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## **PROBLEM OF SELF-REGULATION IN SPORT PSYCHOLOGY**

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*Relevance of the research: The analysis of scientific literature devoted to the development of personality self-regulation shows that this process is one of the main ones in the acquisition of professional knowledge, abilities and skills, in the formation of a young person's professional identity, motivation, emotional and volitional sphere, professionally important qualities and abilities. However, despite the diversity of psychological and pedagogical research, the problem of the development of self-regulation of professional activity among athletes was not a special subject research.*

*Aim of the study is to determine psychological views and approaches to self-regulation according sports activity.*

*The results. The theoretical approaches to the self-regulation of behavior and activity of the individual and their relevance for the analysis of sports activities are analyzed.*

*Conclusions. Self-regulation in athletes is a conscious process of internal mental activity for the construction, maintenance and management of various types and forms of voluntary motor activity, which directly realizes the achievement of set goals in the process of performing the tasks of sports activities. The most heuristically fruitful approach to the study of self-regulation in sports is the theory of self-determination.*

**Keywords:** *self-regulation of behavior and activity, self-regulation of sports activities, theory of self-determination, theory of regulatory experience of the individual.*

## **Проблема саморегуляції у спортивній психології**

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*Актуальність дослідження: Аналіз наукової літератури, присвяченої розвитку саморегуляції особистості, показує, що цей процес є одним із головних у засвоєнні професійних знань, умінь і навичок, у формуванні професійної особистості молодого людини, мотивації, емоційно-вольових здібностей. сфера, професійно важливі якості та здібності. Проте, незважаючи на різноманітність психолого-педагогічних досліджень, проблема розвитку саморегуляції професійної діяльності у спортсменів не була предметом спеціального дослідження. Метою дослідження є визначення психологічних поглядів і підходів до саморегуляції за умов спортивної діяльності.*

*Результати. Проаналізовано теоретичні підходи до саморегуляції поведінки та діяльності особистості та їх релевантність для аналізу спортивної діяльності.*

*Висновки. Саморегуляція у спортсменів – це усвідомлений процес внутрішньої психічної активності з побудови, підтримки й управління різними видами та формами довільної рухової активності, що безпосередньо реалізує досягнення поставлених цілей у процесі виконання завдань спортивної діяльності. Найбільш евристично плідним підходом для дослідження саморегуляції у спорті є теорія самодетермінації.*

***Ключові слова:** саморегуляція поведінки і діяльності, саморегуляція спортивної діяльності, теорія самодетермінації, теорія регуляторного досвіду особистості.*

**Introduction.** The analysis of scientific literature devoted to the development of personality self-regulation shows that this process is one of the main ones in the acquisition of professional knowledge, abilities and skills, in the formation of a young person's professional identity, motivation, emotional and volitional sphere, professionally important qualities and abilities. However, despite the diversity of psychological and pedagogical research, the problem of the development of self-regulation of professional activity among athletes was not a special subject research.

**Aim** of the study is to determine psychological views and approaches to self-regulation according sports activity.

**Results.** The concept of self-regulation is traditionally considered as a mental process by which a person controls his or her thoughts, feelings and behavior, in particular as "...conscious influences of a person on his or her inherent mental phenomena (processes, states, properties), activities performed by him or her, own behavior in order to maintain (preserve) or change the nature of their course (functioning)" [cited by Fomenko], "...a universal generalizing concept for a set of processes and behaviors that support the achievement of personal goals in changing environmental conditions" (Fomenko,2018, p. 172), as well as a process of initiating, setting and managing the goals of activity and their achievement by the subject [cited by Fomenko], which allows us to consider self-regulation in the context of sport activity and its regulation.

According to A. Bandura (1986), self-regulation is realized through self-monitoring, the effect of external standards, value judgments, affective reactions of self-esteem and ensures the ability of a person to set goals and evaluate their actions by comparing them with internal standards, which also indicates the prominent role of self-regulation in the implementation of behavior. According to A. Bandura (1986) self-monitoring, which is realized through the analysis of standards as a representation of the criteria for the desired behavioral outcomes, provides control over mental processes and actions, the conditions under which they occur, and the assessment of a specific result of behavior and activity. Since standards act as mental representations of criteria for achieving desired or undesired results, a person will act in accordance with them. As a result of actions that meet or do not meet the standards of behavior, a person feels satisfied or, conversely, dissatisfied and seeks to take actions aimed at achieving satisfaction, avoiding negative reactions to himself or herself. Thus, emotional reactions of self-esteem act as motivating factors of self-regulation (cited in Olefir,2016, p. 41-42), so constant self-monitoring of the compliance of one's own behavior with personal standards can lead to the following behavioral

strategies in general and certain features of sport activity in particular.

In the study by C. Carver and M. Scheier (1990), behavior is defined as a self-regulated phenomenon with controlled feedback aimed at achieving goals that form a hierarchy of various kinds of abstraction; the experience of affect arises from the feedback process, which indicates the rate of reduction of the discrepancy in the system of actions over time; affect (confidence or doubt) causes patterns of perseverance or refusal to take further action to achieve the goal.

V.O. Olefir defined self-regulation as the ability to change one's own reactions, internal states or behavior, which manifests itself as the rejection of one reaction or behavior and its replacement with a less familiar but more desirable response or behavior, and implies the ability to restrain the satisfaction of desires or needs [2]. The author has identified the components of self-regulation in accordance with its main functions: first of all, following standards; self-control and behavioral control; changes in one's own reactions and behavior. The author also emphasizes the leading role of standards in the functioning of self-regulation, which is an attempt to make efforts to change behavior to meet the standard as a possible, desired state (ideal, expectation, goal, value (Olefir, 2016, p. 24).

E. Higgins and colleagues (2004) distinguish between ideal and appropriate standards, where the former are the basis of positive aspirations to achieve the desired, and the latter are based on understanding what one would like to do but should avoid. Failure to meet appropriate standards leads to anxiety, and failure to self-regulate in the pursuit of ideal standards leads to sadness and confusion. These thoughts have explanatory potential for understanding the regulation and motivation of sporting activity: high standards of sport can lead to self-improvement behavior (increasing the intensity and time of training, adherence to a sports regimen), while these standards can cause feelings of shame in situations of losing or demonstrating a poor result.

W. Mischel (2004), the author of the famous "marshmallow test", pointed out that self-regulation is necessary to reject the

impulse of immediate gratification in order to obtain a greater but delayed reward.

К. О. Abulkhanova defines the leading component of self-regulation as its subject, who acts "...as a regulator of activity, as a certain authority that decides and centralizes the regulation of activity at different levels (cited in Fomenko, 2018).

О. О. Konopkin defines self-regulation of activity "...as a system-organized process of internal mental activity of a person to initiate, build, implement, maintain and manage all types and forms of activity aimed at achieving the goals adopted by the subject" (cited in Fomenko, 2018). О. Konopkin defines the following functional links of self-regulation: 1) a conscious and accepted goal of behavior and activity; 2) a subjective model of significant conditions of activity; 3) a program of executive actions that determines the nature, sequence, methods of behavior to achieve the goal in subjectively significant conditions; 4) a system of subjective criteria for the success of activity; 5) control and evaluation of real results of activity as a regulatory link that carries the function of assessing current and final results in relation to the system of success criteria adopted by the subject, provides information on the degree of consistency of achievements with the course of activity, its stages; 6) decision to adjust the self-regulatory system [cited in 55].

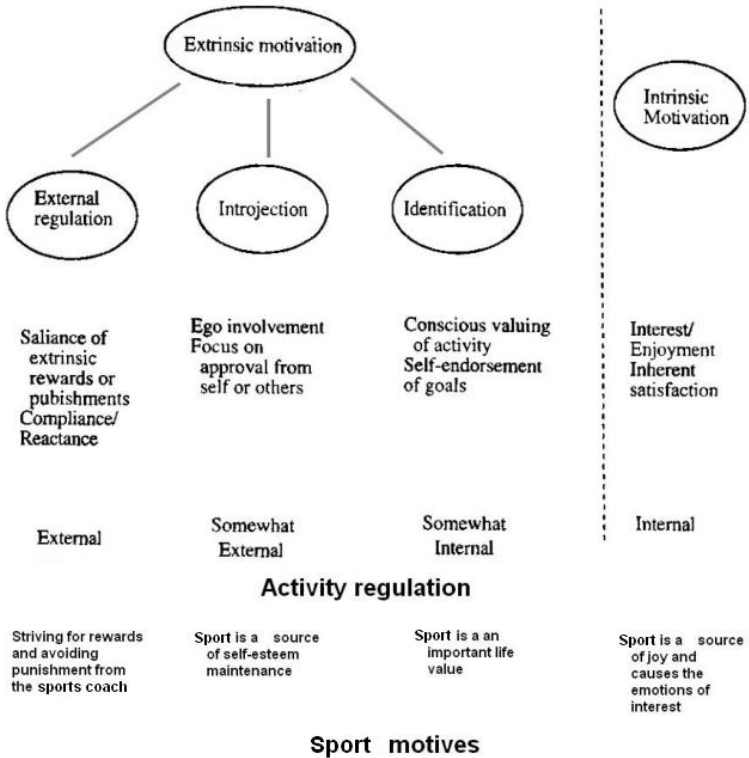
О. К. Osnytsky [cited in 55] developed a conceptual model of the regulatory experience of the individual, which is understood as a dynamic system containing information about the external and internal world, obtained directly, sensually and indirectly, filled with personal meaning and determining the strategy and success of its activities. Taking into account the regulatory experience of self-regulation of the subject of activity (in our case, the subject of both educational and professional and economic activity) as a factor in the development of its subjectivity is important in considering the psychological determination of sport activity.

According to Y. Kuhl (1987; 1994), self-regulation is provided by ideas about the desired situation or state; ideas about the current situation that needs to be changed; assessment of the discrepancy between what is and what should be; ideas about the action that

should overcome this discrepancy. If all four components are sufficiently activated, the person's intention is adequate and realized, and if at least one component is underdeveloped, the person's intention becomes difficult to realize or not realized in principle, but can disrupt control over the action, making it impossible to realize another (adequate) intention. Thus, in the first case, under the condition of action-orientation, the cost-effectiveness of information processing is ensured, and in the second case, under the condition of state-orientation, the information processing system is overloaded. K.I. Fomenko has shown (2018) that action-oriented students are distinguished by higher academic performance, higher stress resistance in different conditions of educational and professional activities.

In the theory of self-determination by E. Deci and R. Ryan (1992; 2000; 2008) distinguish goals and outcomes from regulatory processes in terms of their content, and distinguish three needs: competence (essentially self-efficacy), autonomy or self-determination (the belief that a person has a choice and will regarding goals), and interpersonal relationships (the experience of respect and support from significant others). The key concept in this theory is the concept of self-determination (autonomy, subjectivity), which is understood as a hypothetical variable used to explain the dynamics of behavior regulation. A self-determined person acts on the basis of his or her own choice, which is based on the awareness of his or her own needs and their comparison with external conditions.

The self-determination theory which considers four main forms of self-regulation can be applied to sport activity. According to fig.1 we consider sport motives for each form of self-regulation: 1) striving for rewards and avoiding punishment from the sports coach (external regulation); 2) considering sport as a source of self-esteem maintenance (introjected regulation); 3) considering sport as an important life value (identification); 4) considering sport as a source of enjoyment and interest (intrinsic motivation).



*Fig. 1 Taxonomy of sports motives according to self-determination theory*

It is difficult to overestimate the importance of self-regulation for personality development and its full functioning in the student's age, because, as V.O. Olefir (2016) points out, self-regulation is the key to success in human life, since poor performance in educational and professional, and then in professional activities is the result of weakened self-control. Student procrastination is usually regarded both as a cause of unsatisfactory performance and as a reflection of poor self-regulation, and thus it is one of the determinants of poor performance, reducing the willingness to face failures, reducing the ability to choose effective performance parameters, reducing the

ability to set and achieve goals, reducing the ability to sustain efforts over time.

Sufficiently developed self-regulation allows people to manage their own behavior in a way that is consistent with rules, plans, responsibilities, ideals, and other standards. Possession of self-regulation is an adaptive property of a personality, as it implies the ability to change behavior to increase situational gains, achieve long-term advantage, and meet meaningful standards is a highly adaptive property of human self-regulation (cited in Fomenko, 2018). Instead, the inability to carry out psychological self-regulation of behavior and activities, which becomes a bad habit in the absence of daily supervision by teachers, can cause adaptation difficulties for students at the beginning of their studies at a higher education institution (Psychological features..., 1992).

The study of motivational and cognitive predictors of self-regulation of sports activity of young boys-basketball players conducted by A. Rochnyak (2018) showed that the development of its autonomous typological profile, which is responsible for interest in sports and awareness of oneself as an athlete and is associated with high performance in sports, to a greater extent than other typological profiles, is due to high indicators of psychosomatic competence, comprehension of the world, task orientation, interest and satisfaction in sports, motives of emotional satisfaction, obtaining positive emotions and socio-emotional motivations, dispositional optimism, striving for perfection, as well as low values of social self-affirmation motivation, rational volitional motives, need for social approval, demotivation, and self-orientation.

M. Kuznetsov, K. Fomenko and I. Poliluyeva (2019) has shown that developed identified regulation contributes to well-being and activity, while suppressed introjected regulation contributes to a positive mood before a competition.

S. Lukova (2021) has established that the ability to plan and independence self-regulation is positively correlated with internal and identified regulation, and the ability to program, evaluation of the results and flexibility of self-regulation are negatively correlated to external and introjected regulation. Four typological profiles of



self-regulation of sports activity of adolescents-athletes are determined. It has been established that subject with high self-regulation of sports activity and with the domination of the ability to plan its results, has more constructive forms of its regulation are activated, in particular, in detail self-regulation as an interest in sports and self-improvement.

**Conclusions.** Self-regulation in athletes is a conscious process of internal mental activity for the construction, maintenance and management of various types and forms of voluntary motor activity, which directly realizes the achievement of set goals in the process of performing the tasks of sports activities. The most heuristically fruitful approach to the study of self-regulation in sports is the theory of self-determination.

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