

PSYCHOLOGICAL TRAINING IN GYMNASTICS

*Saidova Mahbuba Ayubovna**mahubasaidova@gmail.com**Osiyo Xalqaro Universiteti Jismoniy Madaniyat kafedrası o'qituvchisi**(Asia International University)*

Annotation: Gymnastics is a sport that requires physical and technical skills, and psychological training is also important to achieve success. In this annotation, the main aspects of the psychological training of gymnasts are considered, including motivation, concentration, anxiety management and the development of self-confidence. The motivation of gymnasts determines their passion for training and competitions. It is important to develop inner motivation, that is, to enjoy sports and strive for personal growth. Gymnasts must be able to concentrate during training and competitions. Concentration techniques, such as meditation and visualization, help develop this ability. Anxiety before competitions is a natural condition, but it can negatively affect the athlete's performance. Gymnasts control anxiety, such as breathing exercises and positive self-talk.

Аннотация: Гимнастика-это спорт, требующий как физических, так и технических навыков, и психологическая подготовка также важна для достижения успеха. В этой аннотации рассматриваются основные аспекты психологической подготовки гимнастов, включая мотивацию, концентрацию внимания, управление тревогой и развитие уверенности в себе. Мотивация гимнасток определяет их страсть к тренировкам и соревнованиям. Важно развивать внутреннюю мотивацию, то есть получать удовольствие от спорта и стремиться к личностному росту. Гимнасты должны уметь концентрироваться на тренировках и соревнованиях. Техники концентрации внимания, такие как медитация и визуализация, могут помочь развить эту способность. Беспокойство перед соревнованиями-естественное состояние, но оно может негативно сказаться на работоспособности спортсмена. Гимнасты справляются с тревогой с помощью дыхательных упражнений и позитивного разговора с самим собой.

Annotatsiya: Gimnastika jismoniy va texnik mahoratni talab qiladigan sport turi bo'lib, muvaffaqiyatga erishish uchun psixologik tayyorgarlik ham muhim ahamiyatga ega. Ushbu annotatsiyada gimnastikachilarning psixologik tayyorgarligining asosiy jihatlari, jumladan, motivatsiya, diqqatni jamlash, tashvishni boshqarish va o'ziga ishonchni rivojlantirish ko'rib chiqiladi. Gimnastikachilarning motivatsiyasi ularning mashg'ulotlarga va musobaqalarga bo'lgan ishtiyoqini belgilaydi. Ichki motivatsiyani rivojlantirish, ya'ni sportdan zavqlanish va shaxsiy o'sishga intilish muhimdir. Gimnastikachilar mashg'ulotlar va musobaqalar davomida diqqatni jamlay olishlari kerak. Diqqatni jamlash texnikalari, masalan, meditatsiya va vizualizatsiya, bu qobiliyatni rivojlantirishga yordam beradi. Musobaqalar oldidan tashvish tabiiy holatdir, ammo u sportchining ko'rsatkichlariga salbiy ta'sir ko'rsatishi mumkin. Gimnastikachilar nafas olish mashqlari va ijobiy o'z-o'zini gapirish kabi tashvishni boshqarish texnikalarini o'rganishlari kerak. O'ziga ishonch gimnastikachilarning muvaffaqiyatga erishishida muhim rol o'ynaydi. Gimnastikachilar o'zlarining kuchli tomonlariga e'tibor qaratishlari va muvaffaqiyatli chiqishlarini vizualizatsiya qilish orqali o'ziga ishonchni rivojlantirishlari mumkin. Ko'plab gimnastika klublari va tashkilotlari gimnastikachilarning psixologik tayyorgarligini yaxshilashga qaratilgan dasturlarni taklif qiladi. Ushbu dasturlar sport psixologlari tomonidan olib boriladi va gimnastikachilarga yuqorida ko'rsatilgan psixologik ko'nikmalarni rivojlantirishga yordam beradi.

Kalit so'z: Stressni, Psixologik tayyorgarlik, Vizualizatsiya, Meditatsiya va yoga, avtogen mashqlar, musiqa terapiyasi

Keyword: Stress, psychological training, visualization, meditation and yoga, autogenic training, music therapy

Ключевое слово: Снятие стресса, психологическая подготовка, визуализация, медитация и йога, аутогенные упражнения, музыкотерапия

This topic of psychological preparation is probably not for everyone. Therefore, there is confusion in the materials covering this topic and this surprise. Psychological preparation in gymnastics is an important process aimed at preparing the athlete's mental state for competitions and training. It helps to increase the athlete's confidence, reduce stress, focus and achieve optimal results during the competition. The main elements of psychological preparation: Goal setting: The athlete should set clear and achievable goals. The more specific the goals, the easier they will be to achieve them. Psychological preparation in the sport of gymnastics is very important for the athlete's success. This sport requires a high level of physical training, and also requires the athlete to be mentally strong.

Key aspects of psychological preparation in gymnastics: The athlete should set clear and achievable goals. The more specific the goals, the easier it will be to achieve them. The athlete should visualize his performance during the competition. This will help him mentally prepare for the competition.

Stress Management: Gymnasts often experience high levels of stress before a competition. The athlete should learn stress management techniques, such as deep breathing, meditation, and yoga.

Focus: Gymnastics requires a high level of focus and concentration. An athlete must learn to focus and ignore distractions during competition.

Self-confidence: An athlete must believe in themselves and not doubt their abilities. To increase self-confidence, an athlete must remember their successes and focus on their strengths.

Relationship with the coach: An open and trusting relationship with the coach plays an important role in the psychological preparation of the athlete. The coach should give the athlete confidence and support his mental state.

Psychological preparation methods: working with a psychologist, meditation and yoga, autogenic exercises, music therapy, working with a sports psychologist.

Specific features of psychological preparation in gymnastics: Gymnastics requires a high level of attention and concentration. Gymnastics is often associated with a high level of stress. Since the movements in gymnastics are very complex, it requires a high level of self-confidence from the athlete.

Visualization: The athlete should visualize their performance during the competition. This helps them mentally prepare for the competition.

Breathing techniques: Deep breathing techniques can help an athlete reduce stress and focus.

Self-confidence: An athlete must believe in themselves and not doubt their abilities.

Stress management: An athlete must learn to manage the stress that arises during competition.

Concentration: An athlete must learn to focus and ignore distractions during competition.

The importance of psychological preparation: increasing the athlete's confidence, reducing stress, focusing, achieving optimal results during competition, improving the athlete's mental state.

Psychological preparation methods:

- a) Working with a psychologist.
- b) Meditation and yoga.

- c) Autogenic exercises.
- d) Music therapy.
- e) Work with a sports psychologist.

Specific features of psychological preparation in gymnastics:

- a) Gymnastics requires a high level of focus and concentration.
- b) Gymnastics is often associated with high levels of stress.
- c) Because gymnastic movements are so complex, they require a high level of self-confidence from the athlete.

That is why psychological preparation is especially important for gymnasts.

Additional tips: a) The athlete should regularly do psychological exercises. b) The athlete should openly talk to his coach and family about his mental state. d) The athlete should take care of himself and take time to rest.

Although psychology teachers use different terms, they are focused on two main principles. The first is the study of movement, which consists of methodological components, and the second is the side effects of excitement and affective problems that arise from the sports practice that we expose the athlete to.

We do not want to know the scientific philosophies on this subject, but we want to reach a simple limit by making observations about these phenomena based on a series of philosophies made on this subject. Before relying on these observations, I think it would be useful to give some of the movements of Prof. Miroslav Vanek, one of the professors of the University of Prague, who is a professor at the Italian Gymnastics Federation. According to Vanek, gymnastics is not just a spinning wheel, it is not just a body with a good nervous system and good blood circulation, it is not a product of your metabolism. It is a human being with all his will, generous, on the ground, on a horse, on a parallel bench, on the bars, in the ring, his mental state affects the factors of his movement. In addition, his biological structure, climate, social structure, as well as his own personality allow him to have a dialectical state of form. Along with all these values, his complex relationship with himself and his dynamics constitute an important issue. In Bruno Grandi (Italian Cim. Fed. See) I would like to add this to this topic. All this is in the difference between a rich life and even faster competition.

From a neurophysiological point of view, movement cannot be limited by the control processes of the nervous system of various analytical centers. Each part simultaneously acts with a criterion value that shapes the movement. The dynamics of the human body, which is the most important part of the nervous system, plays a very important role in sports such as gymnastics. The artistic expression of the dynamism of gymnastics is achieved by adding the individual and descriptive parts of the movement to the mechanical parts of the movement and the problems of excitement caused by the competition.

Motor learning: Here the central nervous system and motor movement are carried out as a whole. Movement is carried out under different factors related to different functions. The parts seen in the first stage are as follows:

Here, the central nervous system and motor movement are carried out as a whole. Movement is carried out under various factors that depend on different functions. The parts seen in the first stage are as follows:

- 1 - The system that controls the external part is the part that collects information from the outside world and information about the body itself.
- 2 - Analysis system (action or choice analysis)
- 3 - An intervention program is established around the comparison systems, the ways in which they are affected. (Center for Memory and Collaboration)

4 - The incentive center and consists of two parts, the voluntary pyramidal system and the supplementary pyramidal system.

The rapid interaction of various functions determines this. Various states and impressions in the organism (regardless of time) form an elementary part of the movement, and then such memories are consolidated, and motor relations are born that come to normal.

Body diagram:

The continuity report between the analysis of muscles and internal parts allows us to determine the position of the body in relation to external conditions and space. Gymnastics among athletes has reached a level of detailed knowledge of the structure and formation of its skeletal muscles. Here we must say that it is necessary to examine the body diagram of the gymnast. In order to ensure that the athlete's movements are carried out under rational and economical geometry, the following criteria are given:

- 1) Learning techniques through exercises (transfer)
- 2) Instilling the right idea about the learning movement
- 3) To spread the idea that the movement is appropriate for the athlete throughout his or her success trends.
- 4) Discussion of movement techniques between those who are movement experts and those who are not.
- 5) Ensuring the athlete's activity during training.
- 6) Stability and accuracy of key movement parts

Exercises (Transfer): Not all athletes have the same opinion about transfers. Because using equipment of different weights and sizes, or using only one part of the athlete's body or only one part of the body, it is not necessary to force the movement to be used in the right direction and seek its perfection.

According to Knapp, it is better to repeat the movement naturally than to spend time on similar preparatory exercises. Other researchers believe that transfer is an individual talent. Sometimes they can change the degree of this adaptation. In this case, assistive devices and similar devices can provide great benefits in the form of motor training. This provides the same psychological benefits. Of course, the risks associated with movement sanctions in various ways, especially when discussing young athletes, are consistent with the hypothesis.

Automation use and stability: According to Prof. Pfanner (University of Pisa), after the stabilization of automation, sensory motor experience and high vitality of responsibility are based. Such a pedagogical model of education not only helps to establish a good movement, but also to stabilize the movements. It creates a kind of active control that prevents the repetition of mistakes.

Methods for reducing errors: Movement errors should be limited primarily to the initial part of the exercise. If they are not limited here, imperfect motor habits and reflexes will appear. Therefore, possible corrections should be made as soon as possible. Errors do not always have an external source. But they can be due to various internal neuromuscular causes. The coach should also be interested in the visual information displayed by the athlete. Thus, he will show the correct image of the movement with the right sensitivity and perfect it:

- 1 - continue the exercises for a certain period of time.
- 2 - directing the movement in the desired direction.
- 3 - development with direct and auxiliary equipment.
- 4 - verbally explain all the details of the exercise to the athlete.

Personally, we consider it very important to use film, video images to compare the correctness of the movement with the errors of the movement. Here only positive films should be required. Thus, it is known that neuromuscular assistants reach their peak under conditions.

Training Psychology: In the second part of this topic, we are going to look at the points of excitement and character and touch on the psychology of training. Athletes who face competition, as well as training, directly adapt their personality through their sports interest and participation, with their indicators of honesty and sincerity. The more active the athlete is and the more he devotes himself to the sport and the result he wants to achieve, the more things that distract him from his success. All these exciting conditions create reflexes in the athlete's personality and physical condition, and these reflexes affect the sports career to the extent that they affect it. And in rare cases, they can lead to mental disorders in the body.

French psychologist Pierre Daco believes in the proverb: "A person is an exaggeration between what he is and what he believes." Gymnastics 90 k athletes often cannot accurately assess their level of preparation in their maturity stages, and the assessment of movement and effort is created. In this way, the examination of the condition reveals observational comparisons. With these, physical foundations are created in parallel with the mental foundations. A new method of training and positive evaluation of movement is created.

- teach movements correctly and without errors.
- to ensure a gradual transition by performing the movements intermittently (gradually), based on the athlete's capabilities.
- respect the limitations of personal capabilities.
- teaching the work piece to concentrate on the movement: Thus ensuring that each movement is positive and has the best determination.
- overcoming the athlete's fear and indecision with technical and psychological approaches.
- know how to make changes based on location

To concentrate: Apart from the information given, the most difficult thing to apply is the combination of the ability to concentrate. Therefore, some Soviet researchers list the following conclusions:

1 - In each type of exercise, the coach must give the gymnast a clearly defined movement task and warn her before each direction.

2 - Before starting the exercise, focus on the exercise to be performed, think, speak, in short, be prepared.

3 - When approaching the apparatus, the gymnast must move away from all objects surrounding him. And he must focus his attention on the element he is working on.

Additionally, assessing tension also keeps your muscles under scrutiny.

4 - When the movements begin, the gymnast must distribute his attention sequentially to each subsequent element, concentrating on a mixed element is based on negative effects. Waiting this time before and after the exercise is a situation that causes the greatest mistakes.

5 - After the movement and exercise are performed, the gymnast must self-evaluate whether he has completed the task according to the accumulated experience for the second time and the psychological state as a condition declared by the Coach. Prof. Vanek distinguishes two important points in the psychological preparation of gymnastics:

a - objective preparation,

b - subjective preparation,

a - in an objective process, based on assessments of the integrity of the gymnastic process up to the point of collapse, such as equipment, lights, and the direction and direction of each exercise, as well as the athlete's habits.

b - Subjective preparation According to Prof. Vanek:

1 - Motivation,

2 - Determination in shaping the movement,

3 - Kinetic sensitivity to movements or sensitivity to personal movements,

4 - Exercise composition,

5 - Summary of the ecological situation.

The fourth of these five bases is related to the technical difficulties, the dangers of the movements involved in the exercise, and the athlete's personal capabilities. The more confident and prepared the athlete is to perform the entire exercise and the task of the tool, the less his condition will decrease.

Personal assessment of difficulty: 90 thousand athletes often look forward to a critical point in training with great excitement. Moreover, they look forward to the points in training where the state of readiness is weakest or where difficulties and dangers appear. If each athlete is confident in training that he will be able to complete the series of competitions, the level of excitement will decrease. In order to reduce psychophysiological stress, it is necessary to create working conditions for working from a calm and comfortable state. All this can be achieved through rational training.

In this study, the actions selected according to the personality of the performer are based on the level of preparation and the impact on his abilities. Psychotherapeutic actions are carried out by qualified individuals. This is a clear and specific influence on the formation of the athlete by the coach and the observer of the athlete. This is always a delicate relationship.

Qualities that a good gymnastics coach should have:

A mentor; Professionally, he must be a person who is dedicated to his profession as a humanitarian and educator, who feels responsible in the light of medical science, and who accepts his duty with a clear understanding.

1) He must complete his practice with a complete knowledge of the human mechanism in his field. 2) Gymnastics movements must have both unifying and separating properties. 3) Knowing his athlete and his relationship with his organism, he must adjust his training dose well, so as to be effective in improving his athlete's fighting power and performance. 4) He must convey his knowledge to the athletes through simple language explanations and small examples, thereby ensuring the intellectual development of the athlete and the strengthening of the gymnastic sense. 5) As in all sports, there is an evolution of development and change in gymnastics. This evolution of development and change is manifested in gymnastics in two ways: a) Little b) Shape. The essence is manifested through the knowledge of gymnastic techniques and the discipline of the cooperation of muscles and nerves in the athlete's body. They are a harmonious and aesthetic appearance of movements of a gymnastic nature. The coach must, first of all, be a researcher, knowing these very well. 6) He must instill a sense of discipline in the normal life of his athlete by carrying out his training methodically, continuously and regularly. 7) He must cover the athlete's weaknesses and allow him to be productive by appreciating him in training and competitions. 8) He must form a strong spiritual and professional spirit in his athletes by instilling excitement and enthusiasm for gymnastics.

However, these qualifications may vary depending on the culture, passion, and mentality of the coach, but it is clear that his success can be achieved with good morale, enthusiasm, and regenerative work.

Foydalangan adabiyotlar

1. Saidova, M. A. (2023). BO 'SH VAQTDA QILADIGAN SPORTNING STRESS VA SALOMATLIKGA TA'SIRI. *Educational Research in Universal Sciences*, 2(11), 294-299.

2. Ayubovna, S. M. (2023). Psychological Research Of Coaching Activities In Sports. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 344-352.
3. Ayubovna, S. M. (2023). JISMONIY TARBIYA DARSLARINING MAZMUNI-AHAMIYATI VA TAMOYILLARI.
4. Saidova, M. A. (2016). Dobutamine stress-echocardiography: possibility of clinical usage in cardiology practice. *Rational pharmacotherapy in cardiology*, 5(4), 73-79.
5. Saidova, M. (2021). Semantic Analysis of Literary Terms by Literary Types In “The Concise Oxford Dictionary of Literature Terms”. *Philology Matters*, 2021(1), 118-138.
6. Ayubovna, S. M. (2023). *Jismoniy tarbiyaning vositalariga va jismoniy mashqlar xarakteristikasi*. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1 (5), 370–378.
7. Ayubovna, S. M. (2023). Sportda murabbiylik faoliyatining psixologik tadqiqoti. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 344-352.
8. Ayubovna, S. M. (2023). Jismoniy tarbiya va sport mashg ‘ulotlari sog ‘lom turmush tarzining ajralmas qismidir. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 338-343.
9. TEACHING MODELS AND METHODOLOGY OF PHYSICAL EDUCATION. (2024). *Multidisciplinary Journal of Science and Technology*, 4(4), 123-129. <https://www.mjstjournal.com/index.php/mjst/article/view/1153>
10. Ayubovna, S. M. (2023). *Jismoniy qobiliyatlarning rivojlanishi va jismoniy sifatlarning ko‘chishi*. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1 (5), 379–393.
11. Saidova M.M., . (2023). PECULIARITIES OF THE DEVELOPMENT OF ISCHAEMIC AND NON-ISCHAEMIC HEART DISEASE IN PATIENTS WITH RHEUMATOID ARTHRITIS (LITERATURE REVIEW). *The American Journal of Medical Sciences and Pharmaceutical Research*, 5(06), 81–86. <https://doi.org/10.37547/TAJMSPR/Volume05Issue06-14>
12. Saidova , M. (2024). OF SPORTS GYMNASTICS IN PHYSICAL EDUCATION LESSONS AND ITS EFFECT ON THE EDUCATIONAL PROCESS. *Medicine, Pedagogy and Technology: Theory and Practice*, 2(9), 348–359. Retrieved from <https://inlibrary.uz/index.php/mpptp/article/view/59379>
13. Ayubovna, S. M. (2024). GYMNASTICS IN TRAINING PHYSICAL PREPARATION AND MOTOR FEATURES. *PEDAGOG*, 7(6), 22-30.
14. Физический образование факультет студенты для гимнастика наука преподавание модели. (2024). *Multidisciplinary Journal of Science and Technology*, 4(3), 734-744. <http://www.mjstjournal.com/index.php/mjst/article/view/1193>
15. TERMS IN GYMNASTIC EXERCISES. (2024). *Multidisciplinary Journal of Science and Technology*, 4(3), 710-716. <http://www.mjstjournal.com/index.php/mjst/article/view/1190>
16. Saidova Mahbuba Ayubovna, . (2024). SPORT-TEKNIKAVIY VA TAKTIK TAYYORGARLIK. *Международный журнал научных исследователей*, 9(1), 180–185. извлечено от <https://inlibrary.uz/index.php/ijsr/article/view/70099> (Original work published 6 декабрь 2024 г.)
17. Sayfiyev, H., & Saidova, M. (2023). EFFECTS OF GYMNASTICS ON FUNDAMENTAL MOTOR SKILLS (FMS). *POSTURAL (BALANCE) CONTROL, AND SELF-PERCEPTION DURING gymnastics*. *International scientifieducational electronic magazine" OBRAZOVANIE I NAUKA*, 21.

18. Ayubovna, S. M. (2024). Gimnastikaning-ta'limni rivojlantiruvchi turlari." *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 2(1), 100-107.
19. Xayrullayevich, S. H. (2023). Norms of gymnasiums and activities of gymnasiums. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1(5), 428-434.
20. Xayrullayevich, S. H. (2023). AEROBIK GIMNASTIKANING XUSUSIYATLARI. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1(5), 442-448.