

*Sharofiddin Askhatovich Makhmudov*  
*lecturer at the Department of sports activities at Renaissance University*

## PSYCHOLOGICAL TRAINING IN SPORTS ACROBATICS

**Annotation:** One of the most important aspects of the formation of an athlete's personality is the development of his sports-important mental qualities. In a specific situation of a training session or competition, these properties are designed to ensure the emergence of an adequate working condition of the athlete, which determines the necessary level and organization of mental processes involved in the activity. The article describes the psychological training of children in sports acrobatics.

**Keywords:** psychological training, sports acrobatics, types of training, sports activities.

**Аннотация:** Одним из важнейших аспектов формирования индивидуальности спортсмена является развитие его спортивно важных психических качеств. В конкретной ситуации тренировочного занятия или соревнования эти свойства призваны обеспечивать возникновение адекватного рабочего состояния спортсмена, которое обуславливает необходимый уровень и организацию психических процессов, включенных в деятельность в статье рассказывается о психологической подготовке детей в спортивной акробатике.

**Ключевые слова:** психологическая подготовка, спортивная акробатика, виды подготовки, спортивная деятельность.

Sport is not only a game, but also a complex professional activity that requires a lot of physical and mental strength from a person. Even young athletes overwhelmingly view sports as a job in which they see the meaning of life and the basis for self-improvement and personal interest.

Acrobatics belongs to the group of complex coordination sports. Acrobatics is a beautiful and spectacular sport that has been very popular in recent years. Movement training in sports with a complex coordination structure is a central problem of the pedagogical process. It is especially important to improve the theoretical and methodological foundations of teaching acrobatic and gymnastic exercises.

Today, psychological training in sports is a prerequisite for high performance and reliability of competitive activities. Such attention to the problem of mental processes and conditions determines that the self- and heteroregulation of the athlete's conditions form the basis of the content of psychological training.

This is confirmed by the practice of sports. Regulation of conditions gives tangible positive results in a relatively short time. It should be noted that mental states depend not only on the situation of exposure, but also on the development of certain properties of the psyche and personality. Various mental properties manifest and develop in sports activities.: intellectual, psychomotor, emotional, volitional, communicative, moral.

The development and condition of these properties characterize the state of fitness, athletic form of an athlete in terms of his psychological capabilities. The issue of psychological manifestation of readiness for competitions is relevant today for two reasons:

1. insufficient development of theoretical aspects of the problem of athletic fitness;
2. Recognition of the role of an athlete's psychological state in predicting the effectiveness of his competitive activities.

Taking into account the peculiarities of the state of mental competitive readiness of an athlete and the organization of psychological training in sports, it can be assumed that:

1. training in the required personality traits is carried out within the framework of general psychological training;
2. The installation, planning and forecasting of competitive events related to the compliance of the athlete's abilities (physical and psychological) with the model of performance of the upcoming work (required conditions) at the highest level are implemented within the framework of special psychological training.

Длительное развитие личностных качеств спортсмена во время тренировок как основа устойчивого компонента готовности к деятельности довольно успешно реализуется акробатами в современных тренировочных условиях.

Овладение рабочим состоянием готовности к деятельности в определенных (прогнозируемых) условиях соревнований, создание условий для успешного выступления в соревнованиях, установка на максимально возможное совершенное выполнение действий и волевая мобилизация всех сил для достижения наивысшего спортивного результата по-прежнему остается актуальной проблемой спорта сегодня. В акробатике высоко ценится способность спортсмена собраться вместе в нужное время и показать все свои навыки.

Современная система психологической соревновательной подготовки характеризуется тождеством понятий психологической подготовки и умственной подготовки.

Активное использование методов умственной подготовки в учебнотренировочном процессе является одним из важнейших способов совершенствования системы специальной психологической подготовки юных акробатов к соревнованиям. Методы умственной тренировки отвечают требованиям процесса формирования умственной готовности акробатов к соревнованиям. Каждый из них имеет определенную направленность и может рассматриваться как элемент психологического воздействия на определенный компонент готовности к работе.

Выполнение этого процесса определяется порядком решения задач, направленных на сбор информации об условиях предстоящего соревнования; о вероятном программировании соревновательной деятельности и моделировании экстремальных условий конкуренции; для обучения в области приема самоконтроля психических состояний и сохранения нервно-психической и физической свежести до начала соревнования.

The long-term development of an athlete's personal qualities during training as the basis for a stable component of readiness for activity is quite successfully implemented by acrobats in modern training conditions.

Mastering the working state of readiness for activity in certain (predicted) competition conditions, creating conditions for successful performance in competitions, setting the mindset for the maximum possible perfect performance of actions and volitional mobilization of all forces to achieve the highest athletic result is still an urgent problem of sports today.

Acrobatics highly values an athlete's ability to come together at the right time and show all their skills. The modern system of psychological competitive training is characterized by the identity of the concepts of psychological training and mental training. The active use of mental training methods in the educational and training process is one of the most important ways to improve the system of special psychological training of young acrobats for competitions.

Mental training methods meet the requirements of the acrobats' mental readiness formation process for competitions. Each of them has a specific focus and can be considered as an element of psychological impact on a certain component of work readiness.

The implementation of this process is determined by the order of solving tasks aimed at collecting information about the conditions of the upcoming competition; about the likely programming of competitive activities and modeling of extreme competition conditions; for training in the field of self-control of mental states and maintaining neuropsychiatric and physical freshness before the start of the competition.

The main psychological factors in acrobatics are:

- coordination difficulty of acrobatic exercises;
- intensity of wrestling;
- the need to show the maximum of your physical abilities in a competitive environment;
- the risk of performing complex exercises;
- the complexity of relationships in couples and groups;
- the need to comply with a strict regime.

Psychological training is conventionally divided into general, conducted during all periods of study, and special – for a specific competition.

General psychological training provides an increase in the mental qualities of an athlete, the formation of motives for playing sports, the education of strong-willed qualities and the development of the ability to manage one's mental state.

A special one is aimed at leveling the psychogenic factors of the next competition. A person's attitude to sports is determined by one or another motive. The most common motives in sports are the pursuit of success, fame, and popularity. Anonymous questionnaires also revealed a number of commercial motives (remuneration, scholarship, improvement of living conditions, etc.).

The coach, forming positive motives related to the improvement of sports spirit, strives to strengthen the social base: camaraderie, friendship, support, collectivism [1].

In sports events, volitional efforts vary enormously in their nature and intensity. In acrobatics, the following types of volitional efforts can be distinguished:

1. Volitional efforts under the stress of attention. The success of an acrobat's activity largely depends on the ability to focus on the correct execution of the main components of the exercise and quickly switch attention from one element to another if they are performed sequentially.

2. Voluntary efforts related to the need to overcome fatigue. Fatigue in acrobatics is largely due to an emotional factor [3].

In these cases, volitional efforts are aimed at overcoming unwillingness to work, lethargy and muscle inertia.

3. Volitional efforts related to overcoming asthenic emotional reactions: fear, insecurity, confusion, indecision.

4. Volitional efforts related to compliance with a certain regime.

Success in solving this problem directly depends on the athlete's hobby.

Acrobatics is an excellent school for improving strong-willed qualities. The most important of these are determination, discipline, initiative, determination, and perseverance.

To teach purposefulness, the following methods are used: extended and in-depth study of theory; thoughtful planning, taking into account the individual abilities of the athlete; stimulating the creative activity of participants.

Discipline is the ability to subordinate one's behavior to appropriate requirements and principles.

The main conditions for discipline education are strict adherence to the training regime and daily life.

Initiative is the ability to formulate and implement tasks independently.

Determination is the ability to perform a difficult or dangerous (imaginary or real) action, the outcome of which is not entirely clear.

Sustainability is the ability to consistently achieve an intended goal and overcome various obstacles along the way.

The following elements are distinguished in the psychological structure of resilience:

- courage – the ability to overcome fear of danger;
- self-control - the ability not to panic, to maintain clarity of thinking, composure in extreme situations;

- endurance – the ability to overcome neuromuscular stresses;

- perseverance in achieving the intended goal, the will to win.

Psychological preparation for a competition is the formation of the highest level of mental readiness to perform in specific competitions.

Acrobatics competitions are types of human activities with extremely stressful conditions that place high demands on the psyche.

In a competitive environment, the number of acoustic (applause, informant announcements, musical accompaniment) and visual (flags, flashes, spectators, judges, spotlights) stimuli acting on an athlete increases significantly. In a psychological and pedagogical sense, when a teenager is involved in sports, no "special" work needs to be done with him, since in this case the attitude towards the teenager makes him feel like a "real adult": smart, independent, dexterous, businesslike, socially significant member of society [2].

During the transition to older adolescence (14-15 years old), in the absence of attention from a coach and a sports psychologist to a teenager, a teenager's interest in educational and professional activities may increase, which in some cases leads to a decrease in his motivation for sports activities, which, in turn, actively affects the results of competitive activities. Thus, the external environment surrounding reality is an active source of the development of the child's psyche, which manifests itself in interaction with contact and reference groups, one of which, and most often the only group of sports acrobatics. A person does not have innate forms of behavior, the process of developing all higher mental functions is carried out during his life, that is, in the process of his interaction with the environment. In addition, mental development occurs only on the basis of the subject's own energetic activity. In this case, we have considered sports activity and its component - competitive activity.

The emotional sphere of a person is closely related to his activity.

This relationship is interdependent: on the one hand, the process itself and the results of an activity always evoke certain emotions in a person, on the other hand, specific emotions have a significant impact on the activity itself, its structure, content and quality. Other characteristics of emotional processes are determined depending on the relationships that develop in the course of the activity. In the course of an activity, as a rule, critical moments arise when a favorable or unfavorable result is noted for the subject [5].

The complexity of the competitive ring is compounded by the fact that the acrobat's activity is associated with strictly dosed speed and strength actions, so excessive stimulation often leads to a paradoxical result - a decrease in its quality. The more important the goal is for an athlete, the more difficult it is for him to relieve excessive tension when solving motor problems, the more difficult it is to implement it within the framework of a strict style of gymnastics.

The state of psychological readiness is characterized by an athlete's self-confidence, optimal emotional stress, high immunity to noise, and the ability to control their behavior in changing competition conditions. CNG largely depends on the athlete's physical fitness. In this case, self-assessment of readiness plays an important role.

The state of perfect spiritual readiness is characterized by deep inner concentration and the acrobat's focus on performing the action. Mental preparation before the start also provides an intellectual basis, which consists in clarifying the plan of the upcoming battle; volitional adjustment to mobilize readiness for action; a system of psychoregulatory influences that optimizes the level of emotional stress. Regular use of ideomotor and autogenic training develops the ability to concentrate on upcoming actions.

This has a positive effect on the correction of condition and behavior, depending on the course of the competition. It should be remembered that not only failure in the previous exercise creates an unfavorable emotional background and can negatively affect the effectiveness of further actions, but also happiness, especially if it causes excessive joy and complacency. The acrobat's athletic activity is full of difficulties, overcoming which requires strong-willed efforts from the athlete.

Difficulties arise due to fatigue from repeated repetition of complex, coordinated and dangerous exercises; correction of mistakes that are almost inevitable in such complex activities; the need to focus and change attention in order to overcome anxiety, pain and an unfavorable emotional state.

Generally speaking, the emotional well-being of a teenage acrobat as an indirect indicator in sports can be considered as an "adaptation mismatch". Emotions not only accompany this process, but also regulate it. For example, F. B. Berezin believes that age-related fears lead to pronounced changes in vegetative-humoral regulation, increase the likelihood of impaired adaptation, or lead to activation and increased intensity of acrobat adaptation mechanisms [4].

Therefore, the purposeful impact on the emotional sphere of an acrobat in adolescence is one of the components of the mental preparation of a teenage athlete for competitive activity in general in order to realize his potential mental abilities. In order to effectively regulate the emotional states of mixed-pair partners, it is necessary to purposefully and systematically monitor the emotional states of young athletes. In this case, you should use simple but meaningful test batteries that kids love to take.

#### List of literature:

1. Бадмаев Б.Ц. Психология в работе учителя: В 2 кн.; Кн. 1: Практическое пособие по теории развития, обучения и воспитания. М.: Гуманитарный издательский центр ВЛАДОС, 2014. – 240с. (Психология для всех).
2. Березин Ф.Б., Психическая и психофизиологическая адаптация человека. Л.: Наука, Ленинградское отделение, 2010. – 272 с.
3. Головей Л.А., Рыбалко Е.Ф. Практикум по возрастной психологии. СПб. : Речь, 2012. – 694с.: ил.
4. Родионов А.В., Родионов В.А. Психология детско-юношеского спорта. М.: Физическая культура, 2013. – 277 с.
5. Савенков Г.И. Психологическая подготовка спортсменов в современной системе спортивной тренировки. М.: Физическая культура, 2016. – 196 с.
6. Рустамов, Л. Х. (2013). Физическая культура и ее влияние на организм человека. In Актуальные вопросы современной науки (pp. 99-103).
7. Рустамов, Л. Х., & Зайниддинов, Т. Б. (2013). Основные средства физической культуры и классификация упражнений. Педагогика и современность, (5), 137-140.
8. Рустамов, Л. Х. (2022). ОСОБЕННОСТИ РАЗВИТИЕ ГИБКОСТИ У УЧАЩИХСЯ МЛАДШИХ КЛАССОВ НА УРОКАХ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ. POLISH SCIENCE JOURNAL, 194.

9. Рустамов, Л. Х. (2022). ОРГАНИЗАЦИЯ УРОКОВ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В МЛАДШИХ КЛАССАХ. POLISH SCIENCE JOURNAL, 191.
10. Рустамов, Л. Х., & Талабаев, У. Р. (2021). ТЕХНОЛОГИЯ ДИФФЕРЕНЦИРОВАННОГО ФИЗКУЛЬТУРНОГО ОБРАЗОВАНИЯ. MODERN SCIENTIFIC CHALLENGES AND TRENDS, 245.
11. Рустамов, Л., & Турсунов, Ш. (2024). ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКАХ ФИЗИЧЕСКОГО ВОСПИТАНИЯ. Академические исследования в современной науке, 3(28), 35-41.