

PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR DEVELOPING PSYCHOLOGICAL STABILITY IN HIGHLY QUALIFIED WKF KARATE ATHLETES

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Abstract

This article examines the pedagogical and psychological foundations for developing psychological stability in highly qualified WKF karate athletes. In modern competitive karate, athletic performance depends not only on physical readiness, technical mastery, tactical intelligence and competition experience, but also on the athlete's ability to maintain emotional balance, concentration, self-confidence and volitional control under pressure. Psychological stability is considered as an integrated quality that enables the athlete to act effectively in stressful, unpredictable and high-responsibility situations. The study focuses on the role of pedagogical influence, coach-athlete interaction, motivational regulation, self-control skills, emotional resilience and pre-competition psychological preparation in strengthening the mental reliability of karate athletes. Special attention is paid to the fact that WKF karate requires rapid decision-making, precise motor coordination, tactical flexibility and the ability to manage anxiety during combat. Therefore, the development of psychological stability should be organized as a systematic component of the training process rather than as an occasional intervention before competitions. The article emphasizes that the effective formation of psychological stability in qualified karate athletes requires an individual approach, simulation of competitive

situations, psychological diagnostics, reflective analysis, self-regulation exercises and positive motivational support. The research is relevant for pedagogical universities, sports coaches and specialists involved in preparing athletes for high-level competitions.

Keywords: WKF karate, psychological stability, sports psychology, pedagogical support, emotional resilience, self-control, motivation, competitive readiness, coach–athlete interaction.

Introduction

YUQORI MALAKALI WKF KARATECHILARIDA PSIXOLOGIK BARQARORLIKNI SHAKLLANTIRISHNING PEDAGOGIK- PSIXOLOGIK ASOSLARI

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Annotatsiya.

Mazkur maqolada yuqori malakali WKF karatechilarida psixologik barqarorlikni shakllantirishning pedagogik-psixologik asoslari tahlil qilinadi. Zamonaviy musobaqaviy karate sportida natijadorlik faqat jismoniy tayyorgarlik, texnik mahorat, taktik tafakkur va musobaqa tajribasiga emas, balki sportchining bosim ostida emotsional muvozanatni saqlashi, diqqatni jamlashi, o'ziga ishonchi va irodaviy nazoratni boshqara olishiga ham bog'liqdir. Psixologik barqarorlik sportchiga stressli, kutilmagan va yuqori mas'uliyatli vaziyatlarda samarali harakat qilish imkonini beruvchi integral sifat sifatida qaraladi. Maqolada karatechilarning ruhiy ishonchliligini mustahkamlashda pedagogik ta'sir, murabbiy va sportchi o'rtasidagi hamkorlik, motivatsion boshqaruv, o'zini

nazorat qilish ko'nikmalari, emotsional chidamlilik hamda musobaqaoldi psixologik tayyorgarlikning o'rni yoritiladi. WKF karate janglari tezkor qaror qabul qilish, aniq harakat koordinatsiyasi, taktik moslashuvchanlik va xavotirni boshqarish qobiliyatini talab qilishi alohida ta'kidlanadi. Shu sababli psixologik barqarorlikni rivojlantirish musobaqa oldidan vaqtinchalik chora sifatida emas, balki mashg'ulot jarayonining tizimli tarkibiy qismi sifatida tashkil etilishi lozim. Maqolada individual yondashuv, musobaqa vaziyatlarini modellashtirish, psixologik diagnostika, refleksiv tahlil, o'zini boshqarish mashqlari va ijobiy motivatsion qo'llab-quvvatlashning ahamiyati asoslab beriladi.

Kalit so'zlar. WKF karate, psixologik barqarorlik, sport psixologiyasi, pedagogik qo'llab-quvvatlash, emotsional chidamlilik, o'zini nazorat qilish, motivatsiya, musobaqaga tayyorgarlik, murabbiy va sportchi hamkorligi.

Introduction

Modern competitive sport is increasingly characterized by the integration of physical, technical, tactical and psychological preparation. In this context, WKF karate occupies a special place because it requires not only high-speed motor actions and precise technical execution, but also stable emotional regulation, tactical flexibility and the ability to make correct decisions under intense competitive pressure. A highly qualified karate athlete performs in an environment where every second, every movement and every reaction may influence the final result of the bout. Therefore, psychological stability becomes one of the decisive factors that determines the athlete's readiness to demonstrate his or her real potential in official competitions.

Psychological stability in WKF karate may be understood as the athlete's ability to preserve optimal mental functioning in difficult, stressful and unpredictable situations. It includes emotional balance, self-confidence, concentration, volitional endurance, resistance to anxiety, the ability to control impulsive reactions and the capacity to quickly restore mental readiness after mistakes or unsuccessful actions. In karate, where the athlete faces direct opposition from an opponent, external evaluation by referees, time limitations and the pressure of responsibility, psychological stability is not an additional quality but a necessary component of sports mastery.

The relevance of this issue is especially evident among highly qualified athletes. At the initial stages of sports training, the main emphasis is often placed on mastering basic techniques, developing general physical fitness and learning the rules of competition. However, at the higher level, when athletes possess relatively similar technical and physical capabilities, psychological factors begin to play a much greater role. Two karate athletes may have equal speed, strength and tactical knowledge, yet the athlete who remains calmer, more focused and more confident during the decisive moment usually gains an advantage. This shows that psychological stability directly affects the practical realization of sports preparedness.

From a pedagogical point of view, the development of psychological stability should be organized systematically within the training process. It cannot be formed only through motivational speeches before competitions or through spontaneous emotional support from the coach. Psychological stability requires purposeful pedagogical influence, individual work with the athlete, gradual complication of training tasks, modeling of competitive situations and regular development of self-regulation skills. The coach must create conditions in which the athlete learns to act effectively under fatigue, time pressure, unexpected tactical changes and emotional tension. Such an approach transforms psychological preparation into a natural part of the entire sports training system. In the conditions of pedagogical universities, the study of this problem has both theoretical and practical importance. Future coaches, physical education teachers and sports specialists need to understand that the psychological preparation of athletes is closely connected with pedagogical communication, motivation, discipline, reflection and individual support. The coach's words, behavior, evaluation style and emotional reaction may either strengthen the athlete's confidence or increase anxiety and instability. For this reason, the pedagogical and psychological foundations of developing psychological stability in highly qualified WKF karate athletes should be studied as an integrated scientific and practical problem. Its solution contributes to improving the quality of sports training, increasing competitive reliability and preparing mentally resilient athletes capable of performing effectively in high-level competitions.

Methods

The methodological basis of the study is formed by an integrative pedagogical and psychological approach to the analysis of psychological stability in highly qualified WKF karate athletes. The research considers psychological stability not as an isolated personal trait, but as a dynamic quality that develops under the influence of sports training, pedagogical communication, competitive experience, motivational regulation and self-control mechanisms. Therefore, the methods used in the study are directed toward identifying how athletes maintain emotional balance, concentration and volitional readiness in situations of competitive tension.

The study is based on the analysis of scientific and methodological literature related to sports psychology, karate training theory, pedagogical support in sport and the development of emotional resilience in athletes. This method made it possible to define the theoretical content of psychological stability and to determine its main structural components. In the context of WKF karate, these components include emotional self-regulation, stable attention, confidence in one's own technical and tactical abilities, resistance to pre-competition anxiety, readiness for rapid decision-making and the ability to continue effective action after mistakes. The literature analysis also helped to clarify the relationship between psychological stability and sports performance in high-level combat sports.

Observation was used as an important empirical method for studying athletes' behavior during training sessions, control bouts and pre-competition situations. Special attention was paid to how karate athletes reacted to stressful conditions such as time limitation, referee decisions, tactical pressure from an opponent, unsuccessful attacks, fatigue and the need to change the fighting plan. Observation made it possible to identify external manifestations of psychological stability, including calm behavior before the bout, controlled breathing, purposeful movement, adequate reaction to errors, communication with the coach and preservation of tactical discipline.

A diagnostic approach was also applied to assess the psychological characteristics of athletes. The main indicators included the level of competitive anxiety, self-confidence, motivation, emotional tension, self-control and readiness for competition. These indicators were considered in connection with the athlete's training experience, qualification level and previous competitive results. The

purpose of this diagnostic work was not only to determine weaknesses, but also to identify individual psychological resources that could be used in the training process. Such an approach is especially important in work with highly qualified athletes, because their psychological difficulties are often individual and situational.

The pedagogical part of the methodology included the modeling of competition-like situations during training. Athletes were placed in conditions close to real WKF karate competitions, including limited time, scoring pressure, tactical tasks, unexpected changes in the opponent's behavior and the need to perform decisive actions under emotional tension. This method allowed athletes to gradually adapt to stressful conditions and strengthen their ability to act effectively despite anxiety or fatigue. The coach's role in this process was to provide clear instructions, constructive feedback and motivational support without creating excessive psychological pressure.

Reflection was used as a supporting method after training bouts and simulated competitive situations. Athletes analyzed their emotional state, tactical decisions, successful actions and mistakes. This helped them understand the connection between psychological condition and performance quality. As a result, psychological stability was developed through conscious self-analysis, correction of behavior and repeated practice in complex conditions. The selected methods made it possible to study psychological stability as a pedagogically manageable process and to determine practical ways of improving the mental readiness of highly qualified WKF karate athletes.

Results

The analysis of pedagogical and psychological factors showed that psychological stability in highly qualified WKF karate athletes is formed through the interaction of emotional, cognitive, motivational and behavioral components. Athletes who demonstrated a higher level of psychological stability were able to preserve concentration during decisive moments of the bout, control emotional tension before and during competition, respond adequately to unexpected tactical changes and maintain confidence even after unsuccessful actions. This indicates that psychological stability is not limited to the absence of anxiety, but represents the athlete's ability to transform competitive pressure into purposeful and controlled activity.

The results revealed that emotional self-regulation plays a central role in the competitive reliability of karate athletes. Athletes with developed self-regulation skills were less likely to show impulsive attacks, unnecessary movements or visible signs of panic when the opponent increased pressure. They were able to regulate breathing, restore attention after referee decisions and continue following the tactical plan proposed by the coach. In contrast, athletes with insufficient emotional control often lost tactical discipline, attacked too early, reacted emotionally to mistakes and allowed the opponent to control the rhythm of the bout. This proves that emotional stability directly influences technical accuracy and tactical effectiveness in WKF karate.

Another important result concerns the role of motivation. Stable performance was observed among athletes whose motivation was based not only on the desire to win, but also on self-improvement, mastery of technique, responsibility toward the training process and confidence in long-term progress. When motivation was too strongly connected only with the final result, athletes became more vulnerable to anxiety, fear of failure and emotional exhaustion. Therefore, pedagogical work with highly qualified karate athletes should focus on balanced motivation, where the athlete understands the importance of victory but also evaluates performance through the quality of tactical decisions, discipline, effort and personal growth.

The study also showed that the coach's pedagogical influence has a significant impact on the formation of psychological stability. Athletes who received clear instructions, calm communication and constructive feedback showed greater confidence in stressful situations. A coach's excessive criticism, emotional pressure or unclear tactical demands increased uncertainty and reduced the athlete's ability to act independently. This demonstrates that psychological stability is developed not only through internal personal qualities, but also through the educational environment created in the training process. The coach's communication style, emotional behavior and ability to support the athlete before competition are essential pedagogical factors.

The modeling of competition-like situations during training produced positive changes in athletes' behavior. Repeated practice under time pressure, scoring pressure and tactical uncertainty helped athletes adapt to stress and perceive competition conditions as familiar rather than threatening. Such training improved their readiness to make quick decisions, maintain self-control and recover after mistakes. Reflective analysis after control bouts also contributed to

the development of conscious self-regulation, because athletes learned to identify the causes of emotional instability and correct their behavior.

Overall, the results confirm that psychological stability in highly qualified WKF karate athletes develops most effectively when psychological preparation is integrated into the general pedagogical structure of sports training. Emotional regulation, motivation, self-control, coach support, competitive modeling and reflection together create the basis for stable performance in high-level WKF karate competitions.

Discussion

The findings indicate that psychological stability in highly qualified WKF karate athletes should be understood as a complex and trainable quality rather than as a fixed personality characteristic. In many cases, coaches and athletes tend to explain success or failure mainly through physical readiness, technical mistakes or tactical decisions. However, the analysis shows that these elements are often directly influenced by the athlete's psychological condition. A karate athlete may know the correct tactical solution, possess the necessary technical skill and have sufficient physical preparation, but if emotional tension becomes excessive, the athlete may fail to apply these resources effectively during the bout.

One of the most important aspects of psychological stability is the athlete's ability to maintain functional concentration under pressure. WKF karate requires a constant balance between attack, defense, distance control, reaction speed and tactical anticipation. When an athlete is psychologically unstable, attention becomes fragmented. The athlete may focus too much on the score, the opponent's reputation, referee decisions or the possibility of losing. As a result, the quality of perception decreases, and the athlete reacts late or chooses technically incorrect actions. Therefore, attention training should be included in the preparation process together with technical and tactical exercises.

The role of emotional regulation is also essential. Competitive anxiety itself is not always harmful. A moderate level of emotional activation may increase readiness, speed and fighting energy. The main problem appears when anxiety becomes uncontrolled and begins to dominate the athlete's behavior. In such cases, movements become tense, breathing becomes irregular and decision-making becomes less effective. For this reason, highly qualified karate athletes need to master practical methods of self-regulation, including controlled

breathing, positive self-talk, visualization and pre-bout mental routines. These methods help the athlete enter the competition area with a stable internal state and a clear tactical orientation.

The discussion of pedagogical factors shows that the coach has a decisive influence on the athlete's psychological stability. A coach who communicates calmly, gives precise tactical instructions and evaluates mistakes constructively creates a secure psychological environment. This does not mean reducing discipline or competitive demands. On the contrary, high standards should be preserved, but they must be combined with pedagogical support and psychological competence. If the coach relies only on pressure, criticism or emotional commands, the athlete may become dependent, anxious and afraid of making mistakes. In contrast, a pedagogically competent coach teaches the athlete to think independently, analyze situations and preserve confidence even in difficult moments.

Another significant point is the importance of individualization. Highly qualified athletes differ in temperament, previous experience, motivational structure and reaction to stress. Some athletes need stronger emotional activation before competition, while others require calming techniques. Some respond well to direct instructions, while others need reflective discussion and psychological reassurance. Therefore, the formation of psychological stability cannot be based on one universal method. It requires diagnostics, observation and continuous adjustment of pedagogical influence according to the athlete's personal characteristics.

In the context of pedagogical universities, this issue has practical value for the training of future coaches and sports specialists. Students should learn that psychological preparation is not separate from the main training process. It is connected with lesson planning, communication, feedback, competitive modeling, motivation and athlete education. When psychological stability is developed systematically, karate athletes become more reliable in competition, more independent in tactical decisions and more resistant to emotional difficulties. Thus, the pedagogical and psychological foundations of psychological stability represent an important direction for improving the quality of WKF karate training and preparing athletes for high-level competitive performance.

Conclusion

The development of psychological stability in highly qualified WKF karate athletes is one of the key conditions for achieving consistent and reliable sports performance. In modern competitive karate, the athlete is required not only to demonstrate technical precision, physical preparedness and tactical flexibility, but also to preserve emotional balance and mental clarity in conditions of intense pressure. The results of the analysis show that psychological stability is an integrated quality that includes emotional self-regulation, stable attention, self-confidence, motivation, volitional control and the ability to recover quickly after mistakes. These qualities allow the karate athlete to act effectively in unpredictable competitive situations and to maintain the quality of performance throughout the bout.

The pedagogical and psychological foundations of developing psychological stability are closely connected with the systematic organization of the training process. Psychological preparation should not be limited to the period immediately before competition. It must become a permanent part of daily training, together with technical, tactical and physical exercises. When athletes regularly perform tasks under time pressure, scoring pressure, fatigue and tactical uncertainty, they gradually adapt to stress and learn to perceive difficult situations as a natural part of competition. Such conditions help them develop competitive confidence, emotional endurance and the ability to make correct decisions even in moments of high responsibility.

The coach plays a central role in this process. The coach's pedagogical communication, emotional behavior, feedback style and ability to provide individual support directly influence the athlete's psychological readiness. A coach who combines demanding training with constructive support helps athletes strengthen self-belief and independence. On the contrary, excessive criticism, unclear instructions or emotional pressure may increase anxiety and reduce performance stability. Therefore, the preparation of WKF karate athletes requires coaches who possess not only professional knowledge of sport techniques and tactics, but also psychological competence and pedagogical sensitivity.

An individual approach is also essential. Highly qualified karate athletes may differ in temperament, stress response, motivation, competitive experience and emotional needs. For this reason, the same psychological method cannot be equally effective for all athletes. Some athletes need activation and

encouragement, while others need calming techniques and emotional stabilization. The use of psychological diagnostics, observation, reflective analysis, controlled breathing, visualization and self-talk makes it possible to select appropriate methods for each athlete and to strengthen his or her personal resources.

In the context of pedagogical universities, the study of psychological stability in WKF karate has important educational value. Future coaches and sports specialists should understand that mental preparation is not an auxiliary element, but an integral part of sports training. The formation of psychological stability contributes to the development of disciplined, confident, resilient and tactically mature athletes. Thus, the pedagogical and psychological foundations of psychological stability create a scientific and practical basis for improving the quality of WKF karate training and for preparing athletes who are able to perform successfully in high-level competitions.

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