

PSYCHOLOGICAL TRAINING OF GYMNASTS IN MODERN SPORT

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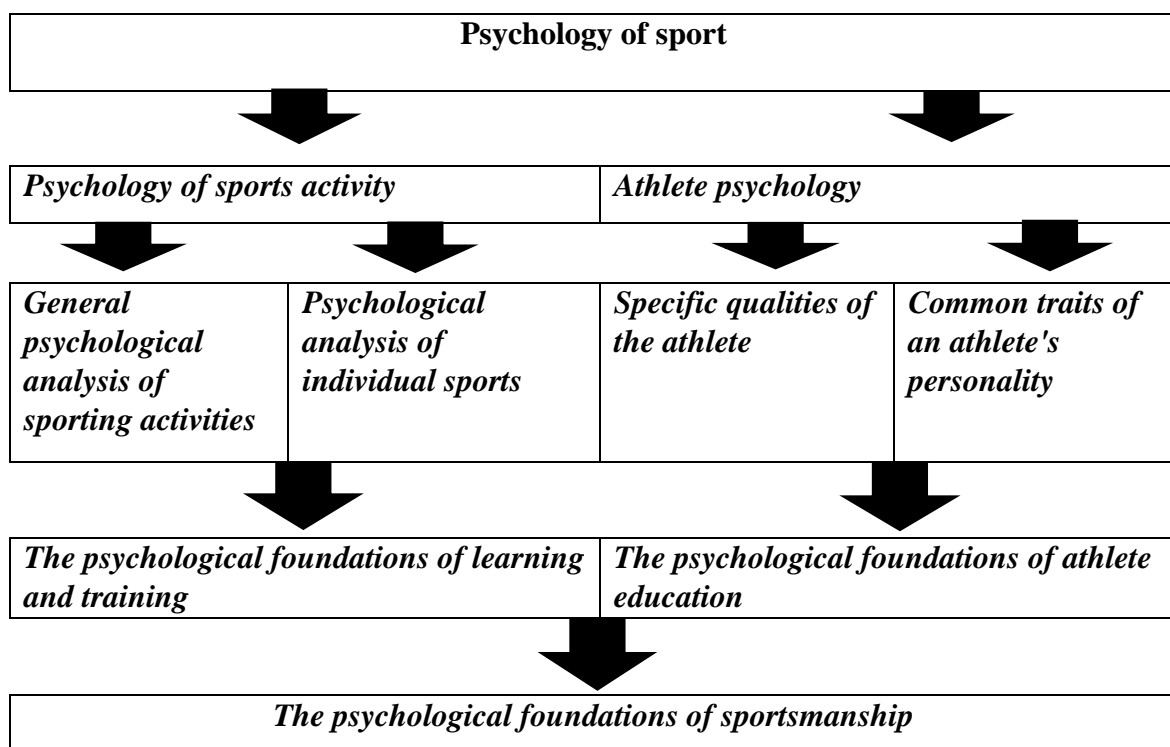
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Annotation. In the article “Psychological training of gymnasts in modern sports” the problems of psychology in modern sports, the basics and planning of the psychological training of gymnasts are reviewed. Recommendations necessary for the educational training of highly qualified athletes are given to coaches.

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Keywords: *psychology sports, psychological training, planning, psychogram, pedagogical process, consciousness.*

The psychology of sport is a field of psychological science that studies the regularities of a person's mental manifestations during training and competition activities.



The methods used in sport psychology: *Organisational* - which determines the research strategy.

They include comparative and comparative-age, or cross-sectional and longitudinal methods

Comparative - used to study psychological differences between athletes of different sports, playing roles, gender, qualifications,

specifics of the training process and other factors.

The longitudinal method is used to trace the mental and psychomotor development of the same athlete or group of athletes over time. It makes it possible to clearly and dynamically trace the effects of sports training on changes in the psychological characteristics of athletes.

Empirical methods, including objective observation, self-observation, experimental method and psychodiagnostics.

Objective observation studies the various behavioural, emotional expressions of athletes in their natural environment

Self-observation is a way of self-knowledge. It is used by athletes to analyse their states of mind, actions and movement technique in order to improve. The results should be recorded in a diary so that quality self-reflection can take place.

The experimental method has two varieties - the laboratory experiment and the natural experiment.

The laboratory experiment is carried out in special rooms equipped with signalling and recording devices and apparatus.

A *natural (field)* experiment is organised under natural conditions (training, competition) and is of two types: a confirmatory and a formative experiment.

Psychodiagnostic methods are aimed at identifying aptitudes, individual abilities and the athlete's giftedness in general. [3].

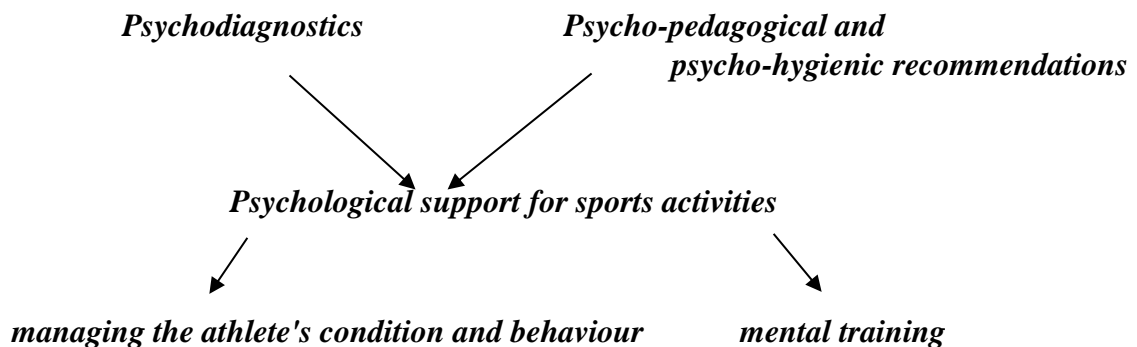
Quantitative-qualitative methods are used to mathematically and statistically pro-

cess the data obtained in the study and to analyse them meaningfully.

Gymnastics is a sport in which the main object of consciousness is primarily the body itself and to a lesser extent the external environment. Modern high performance sport places high demands not only on the motor sphere, but also on the mental sphere.

The psychological peculiarities of artistic gymnastics are connected with the artificiality of gymnastic movements, their programme-precision character and the occurrence of dangerous situations for the performer. The mastering and execution of gymnastic exercises is based on a psychological "canvas" of sensations, which have the character of "reference" points. The gymnast is required to have developed anticipation reactions, the ability to quickly assess the movement situation and on this basis urgently predict further actions. High performance gymnastics is characterised by considerable emotional intensity.

Psychological training is part of the pedagogical process carried out during the entire training of a gymnast [2].



The psychogram is the system of requirements that the sport imposes on the psyche of the athlete. A special place in the psychogram is occupied by the part of the psychogram that is closely related to competitive activity. The specific conditions of artistic gymnastics competitions held in two programmes over several days, the tournaments, the one-off nature and the short duration of the competitive activities, make greater demands on the gymnast's psyche. [6].

Psychological training includes: *Moral training*, which shapes gymnasts' ideological conviction, patriotism, love of sport, discipline, organisation, teamwork, sense of duty, diligence, personal responsibility, respect for referees and competitors.

Motivational and volitional training, which forms the desire to achieve the goal, to self-improvement, the development of volitional qualities, as well as the ability to manifest them in extreme conditions of sports activities.

Development of mental functions and qualities, development of clarity of motor, visual, auditory and other senses, formation of special perceptions - "sense of object", "sense of music" etc. Improvement of the ability to self-monitor movements, concentration, stability and distribution of attention.

Mastering the methods of self-regulation - forming the ability to self-control the state of mental tension, fatigue, depression, and mastering the methods of self-regulation of the mental state (regulation of breathing, muscle relaxation, intensity of warm-up, verbal self-action, distraction and switching of attention, psycho-regulation or autogenic training, etc.).

Scheme 1.

Outline of a psychological training plan for a gymnast

Stages preparation	Content of training	Specific tasks	Training methods and tools	Methods, indicators of control
Basic psychological training	Motivational and volitional training	Increased ambition to succeed	Setting relatively difficult tasks for the gymnast, emotionally encouraging her achievements, encouraging independent attempts to achieve success, creating a competitive environment for improving athletic performance	Thematic Apperceptive Test (TAT). Observations. Interviews and surveys
	Improving techniques for self-regulation of adverse conditions	Mastering Autogenic Training (AT)	Equipping the gymnast with the theoretical fundamentals of AT. Teaching practical AT techniques.	Questioning the theoretical issues of AT. Registration of objective indicators of AT performance (pulsometry, tonometry)
Special psychological training	Gathering and analysing information about the competition	1. Analysis of competition conditions 2. Assessment of the competitors 3. Clarification of own preparedness	Familiarisation with the rules and conditions of the competition. Analysis of competitors (level of fitness, content of exercises). Analysis of the gymnast's control exercises, evaluation of her capabilities, discussions aimed at developing adequate self-esteem.	Interviews, debriefings, self-reports
	Probabilistic prediction of competitive activity	Improving the ability to manage oneself in a competitive environment	Simulating the conditions of the upcoming competition, limiting the warm-up, inviting judges and spectators, presenting one attempt for the exercise. Conducting training according to the competition schedule, use of ideomotor training, increased requirements for the quality of the exercise Expert and judge's evaluation of the exercise	Expert and judge marks for the performance of the exercise

Psychological education helps to form the ability of purposeful self-control, to equip gymnasts with a volume of knowledge about their own mental qualities and states arising in the course of sports activities. General psychological knowledge also helps the self-monitoring of the athlete, becoming purposeful and more meaningful. Through self-monitoring, the athlete receives feedback that is necessary to regulate her own mental activity. [2].

Psychological influence techniques must be applied consistently by the coach in all phases of work with gymnasts. During training and coaching, techniques for concentrated attention related to movement are used.

Three stages can be distinguished in the creation of representations of movement. Stage 1 - Comprehension of the exercise. The task of the gymnast at this stage is to become familiar with the exercise, to understand the essence of the exercise and to comprehend it as much as possible. The main methods at this stage are:

1. explanation of the exercise. The exercise is named (term) and described by analogy with similar movements. The trainer should combine in the explanation a figurative description of the exercise with the patterns underlying its execution.
2. Exercise demonstration. Showing reference performers of the whole exercise, individual variants of the technique, parts of the movement, typical mistakes, etc.

Live demonstration can be done by a trainer, a demonstrator.

The simplest forms of demonstration are drawings, cinematography, diagrams, movement analysis at the board, video recording is effective.

3. Independent theoretical movement learning can only be effective if full, up-to-date teaching materials are available. Programmed aids that enable independent learning of a new movement are of great benefit.

Stage 2 is the creation of ideomotor perceptions of the exercise.

This stage is only conditionally separated from the 1st stage. As soon as the gym-

nast understands the essence of the new exercise and the meaning of the upcoming task, certain ideomotor perceptions emerge. In mind by reproducing the movement and unwittingly accompanying this process with "rudimentary" muscle impulses, the gymnast "plays out" all the basic actions in their close co-ordination, temporal, rhythmic relationship.

Stage 3 is a practical introduction to the movement.

During this phase of the development of a prior concept of the movement, the gymnast will be able to work on the exercise in depth. By developing his theoretical knowledge of the movement and improving the ideomotor perceptions, the gymnast will practice the movement in accessible forms. This practice is not the learning of a movement, but a "feeling" of it. [5].

The gymnast goes through the following phases in preparation for the exercise:

- before the call to the tackle;
- after the challenge;
- In the starting position;
- At the start of work.

Psychological training is inextricably linked to educational work. It is an integral part of the athletes' training system. Educational work should be at the centre of the coach's attention, and psychological readiness for competition is firmly based on the athlete's general preparedness - physical, technical, tactical, moral-will and psychological. A high level of psychological preparation of an athlete indicates her high psychological stability and good results at competitions.

Recommendations for coaches:

- Start training with different types of all-around gymnastics;
- To train with unfamiliar apparatus, equipment and in weight suits;
- To offer the gymnast tactical tasks related to the change of familiar combinations;
- Use competitive exercises and apparatus approach modes as much as possible in the training;

- To offer a gymnast to perform certain exercises without a preliminary warm-up on the apparatus;
- To disrupt the prepared approach to the apparatus by different tricks.

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MÜASİR İDMANDA PSİKOLOGİYA. GİMNASTLARIN PSİKOLOJİ HAZIRLIĞI

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Annotasiya. Məqalədə “Müasir idmanda psixologiya. Gimnastların psixoloji hazırlığı” mövzusunda müasir idmandakı psixologiya problemləri, gimnastların psixoloji hazırlığının əsasları və planlaşdırılması nəzərdən keçirilmişdir. Məşqçilərə yüksək ixtisaslı idmançıla-

rın təhsil hazırlığı üçün zəruri olan tövsiyələr verilir.

Açar sözlər: *idman psixologiyası, psixoloji hazırlıq, planlaşdırma, psixogram, pedaqoji proses, şüur.*

ПСИХОЛОГИЧЕСКАЯ ПОДГОТОВКА ГИМНАСТОВ В СОВРЕМЕННОМ СПОРТЕ

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Аннотация. В статье “Психологическая подготовка гимнастов в современном спорте” рассмотрены проблемы психологии в современном спорте, основы и планирование психологической подготовки гимнастов. Даны рекомендации тренерам, которые

необходимы в целях воспитательной подготовки спортсменов высокой квалификации.

Ключевые слова: *Психология спорта, психологическая подготовка, планирование, психограмма, педагогический процесс, сознание.*