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## WAYS TO INCREASE THE INTELLECTUAL INTEREST OF HIGH SCHOOL STUDENTS IN THE SPORT OF ATHLETICS

**Abstract:** At present, the problem of involving children in various sports is particularly relevant. This is evidenced by the unsatisfactory health indicators of students, according to which every third child has various kinds of deviations in health. Meanwhile, the direct dependence of the level of health of schoolchildren on the degree of their involvement in physical culture and sports activities has long been proven. At the same time, it is important that each student has a choice of one or another type of physical culture and sports activity.

**Key words:** physical culture, health indicators, kinds of deviations, level of health of schoolchildren, sports activity.

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### Introduction

Modern realities mainly offer sports that, with an undoubted healing effect, carry a high level of injuries, as they are often extreme or related to martial arts. In this regard, it is important that traditional sports that do not involve a high level of injuries and have a pronounced health effect also attract modern children. Thus, we should talk about the formation of interest in children to engage in such sports. One of these types is athletics.

Athletics, of course, have a positive effect on the level of human health. This is especially true for cyclic disciplines. According to sports theory, athletics should begin at the age of eight or nine. An analysis of studies on involvement in a particular sport did not reveal any work on the indicated age in this sport. The problem of interest has also been widely studied in modern pedagogy and psychology, but despite this, interest remains one of the "mysterious" categories, since many studies do not clarify the essence of this

phenomenon of the psyche, but rather, on the contrary, lead to even greater confusion.

So, for example, there is still no single definition of this concept, shared by all researchers. An analysis of the literature on the problem of interest showed that several directions for determining interest can be distinguished. The first direction can be called axiological. It is connected with the etymology of the word "interest". I am interested in something, I am interested in it, I need it, it is important - this is its broad understanding, which corresponds to the literal translation of the word "interest" from Latin - it matters, it is important. Hidden in this explanation is another interpretation of interest as benefit.

### Literature review

There is an opinion that cognitive interest is disinterested, but there is another point of view. Thus, G. I. Shchukina is convinced that the concept of "interest" in the meaning of "benefit", "good",

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“benefit” should exist in the conceptual apparatus of pedagogy. She believes that at present all pedagogical literature recognizes the existence of only cognitive interest, the word “interest” in it means only attention, direction, desire, and most researchers do not leave a place in the general concept of teaching motivation for the student’s interest as a benefit. Therefore, in this concept, there is almost no theoretical provision on interesting learning, and in scientific pedagogical treatment there is no concept of “interest” in the sense of “benefit”.

G. I. Shchukina cannot agree with this and proposes to reconsider the current situation in pedagogical science, based on the fact that the idea of personal interest combined with public interests is now widely spread [54]. This interpretation of interest is close by definition to value orientations, since values are subjective reflections in the mind of an individual of certain properties of objects and phenomena of the surrounding reality from the point of view of their ability to satisfy human needs. We can say that the second direction of determining interest can be called attitude (English attitude - attitude), since some researchers consider interest as an attitude. E. P. Shcherbakov believes that this is the cognitive attitude of a person to the world around him, which is based on an orienting-research reflex. According to N. I. Shevandin, interest is the emotional and cognitive relationship between the subject and the object, and N. A. Stepanova emphasizes that this is a stable positive emotional relationship. G.I. Shchukina, argues that this is a special selective attitude towards the world around.

### Analysis

We believe that this interpretation of interest is close to the definition of a social attitude, or rather, its derivative - a semantic attitude that expresses the attitude of a person to objects that have a personal meaning. The third direction can be designated as a vector, since the definition of interest as a direction is one of the most common. Some authors speak of orientation as a quality of personality, that is, personal education. So, S. L. Rubinshtein understood the specific orientation of the personality as interest, and in the dictionary of S. Y. Golovin, interest is considered as one of the forms of personality orientation, V. B. Bondarevsky clarifies that this is a specific cognitive orientation of the personality. As a complex personal formation, interest is a unity of objective (content of activity) and subjective (selectivity of activity) principles. Other scholars speak of interest as an orientation, but in connection with mental processes. G. I. Shchukina calls it “the selective orientation of mental processes to objects and phenomena of the surrounding world”, at the same time arguing that this is “a special selective attitude towards the surrounding world”. The author believes that this is the direction of activity, and K. E. Izard

believes that this is a positively emotionally colored focus of attention on phenomena, objects, the realm of reality.

In our opinion, it is necessary to single out the fourth direction of determining interest - the need-motivational direction. We believe that it most accurately reflects its nature. First of all, there is a point of view on interest as motivation. For example, in the psychological dictionary, interest is defined as the subjective representation of the elements of the motivational-need sphere in the form of an incentive to activity from functional motives, the satisfaction of which is associated not with the result, but with the process of activity. Functional motives, including cognitive ones, arise on the basis of needs. A. K. Markova relates interest to one of the types of motivation. It emphasizes its dependence on other aspects of the motivational sphere and is called the derivative component of motivation.

We believe that it is possible to determine the essence of the concept of “interest” by comparing with the concepts of “need” and “motive”. Let’s start with the fact that the same authors in their works call interest either a need or a motive. Sometimes researchers of the nature of interest try to combine the concepts of “need” and “motive”. For example, they believe that interest is a need deployed outward, into social reality, which is realized by the subject in the form of a motive. A. A. Rean and Y. L. Kolominsky write that interest can act as a motive, which is an internal motivation of a person to be active, and the motivation is associated with the satisfaction of a need. They also believe that this is a socio-psychological formation that is actualized in the form of needs, and then determines activity through a motive. But there are also unambiguous definitions. For example, interest is a form of manifestation of a cognitive need that ensures the direction of the individual. The statement that the basis of interest is a need is shared by the largest number of researchers. Scientists attach special importance to cognitive interest. According to G. I. Shchukina, it grows out of the need to know, that is, it is born from the general global human need for knowledge. D. K. Gilev believes that it arises on the basis of awareness of the need, acceptance of it by the individual. N. I. Shevandin believes that interest is a cognitive-motivational state of a cognitive nature, which is associated with one central need. E. P. Ilyin made an attempt to analyze the diversity of views on interest as a psychological phenomenon. He came to the conclusion that different definitions of interest have two common circumstances: the presence of a need in an interest and the positive experience of this need. Interest is connected with need, this is obvious to most researchers, but, as E. P. Ilyin notes, it would be wrong to equate interest and need. He is convinced that the difference here is very subtle, many scientists feel it intuitively, but find it difficult to explain. D. K. Gilev,

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arguing that interest is not a need, points to their differences in the ratio of biological and social, as well as in breadth and life function. According to S. L. Rubinshtein, it is impossible to put an equal sign between interest and need, since the need causes a desire to possess an object, and an interest to get acquainted with it. On this basis, he defined interest as a specific motive for cognitive activity and revealed the presence of two aspects in it: emotional attractiveness and conscious significance.

On the other hand, there is an opinion that an interest in the dynamics of its development can turn into an inclination, a need. Thus, it is indicated that in a number of need relations, interest occupies an intermediate position, arises on the basis of cognitive attraction (desire) and can develop into a stable need. V. N. Maksimova deduces the following sequence of development of interest: cognitive interest as a motive for activity contributes to the emergence of cognitive need, and on the basis of cognitive need, in turn, cognitive interest as a motive for action is born. The point of view on interest as a motive is as common as the statement that interest is a conscious need. In the dictionary edited by V.P. Zinchenko and B.G. Meshcheryakov, interest is presented as a motive or motivational state. A.V. Petrovsky calls interest a motive, which is a constant incentive mechanism for cognition. D.K. Gilev believes that of all the motives, the strongest motive is the one based on cognitive interest.

### Discussion

M. V. Matyukhina and G. I. Shchukina also consider cognitive interest as a motive for learning activities. According to N. G. Morozova, interest is not a kind of motive at all. Despite the many approaches to determining interest, the opinions of researchers converge when highlighting its parameters and characteristics. They note that, first of all, it is characterized by a positively colored and selective appeal of the student to different aspects of the teaching. In other words, it is found in an emotional tone, in attention to the object of interest. In addition, interest is manifested in the desire to learn as much as possible, in the desire for an independent search for a new one, concentration of attention, that is, it has a pronounced volitional component.

And, finally, interest is characterized by manifestations of mental activity, such as students' questions, active participation without requirements and instructions, addition and correction of answers, the desire to clarify the incomprehensible. Thus, interest is an "alloy", a unity of intellectual, emotional, volitional manifestations of a personality, the core of which is thought processes. In addition, the main properties of interest are determined - objectivity and awareness. An analysis of the literature on the problem of interest showed that, indeed, interest is a complex and heterogeneous concept. And this is

confirmed by many of its interpretations and definitions. We share the point of view on interest as a form of need. We believe that interests arise in connection with the needs of the relationship of a person with the world around him. Interest is a conscious, objective need, expressed in a certain focus on activity. We are also convinced that only by developing cognitive interests can one achieve the development of independence and subject-subject relations in the educational process.

*Characteristics of track and field athletics as a form of physical culture and sports activity*

Track and field sports can be classified according to various parameters: by groups of athletics, by gender and age, by venue.

The basis is five types of athletics: walking, running, jumping, throwing and all-around. Classification by sex and age characteristics: male, female species; for boys and girls of all ages. In the latest sports classification for athletics, there are 50 sports played in stadiums, highways and cross country, and 14 indoor sports for women, 56 and 15 sports for men, respectively. The following classification of sports is given according to the places of training and competition: stadiums, highways and country roads, rough terrain, sports arenas and halls.

According to the structure, athletics sports are divided into cyclic, acyclic and mixed, and from the point of view of the predominant manifestation of any physical quality: speed, power, speed-strength, speed endurance, special endurance. Also, the types of athletics are divided into classical (Olympic) and non-classical (all the rest). To date, the program of the Olympic Games for men includes 24 types of athletics, for women - 23 types of athletics, which play the largest number of Olympic medals. All types of athletics are divided into groups.

Walking is a cyclical type that requires the manifestation of special endurance, is carried out by both men and women. Race walking is a cyclic locomotor movement of moderate intensity, which consists of alternating steps, in which the athlete must constantly make contact with the ground, and at the same time the extended leg must be fully extended from the moment it touches the ground to the moment the vertical.

For women, entries are made:

- at the stadium - 3, 5, 10 km;
- in the arena - 3.5 km;
- on the highway - 10, 20 km.

For men, entries are made:

- at the stadium - 3, 5, 10, 20 km;
- in the arena - 3.5 km;
- on the highway - 35, 50 km.

Classic types: for men - 20 and 50 km, for women - 20 km.

Running is divided into categories: smooth running, hurdling, steeplechase, relay running, cross-country running. For runners, the most important

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qualities are: the ability to maintain high speed over a distance, endurance (for medium and long), speed endurance (for a long sprint), reaction and tactical thinking. Smooth running is a cyclical type that requires the manifestation of speed, speed endurance, special endurance. Sprint, or sprinting, is held at the stadium and in the arena. Distances: 30, 60, 100, 200 m, the same for men and women. The long sprint is held at the stadium and in the arena. Distances: 300, 400, 600 m, the same for men and women.

Endurance running:

- middle distances: 800, 1000, 1500 m, 1 mile - held at the stadium and in the arena, for men and women;

- long distances: 3000, 5000, 10000 m - held at the stadium (in the arena - only 3000 m), the same for men and women;

- extra-long distances: 15; 21.0975; 42.195; 100 km - held on the highway (it is possible to start and finish at the stadium), the same for men and women;

- ultra-long distances - a daily run is held at a stadium or highway, both men and women participate. There are also competitions for 1000 miles (1609 km) and 1300 miles - the longest continuous running distance. Hurdling is a mixed type in structure, requiring the manifestation of speed, speed endurance, agility, and flexibility. It is held for men and women, at the stadium and in the arena. Distances: 60, 100 m for women; 110, 300, 400 m for men (the last two distances are held only at the stadium).

Obstacle racing is a mixed type in structure, requiring the manifestation of special endurance, agility, and flexibility. It is held for women and men at the stadium and in the arena. Distance for women - 2000 m; distances for men: 2000, 3000 m. Soon this type of running for women will become Olympic.

The relay race is a mixed race in structure, very close to cyclic races, a team race that requires the manifestation of speed, speed endurance, agility. The relay race includes the classic types of 4x100 m and 4x400 m and are held for men and women at the stadium. The arena hosts 4x200m and 4x400m relay competitions, the same for men and women. Competitions can also be held at the stadium with different length stages: 800, 1000, 1500 m and a different number of them. Relay races are held along city streets with unequal stages in length, number and contingent (mixed relay races - men and women).

Previously, the so-called Swedish relay races were very popular: 800, plus 400, plus 200 and 100 meters for men and 400, plus 300, plus 200 and 100 meters for women. Cross-country running is a mixed type, cross-country running, requiring the manifestation of special endurance, agility. Always held in a forest or park area. For men, distances: 1, 2, 3, 5, 8, 12 km; in women: 1, 2, 3, 4, 6 km. Track and field jumps are divided into two groups: jumps over a

vertical obstacle and long-distance jumps. The first group includes: high jump with a run, pole jump with a run. The second group includes: running long jumps; triple run jump. The first group of track and field jumps:

- high jump with a run - and acyclic type, requiring the athlete to demonstrate speed-strength qualities, jumping ability, agility, flexibility. It is held for men and women, at the stadium and in the arena;

- pole vault with a running start is an acyclic sport that requires the athlete to demonstrate speed-strength qualities, jumping ability, flexibility, dexterity, one of the most difficult technical types of athletics.

It is held for men and women, at the stadium and in the arena.

The second group of athletics jumps:

- long jumps with a run - a type of mixed structure that requires the athlete to demonstrate speed-strength, speed qualities, flexibility, agility. They are held for men and women, at the stadium and in the arena.

- Triple jump from a run - and acyclic type, requiring the athlete to demonstrate speed-strength, speed qualities, agility, flexibility. It is held for men and women, at the stadium and in the arena.

Track and field throwing can be divided into the following groups: throwing projectiles with and without aerodynamic properties from a direct run; throwing projectiles from a circle; pushing a projectile out of a circle.

### Conclusion

It should be noted that in throwing it is allowed to perform any type of run-up according to the technique, but the final effort is performed only according to the rules. For example, you need to throw a spear, a grenade, a ball only from behind the head, over the shoulder; you can only throw the discus from the side; throwing a hammer - only from the side; you can push the core from the jump and from the turn, but be sure to push.

Javelin (grenade, ball) throwing is an acyclic sport that requires the athlete to demonstrate speed, power, speed-strength qualities, flexibility, agility. Throwing is performed from a straight run, men and women, only at the stadium. The spear has aerodynamic properties. Discus throwing, hammer throwing are acyclic types that require strength, speed-strength qualities, flexibility, dexterity from an athlete. Throwing is performed from a circle (limited space), by men and women, only in the stadium. The disk has aerodynamic properties. Shot put is an acyclic sport that requires the athlete to demonstrate speed-strength qualities and agility. Shot is performed from the circle (limited space), by men and women, in the stadium and in the arena.



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