

MEANS AND METHODS OF PSYCHOLOGICAL TRAINING OF ATHLETES

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Annotation. The problem of psychoregulation in sports is one of the most actual due to the high importance of the psychological factor in sports activities. Psychoregulation is the subject of research by a number of sports psychologists, and for the most part it was developed in the field of managing the pre-start state of the athlete.

Keywords: *psychoregulation, psychological defense, mental state, emotional state, frustration, prelaunch fever, psychological preparation.*

Introduction. We are looking at psychoregulation in two aspects:

- 1) as the ability of an athlete to control his thoughts, feelings, actions;
- 2) as the ability of an athlete's usage of psychoregulation in training and competitions, making the optimal manifestation of his own physical and technical capabilities. If we proceed from the four-component structure of sports activity, then psychoregulation is included in the content of the first component (prerequisites of activity) as a skill and the third component (operations, actions, techniques, tactics) as practical actions for the use of various means, methods of psychoregulation.

2. According to research, the higher the level of psychoregulation in athletes, the higher the effectiveness of their competitive activity.
3. The behavior of athletes during competitions and the nature of the pre-start and start state are determined by the level of their ability of psychoregulation.

Fundamentals of psychoregulation in sports. Psychoregulation in sports is presented today as an established scientific direction in sports psychology. This task is achieved thanks to special central-brain reorganizations that create such an integrative activity of the body that most rationally directs the athlete's capabilities to solve specific problems. This is the ultimate goal of psychoregulation, and it can only be achieved during competitions if you master psychoregulation in training.

The psychophysiological basis of such a state is the optimal ratio of the working (ergotropic) and restorative (trophotropic) systems of the body. Right now, another of the presented systems competes with the dominant functional system, which provides a certain activity of a person or maintains his state [5,9].

At any moment, another of the presented systems competes with the dominant functional system, which provides a certain activity of a person or maintains his state. Competing is called subdominant. If an athlete performs a certain task in training, then this process is ensured by the dominance of the ergotropic system. However, at the same time, the subdominant trophotropic system does everything

possible so that the body won't overspend its energy.

There are 2 groups of methods:

- 1-heteroregulatory-verbal (conversation, persuasion, command, suggestion)
- 2-autoregulatory - fatigue, excessive neuropsychic stress.

Verbal methods. The conversation provides communication with the athlete in order to relieve nervous tension or pre-start apathy (usually one or another method of distraction is used).

Persuasion pursues more precise goals: set up an athlete for a certain activity; to convince of the irrationality of this or that behavior, state. 2. Command is the most imperative form of suggestion in the waking state. It should be specific, clear and concise.

Rational suggestion is a more complex method of verbal heteroregulation. It includes the following tasks: - to convince the athlete of the need to perform some set of measures, to tune in to this or that activity; - eliminate unnecessary emotional stress or, conversely, increase neuropsychic activity; - build a favorable image that an athlete could have if he followed the proposed psychohygienic advices. Among the verbal methods of heteroregulation, which require special mental states for their implementation, we should highlight various variants of hypnosuggestion.

Fractional hypnosis (partial) it consists in the fact that the process of suggestion is divided into parts. After the person falls into the state of sleep and stays in it for several minutes, he is awakened and clarified if there were any interference, they agree with him on the style of further suggestion and again immerse him in a dream-like state.

Hypnosuggestion (the method of maximum inclusion in a real sports situation, "reporting") it lies in the fact that after falling asleep, the specialist leading the session begins to report on a match or duel with the participation of an athlete under hypnosis.

Autogenic methods. Autogenic training was first proposed by the Austrian doctor I. Schultz. It is determined by consistent self-

suggestion of sensations of heaviness and warmth in the limbs, sensations of warmth in the solar plexus, in the region of the heart, sensations of a pleasant cool touch on the forehead. All this contributes to relaxation, relieving nervous tension. In addition, being in this state, the athlete can solve problems related to self-adjustment, overcoming uncertainty, fear, concentration problems, etc.

"Naive" methods of self-regulation are techniques that appeared during training and competitions, where their usage gave one or another effect associated with success, successful performance in competitions. These methods of self-regulation is appearing by chance and often becoming a ritual. For example, many athletes say to themselves the same phrase of self-instruction or self-order, while this phrase quite often becomes obsessive.

The simplest methods of self-regulation, unlike the "naive", it needs to be specially trained. These are verbal and non-verbal methods, they are natural for every person, inherent in his usual behavior. Verbal methods include self-persuasion, self-flagellation, and psychic defense techniques. Non-verbal – breathing and facial exercises; exercises based on specific muscle sensations.

Ideomotor training (mental execution of certain motor actions or their behavior in certain circumstances, when the athlete mentally pronounces the task, naming some movements).

The regulation of mental states can be carried out in two ways: by preventing their occurrence; by eliminating the already formed states. To implement this process, you can use many methods of external influence or self-regulation.

Such mental conditions as fatigue, excessive neuropsychic stress (including pre-launch fever), frustration are of the greatest importance for psychoregulation. Each of these states can be detailed, since it is of a collective nature, therefore, the development of a psychoregulation session should contain the solution of operational tasks aimed at restoring working capacity, emotional state, and

fighting spirit. At the same time, the conditions of each particular case must be taken into account separately.

Prelaunch fever is expressed in strong excitement, there is an increase in all vegetative processes - the heartbeat quickens, blood pressure rises, sweating and hand tremors appear. Usually, the state of pre-start fever occurs when an athlete has a strong desire to win, which is accompanied by strong emotional arousal and loss of self-control skills [2, 7].

Excessive mental state. Neuropsychic stress (NPS) is a special mental state that occurs in complex, unusual conditions for the psyche, requiring a restructuring of the entire adaptive system of the body. There are 3 degrees of the state of NPS.

The first degree is characterized by increased attention, mobilization. Both the mental and physical capabilities of the body, as well as working capacity, increase. The body's resistance to adverse factors increases. The process of working on a task completely absorbs you. Working time flies quickly and imperceptibly. It is filled with many important things that give you pleasure. You rarely feel hungry and usually take snack "on the go". You try to spend more time at work, do not rush home.

The second degree of tension is typical for situations where the level of mobilization of reserves, just like in the first degree, is insufficient. Physiological shifts and mental changes are already more noticeable here. Physiological processes are rearranged in such a way as to provide the body with the opportunity to solve a more complex problem. The energy resources of the body are mobilized almost completely. Work still gives you pleasure, but you began to notice that at times your head hurts, periods of loss of appetite alternate with periods of acute hunger. Relatives note that you look somewhat tired, and you yourself understand that you need to rest a little and recover.

Here you need to pay attention to your well-being. Remember that the best rest is a change of activity. Do not abuse tea, coffee,

cigarettes. Eat healthy light meals. Take vitamins. Ventilate the room more often.

The third degree of NPS occurs when the situation becomes insurmountable. The intellectual and energy resources of the body are sharply reduced, immunity drops. You notice that it is difficult for you to concentrate, remember something. Personality traits appear that interfere with productive communication and which you previously successfully hid (shyness, indecision), chronic diseases are exacerbated.

Excessive stress, of course, prevents you from exercising and rationally using the functionality of the body. Practical experience shows that psychoregulation in the waking state can be considered one of the most effective methods for eliminating excessive stress. In addition, a fairly rational method is to create a new source of excitation, which will play the role of a distraction. To prevent overexcitation, it is very important to observe the basic principles of mental hygiene, especially in team sports. It will not be enough to use only calming measures here. Necessary:

- determination of the cause of excessive arousal;
- its explanation and elimination;
- implementation of self-regulation techniques.

With excessive neuropsychic stress, self-regulation methods organized in the form of pauses can be very effective. The main thing is that the athlete's deeply conscious self-action should be aimed at reducing sensitivity to the expected activity. But at the same time, one should not allow an athlete to fall into the opposite extreme and bring himself to complete indifference [4, 8].

Ideomotor representations associated with the expected situation and his specific actions can have a mobilizing effect on the state of the athlete. The most difficult vision of excessive tension is considered to be its occurrence during the competitive struggle. It is especially important that the athlete should have a certain individual arsenal of self-regulation methods, which are worked out in ad-

vance in neutral conditions, and then systematically improved in real activity.

Frustration. The state of disappointment is associated with a sudden difference between the expected and the actual result. Accompanied by negative emotions, this condition can be combined with fatigue and excessive neuropsychic stress. It can also act as an independent phenomenon.

To deal with frustration you should use a set of rational psychoregulatory procedures, including:

- logical analysis of the situation;
- choice of tactics of suppression of emotions or psychological protection;
- drawing up a plan of measures necessary to get out of this situation.

They should end with sentences like: "Forward!", "Fight!". This is very important in the process of dealing with disappointment, the order in this case is:

- a means of influencing the athlete's internal conflict state, as it eliminates doubts about further actions;
- a means of mobilization (due to its suddenness).

The significance of such an order will be the greater, the more contrast (with the previous conversation) and the more timely it will sound, being prepared by a whole course of preliminary psychoregulation.

In cases of frustration, self-regulation methods should be used very carefully (only after obtaining certain results of positive dynamics), as well as apparatus methods (since neurotic people can easily associate the cause of their failures with them).

In some cases, effective results are obtained by the "Reporting" technique, when the athlete many times switches from a state of rest and relaxation to ideomotor participation in sports situations.

Thus, it can be said that various methods and means of psychoregulation should be applied taking into account the specifics of the situation, the individual characteristics of athletes and their mental state in order to imple-

ment the general trend towards the formation of an optimal mental state in which they can fully realize their physical and technical capabilities [1, 6].

In this state, the athlete's perception associated with sports is aggravated - the feeling of a stick, sword, legs, water, ice, etc. However, in this state there are also disadvantages for athletes of some sports, such as shooting, for example, with increased excitation processes, voluntary control over actions may decrease, and passivity may increase the excitatory process. Also, due to the heightened perception, it can be difficult to assess the situation as a whole, especially in team games. For example, excessive concentration on the ball when playing football does not allow us to correctly understand the situation on the field, this is due to the fact that our brain has a perception limit, and if attention is focused on one specific thing, then there are simply not enough resources for the rest. In individual sports, this is rather a plus, but for team sports, this is definitely not the best condition.

Individual approach to psychological preparation. The value of an individual approach lies in the fact that no method of teaching and training can lead to proper results if it is applied without taking into account the individual psychological characteristics of a person.

The specific tasks that are pursued during the individualization of training are to use all the potential of a person, all his personal reserves, to apply available methods and personally dosed methods of influence, taking into account the properties of character and temperament, the mental state of a particular situation, the goals set and the tasks to be solved.

The degree of individualization of training and educational work can be different. First, a completely identical, leveled approach to everyone is possible. It is obvious that in this case the individualization is equal to zero. Secondly, you can work with the athlete separately, personally, building all the work on the basis of careful consideration of his characteristics and reactions to pedagogical influences. There is an extreme individualization here. Fi-

nally, thirdly, a conditional division of athletes into groups is possible, based on their certain similarity. This is individualization by types (according to typical manifestations).

Individualization of education and training of athletes with a focus on typical manifestations deserves attention. Applying this approach, evaluating the personal characteristics of an athlete and classifying them as a certain type of manifestation, one can use the practical recommendations available in the special psychological literature. And you can get advice from a specialist psychologist.

The "hypertrophy" of the individual approach, its reduction to the so-called "pair pedagogy" is unacceptable. The tasks of education and psychological preparation of an athlete necessarily involve work in a team and with a team. Along with the individual, it is legitimate to talk about a differentiated approach, understanding it as a special work with athletes, taking into account their differences in a number of common characteristics: by gender, age, education, experience. It seems to precede the individual. The differentiated approach is still poorly understood. Therefore, we can only give some, the most general information necessary for a differentiated approach [3, 4].

Gender differences. It is widely believed that men are more athletic than women. Indeed, men are by nature more inclined to participate in the struggle, their competitive spirit is higher, they are more "competitive", ambitious, more active and initiative in the game and duel. We can also talk about their greater resistance to stress in conditions of intense activity. Men are less impressionable and vulnerable, less conflicted and less suggestible.

Women, however, have a number of positive characteristics regarding the requirements for doing sports. They can achieve better results than men in activities that require jewelry precision, they are better able to tolerate monotonous work and are more disciplined. But women are more conflicted in the team, they require increased attention from the coach, they need more care. In a situation of defeat, breakdown, affect, hysterical reactions

in women occur more often and are more intense than in men.

Age differences. Now there are many young athletes (16–18 years old) and even teenagers (12–15 years old) in elite sports. During these age periods, a person's character has not yet formed: consciousness, worldview, intellect have not fully formed, opinions, attitudes and life orientations are unstable.

Sometimes young athletes achieve the highest results. This testifies to the significant (but still insufficiently studied) physical and mental reserves of a growing organism and a developing personality. However, for young athletes, as a rule, it is typical that in their attitude to exercises and competitions they are poorly aware of the degree of risk and social responsibility for the result shown. This allows you not to experience strong mental stress. Usually, young athletes rely completely on their coach. Because of that, all his actions, the forms and means of training used, the intensity and volume of the load must be carefully thought out, based on the fact that tasks and attitudes will be perceived uncritically and performed accurately. A young athlete, of course, makes few adjustments to his training. These characteristics make an authoritarian leadership style more suited to youth teams than others.

Sports experience. Unexperienced athletes, newcomers to the team need more attention, more seconds, detailed and more specific planning of general psychological preparation and tactics of behavior at each competition. They have less social protection (they rely less on moral support in the team, in their sports team), they react painfully to what coach tells them, comments, instructions, hints, etc.

In this regard, one of the main tasks of the coach in the preparation of such athletes is to strengthen the sense of self-confidence, the formation of a sufficiently high self-esteem. This is achieved by encouragement, support (individual conversations) and special instructions for experienced athletes regarding the treatment of unexperienced athletes.

Experienced athletes are the backbone of the team, its "golden fund". They are suppor-

ters, advisors and help of coaches. Of course, the coach should actively use the possibility of the positive influence of veterans on the newcomers and psychological preparation of the team, on the formation of public opinion in the team, on the creation of an atmosphere of friendship, mutual assistance and mutual support, a good, fighting mood.

When working with outstanding athletes, a difficult psychological situation arises due to their great popularity and halo of indispensability, attention to them by the media and sports fans. Even the most self-critical and intelligent athlete is not easy to resist the "star fever". The coach is faced with a difficult task - to preserve the great master of sports, to prevent him from degrading as a person.

For veterans, the issue of the timing of the cessation of sports is relevant. The stage of development of sports motives experienced by veterans is called the involution of motives. For an athlete, that question becomes relevant: "Why does he still give all his strength to the sport, is it time to stop competing?". It largely depends on the coach and sports management how a well-deserved athlete leaves the sport - with an active desire to occupy a leading position in society or morally broken, dissatisfied, not ready to continue a life worthy of his sports titles [3,5].

Athlete motivation. Motivation is one of the key factors influencing the psychological state of an athlete. The result directly depends on how motivated an athlete is in a competition, event or just training.

In psychology, there are two types of motivation: the motivation to avoid failure and the motivation to succeed. Heinz Hekhausen and T. Ehlers studied these types of motivation. There are also methods aimed at studying which of these two types of motivation prevails in people. The most famous of all is the Ehlers test.

Motivation for success. People with a pronounced orientation to success prefer an optimistic outlook on life, consider tasks as an incentive to move forward, develop, and react to obstacles with optimism and energy. They rely on their abilities, make efforts to achieve the goal, believe that in many ways success depends only on themselves. There is also a

sense of control over your own life - you are the captain of your own ship.

Research has shown that people who are moderately highly focused on success tend to take medium risks. Those who are afraid of failure prefer a small or, conversely, too high a level of risk. The higher the person's motivation for success - to achieve the goal, the lower the willingness to take risks. With a strong motivation for success, the hopes for success are usually more modest than with a weak motivation for success, but such people work hard to succeed, strive for success. People with a low level of motivation for success show self-doubt, are burdened with the work they do. Performing complex tasks makes them uncomfortable.

Thus, an athlete with a predominant motivation for success will be focused on the result, while realistically assessing his capabilities. Also, such an athlete will clearly understand that everything depends only on him, on that he is always ready for training and improvement. They also only allow medium risk. Described as the perfect athlete.

Motivation to avoid failure. The motivation to avoid failure encourages a person to build his behavior and his life in such a way that there are as few failures, mistakes and failures as possible. Such a person is cautious, timid and anxious, does not like to take risks, tries in any case to "lay some straw there".

People who are dominated by the motive of avoiding failure prefer small or, conversely, excessively large risks, when failure does not threaten prestige. They tend to have a high level of protection and are afraid of accidents. The dominance in a person of the motive of avoiding failures leads to an underestimation of self-esteem and the level of claims. Repeated failures can lead such a person to a state of depression, a steady decline in self-confidence and a chronic fear of failure. Such people, as a rule, have a low level of development of achievement motivation.

A person with a predominant motivation to avoid failure is not the best option for a sports career. Due to the reduced motivation for the result, it will be difficult for such an athlete to compete and especially strive to win first places, because he will be driven not to

“be better”, but “to be no worse than others” [5, 9].

Those who are highly motivated to succeed and have a high willingness to take risks are less likely to have accidents than those who are highly motivated to take risks but highly motivated to avoid failure (protection). Conversely, when a person has a high motivation to avoid failure (protection), this interferes with the motive for success - achieving the goal.

Conclusion. Long-term studies have made it possible to determine the state of the problem of psychoregulation in sports, to determine the place and content of psychoregulation in the structure of sports activity, to study its possibilities in increasing the effectiveness of sports activities, to identify the main and most effective methods for mastering the basics of psychoregulation of athletes, regardless of their specialization. Mastering the basics of psychoregulation, as well as working out the most effective methods and crisis situations are mandatory for every athlete, because the ability to cope with oneself first of all is the key to success in sports, and not only in sports, in any area of life. But it should be remembered that it is always worth starting from individual physiological and physical characteristics, only with an individual approach the psychological preparation of an athlete will be most effective.

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İDMANÇININ PSİKOLOJİ HAZIRLIĞININ VASİTƏ VƏ METODLARI

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Annotasiya. İdman fəaliyyətində psixoloji faktorun əhəmiyyətinin vacibliyi ilə əlaqədar olaraq psixonizamlanma problemi idmanda aktual məsələlərdən birinə çevrilmişdir. Psixonizamlanma bir çox idman psixoloqlarının tədqiqat predmetidir. Ən çox isə bu idmançının

startqabağı həyəcanının idarə olunması sahəsində işlənmişdir.

Açar sözlər: psixonizamlanma, psixoloji müdafiə, psixoloji vəziyyət, emosional vəziyyət, frustrasiya, startqabağı həyəcan, psixoloji hazırlıq.

СРЕДСТВА И МЕТОДЫ ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ СПОРТСМЕНОВ

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Аннотация. Проблема психорегуляции в спорте является одной из наиболее актуальных в связи с высокой важностью психологического фактора в спортивной деятельности. Психорегуляция является предметом исследований ряда спортивных психологов, и по большей части она была

разработана в области управления предстартовым состоянием спортсмена.

Ключевые слова: психорегуляция, психологическая защита, психическое состояние, эмоциональное состояние, фрустрация, предстартовая лихорадка, психологическая подготовка.