

RESEARCH ISSUES OF PSYCHOLOGICAL PREPARATION OF YOUNG GYMNASTS

ДОСЛІДЖЕННЯ ПИТАНЬ ПСИХОЛОГІЧНОЇ ПІДГОТОВКИ ЮНИХ ГІМНАСТОК

In the article, the researchers conducted on the psychological preparation of young gymnasts are analyzed and systematized. In addition, the factors that play an important role in the psychological preparation of gymnasts have been touched upon and psychologically interpreted. In the article, the author showed the importance of individual psychological characteristics of gymnasts in preparing them for the competition. In the end, it is noted that in addition to all this, the gymnast-coach relationship and their interactions with their peers have an important impact on the psychological preparation of gymnasts. This, in turn, leads to a change in the psychological climate as a team.

According to literature psychological preparation, or psychological skills training (PST) as it is also called, constitutes part of the whole process followed by an athlete during his/ her athletic preparation. Weinberg & Williams mentioned several viewpoints that the best time to implement such a program is off-season or preseason. Psychological preparation, nowadays, constitutes an integral part of any sport program that aims to the applicable athletes' preparation for the achievement of high performance. Indeed, the importance of psychological skills training in the development of athletic performance is widely acknowledged, and the number of athletes implementing psychological training strategies is increasing.

It is possible to achieve success in the psychological preparation of athletes by having the right influence on their psyche. It is impossible to train athletes successfully without being based on the psychology of the individual and the team. This is especially important in the field of gymnastics.

Key words: athlete, gymnast, psychological preparation, competition, social relationship, interpersonal relationships.

У статті проаналізовано та систематизовано дослідження психологічної підготовки юних гімнасток. Розглянуто та психологічно осмислено чинники, які відіграють важливу роль у психологічній підготовці гімнасток. Показано важливість індивідуально-психологічних особливостей гімнасток у підготовці їх до змагань. Зазначено, що, крім усього цього, важливий вплив на психологічну підготовку гімнастів мають стосунки «гімнаст – тренер» та їх взаємодія з однолітками. Це, своєю чергою, призводить до зміни психологічного клімату в колективі.

Відповідно до літератури, психологічна підготовка, або тренування психологічних навичок (PST), як її ще називають, є частиною усього процесу, якого дотримується спортсмен під час його/її спортивної підготовки. Вайнберг і Вільямс згадали кілька точок зору, згідно з якими найкращий час для реалізації такої програми – міжсезоння або передсезоння. Психологічна підготовка нині є невід'ємною частиною будь-якої спортивної програми, яка спрямована на відповідну підготовку спортсменів для досягнення високих результатів. Дійсно, важливість навчання психологічних навичок у розвитку спортивних результатів широко визнається, і кількість спортсменів, які впроваджують стратегії психологічної підготовки, зростає.

Домогтися успіху в психологічній підготовці спортсменів можна, правильно впливаючи на їхню психіку. Неможливо успішно тренувати спортсменів, не спираючись на психологію особистості та колективу. Це особливо важливо у сфері гімнастики.

Ключові слова: спортсменка, гімнастка, психологічна підготовка, змагання, соціальні стосунки, міжособистісні стосунки.

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Literature review: Researches related to the psychological preparation problem of athletes can be classified in different directions. However, before making this classification, we should pay special attention to several issues.

First of all, gymnast psychology is a branch of sports psychology. And the research conducted in this direction is also about the psychological characteristics of gymnasts, their psychological preparation, etc. such issues can be given in the general plan. Whether it is a football player, track and field, or other types of sports, it is possible to find psychological commonalities for a specific type of sport.

Second, gymnastics is a sport that combines gymnastic equipment, floor exercises, and balance competitions. In the modern gymnastics program – for women – on bars of different heights, balance beam, supports, floor exercises; for men – it can be treated as sports performed in floor exercises, vaults, pommel horse, rings, par-

allel bars and cross. From this point of view, psychological studies conducted in the field of gymnastics differ according to their specificity.

Thirdly, various factors influence the successful performance of gymnasts. Among these factors, along with psychological factors, socio-psychological factors also play an important role. Research shows that social dynamics appear to be more important than physical fitness, such as psychological factors

Fourth, since gymnastics has many fields, the physical and psychological requirements for its individual types can also be different. However, the psychological characteristics and personality qualities required for gymnasts, including serious identifications in psychological preparation, are not considered. Therefore, the psychological preparation of gymnasts, their mechanisms of success show diversity in these areas with almost small details and minor differences. From this point of view, in the context of socio-psycholog-

ical issues of the success of gymnasts in general, we will try to find commonalities in basic research that is necessary from a psychological point of view.

Studies involving problems can be distinguished in four directions and according to the psychological approach to the context of the studied problem:

1. Researches related to psychological preparation of gymnasts;
2. Researches related to personality characteristics of gymnasts;
3. Studies related to the study of internal and external motivation, which has an important role in the success of gymnasts;
4. Researches related to social relations of gymnasts, intra-group and interpersonal relations, social and sports competition.

Before looking at the studies related to the problem, we consider it appropriate to provide concise information about the sport of gymnastics and its history.

It should be noted that gymnastic exercises developed in the ancient world. As far back as 4000 BC, gymnastic exercises were used for medicinal purposes in China, India and other nations. In the Chinese books of those times, it is mentioned that in China, gymnastics practiced at home in the morning and evening is considered very important [5, p.36]. It is known from Indian historical sources (monuments, frescoes, paintings) the currently widespread type of gymnastic exercises, which all ancient peoples: Egyptians, Turks, Assyrians, peoples of Transcaucasia, Romans, etc. they used. Horses have been used as equipment in some types of gymnastics since ancient times. These gymnastic exercises performed on horseback were a way to help master riding. In ancient times, gymnastics for medicinal purposes was also used in India and China, but there they turned into spiritual practices, specific pagan religions (for example, yoga) and lost their relevance, so they did not have a mass character like in Greece and Rome, where gymnastics was [5, p. .38].

The term «gymnastics» first appeared among the Greeks during the ancient Greek culture in the 8th century BC. Gymnastics exercises were part of the physical education system in Ancient Greece, used as a means of preparing young people for participation in the Olympic Games. The main purpose of holding the Olympic Games was the military training of young people. They ran with a shield, jumped with dumbbells, the fight turned into boxing, and the punches took place with the help of hard leather that was not softened. In 393, gymnastics began to be banned because it continued the basis of paganism and had a bad effect on the moral education of young people [6, p.60].

From the end of the 18th century to the beginning of the 19th century, gymnastics equipment

and exercises on the stand were used in the physical education systems of Western Europe and Russia. In the second half of the 19th century, competitions on certain types of gymnastic movements began to be held in a number of Western European countries.

Modern sports gymnastics is considered one of the most beautiful and popular sports. But gymnastics is also the most extreme sport associated with risk and injury. Beginner gymnasts are subject to it, performing the most complex elements and exercises of high technique in order to achieve the highest mastery and in accordance with the requirements of international competition rules. And behind both the successful and unsuccessful performance of the gymnast is the work of the coach-teacher with its unique professional characteristics that impose certain requirements on the specialist's personality, the quality of his training, knowledge, skills and attitude to work [5, p.39].

Perhaps in no other sport does a coach do such a responsible job as a gymnastics coach. During training and competition, he must constantly solve a large number of problems. For this, special knowledge on the principles and methodology of gymnastics, pedagogy, biomechanics, age-related physiology and psychology, psychology of gymnastics, anthropology and morphology, sports metrology required [8, p.81].

Gymnastics is as much a mental sport as it is a physical one. In fact, many gymnasts even said that mental and psychological preparation is much more difficult than physical preparation, because it is difficult to control this process. A gymnast can perform his movements perfectly in training, but if he is not mentally prepared to face opponents, judges and his own nerves, he should not expect to perform at his best [8, p.82].

Gymnastics is a sport in which the main element of consciousness is primarily one's own body and, to a lesser extent, the external world. Modern sports, including gymnastics, make high demands not only on motor skills, but also on the mental sphere. The «psychogram» of artistic gymnastics is very unique. This type of sport is characterized by its «introversion», the gymnast's focus on sensory perception and evaluation of his own body movements, as well as the tempo-rhythm of movements, space and time movements.

Gymnastics is also one of the emotionally intense sports that require concentration, willpower, and at the same time high plasticity of the central nervous system. The psychological characteristics of sports are related to gymnastics, first of all, the artificiality of gymnastic movements, their accuracy and the frequent occurrence of truly dangerous situations for the athlete.

The development and performance of gymnastic exercises is based on the psychological «control» of feelings, they have the character of

«reference» points. A gymnast needs well-developed anticipatory reactions, that is, the ability to quickly assess the state of movement and, on the basis of this, to urgently predict future movements. High gymnastics is characterized by significant emotional stress, which requires high self-control and strong-willed qualities from athletes. It is extremely important to consider the process of voluntary mobilization as a condition of concentration of efforts necessary to perform exercises with maximum physical strain in gymnastics.

Studies have shown that the development of psychological characteristics of gymnasts is related to competitive or winning behavior. It should be taken into account that the different feelings experienced by the gymnast are related to the competition. At this time, athletes feel excited or nervous, or confident. Values that motivate them, desired happiness to achieve goals, including satisfaction, create serious performance.

Sometimes athletes worry about this aspect, that is, what to prioritize and expect if they do not succeed. Therefore, they feel fear, their muscles become tense because they are nervous, stomach pains, body tightness, frequent sweating of hands and negative thoughts prevail. Therefore, gymnasts begin to believe that they will never be able to win a big competition [12, p.65]. These feelings are accompanied by a stress response. In this regard, stress can act as a physical and mental load that disrupts the homeostasis system of the human body [8, p.81]. Of course, a person's work on himself and developed personality qualities can overcome this.

Adriana Kaplanova's research showed that the stress relief strategy in such cases depends on the level of gymnasts' personality traits. These include the level of emotional lability and stability, extrovert or introvert, openness to experience, etc. includes. In order to better understand the personality characteristics of gymnasts, it is recommended to determine the manifestations of their behavior in stressful situations. To get rid of such a situation, trainers should develop more effective methods [10, p.22].

An important point to note is that when gymnasts face real or potential danger, the fear of physical injury can manifest itself as a common source of anxiety among highly competitive gymnasts, and even as a possible reason for leaving the sport. or lost confidence in his ability to perform successfully in difficult conditions [109, p.99]. So, self-confidence is one of the main characteristics of a gymnast's personality. Here it can play an important role in self-knowledge and self-improvement. R.V. Jabbarov mentioned that «Anxiety, fear and indifference do not allow us to feel self-realization or positive changes, in contrast, self-analysis is the first step to positive change and self-awareness. He walks in and

leaves. It is imperative that you do your research to see how self-awareness helps you improve yourself and what the benefits are. In psychology, self-knowledge is the true information that a person has about himself. This may include information about our emotional state, thoughts, beliefs, values, personality traits, relationships, behavior patterns, needs, goals, preferences and social identity. Self-awareness is the result of self-reflection and social processes. However, self-knowledge is not obtained only from introspection [4, p.18]. According to Brown (1998), there are five sources that increase the potential for self-awareness. They are as follows:

1. The physical world. This information category is limited to physical information such as height, weight and eye color.

2. Social conditions. This self-identification occurs when a person compare himself with others. Subcategories include upper and lower right comparisons, which they compare themselves with someone who is in a better or worse situation, respectively.

3. Burned-out prices. This self-definition depends on the values others give us. The term itself means that we reflect ourselves through the eyes of others.

4. Introspection. This source of self-knowledge includes thoughts, feelings, motives and desires. It is obtained by chemical analysis. Introspection is connected with self-knowledge and is inseparably connected with it.

5. Self-awareness. In this category of self-knowledge, we observe and investigate our own behavior. We have learned the truth by ourselves.

Shnaffner (2020) included two methods of self-identification in this process:

1. CBT-type approaches. Another source of self-exploration is an approach similar to Cognitive Behavioral Therapy (CBT). By carrying out a rational analysis of our negative thinking process is being conducted.

2. Intellectual techniques. Intelligence-based methods assess emotional intelligence skills and It helps us to improve and to know ourselves. In summary, self-knowledge is obtained from the unity of the physical, social and psychological world. [4, p. 28].

Athletes are encouraged to be patient when performing a complex activity for the first time or under pressure in a major competition. It is also possible for a previously injured gymnast to endure emotions that reflect the fear of re-injury. Regardless of their source, fear perceptions have the potential to disrupt focus and ultimately hinder an athlete's future performance [9, p. 110]. Inadequately calculated risk in gymnastics leads to physiological and psychological consequences at the psychophysiological level. These results, in turn, negatively affect performance and greatly

increase the risk of injury. For example, a gymnast who is afraid of performing a trick may experience an increase in body tone (muscle) and heart rate, along with a loss of concentration and confidence. Such a situation creates a self-perpetuating negative in skills and abilities.

According to the literature, the formation of personality qualities in sports activities will ensure the athlete's chances of achieving more success in competitions [7, p.54]. Authors note that psychologists are constantly faced with the fact that there are significant inter-group differences in personality traits and qualities in various sports, as well as intra-group differences between representatives of one and another sports. Despite being the same type of sport, different sports roles appear in team sports. Such different manifestations refer to the characteristics of the athlete's personality, temperament, character and abilities. These manifestations depend both on the natural, innate initial conditions for the development of the psyche, and on the influence of the environment; it is formed and developed in the process of education, training and competition [7, p.55].

Conclusion: In a number of studies, the differences in the personality characteristics of athletes performing in an individual program and in a team have also been studied. The study showed that the personality characteristics of gymnasts have a profound effect on their competition process and success mechanism. It is possible to predict the success of a gymnasium in a specific specialty based on personality characteristics. Numerous studies have been devoted to the study of internal and external motivation, which has an important role in the success of gymnasts. It should be noted that the psychology of motivation is one of the most complex and controversial areas of modern psychology. Researches show that the main role in a child's sports education is played by his parents. They should know that not only do they put a huge physical and emotional burden on the child's shoulders, but they are also responsible for the competent organization of the child's working day, the psychological support of the young athlete, and how to build the child's relationships. Therefore, parents should be careful in this situation and should not spare their moral support.

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