics for the scales of the questionnaire "Actional/Situational orientation (control over action) of an athlete"

Indicators of subjective well-being	Action control in case of failure	Action control in planning	Action control in implementation
Psychological well-being	0,25*	0,31**	0,28**
Physical health and well-being	0,51***	0,61***	0,56***
Social relations	0,36***	0,32***	0,31***
Integral indicator of well-being	0,65***	0,68***	0,66***

The athlete's inability to accurately imagine the necessary stages of sports activity leads to the fact that he focuses on his condition, which is manifested in instability during its performance and is associated with a decrease in psychological well-being. Active performance control is positively related to the athlete's subjective well-being.

Conclusions. High actional motivation in a failure situation is associated with the subjective well-being of the individual, especially in the field of physical health. In case of failure, an action-oriented athlete concentrates not on his experiences, but on the performance of the task, that is, he does not dwell on thoughts of failure and evaluates his physical condition more highly. Loss of connection with the goal leads to the fact that the state-oriented athlete experiences difficulties in making decisions because he does not fully understand what he wants to achieve, which can affect psychological well-being. Active planning control is positively related to the athlete's subjective well-being. The athlete's inability to accurately imagine the necessary stages of sports activity leads to the fact that he focuses on his condition, which is manifested in

instability during its performance and is associated with a decrease in psychological well-being. Active performance control is positively related to the athlete's subjective well-being.

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