

DEMONSTRATION OF PSYCHOLOGICAL FACTORS FOR EXECUTING THE GYMNASTIC ELEMENTS (ACROBATIC)

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Abstract

In this study, we researched samples of 60 male students which were taken from the population of the High School Gymnasium “Gjon Buzuku” in Prizren, and the Gymnasium “Hamdi Berisha” in Malishevë. However, this school is well-known by majority of students in the Prizren Region.

The subject of this research has been the execution of gymnastic (acrobatic) composure, which includes elements such as: excellent balance, verticals upon hands, gulping down forward, gulping down behind, turning aside, and turning with hands forward, respectively. The demonstration of psychological factors (level of confidence), includes fright, jealousy, confidence, and the great desire to achieve top results in order to execute the abovementioned composure elements.

Gymnastic Elements executed by students were evaluated by three Physical Cultural and Sports Teachers conducted by the Chairman of the Commission (The teacher of physical sports education and the trainer of gymnastics).

Therefore, the psychological status of students is identified by a questionnaire composed of seven questions, which include the psychological factors mentioned above (the questionnaire was formulated by a Psychologist).

Keywords: Sport (Gymnastics), Psychology, Education

Introduction

Gymnastics as a sport, should be understood as a set of physical and movement actions with or without the use of equipment, participated in regardless of age or gender. This is with the view to strengthen health, increase physical skills, creation of movement skills, education, and the ability of orientation in space and time, as well as the accomplishment of the sports technique basis.

Taking into consideration what was said above, we understood that gymnastics is a sport which dimensionally involves man in its content.

When we consider the impact this sport have on the human body, i.e. physical abilities, psychological, operational, and livelihood, we should by all means make efforts to ensure the participation of more people as possible in gymnastics sports.

In this research, we would consider the psychological factors and their demonstration, which is of a higher level. To accomplish gymnastic elements, a concentration, willingness, courage and above all, movement imagination is needed. However, if we analyze the psychological factors which are very important in the sport of gymnastics at that time, we would recognize that the psychological features of a gymnast are courage, determination, mental image, and many other psychological factors.

This is much better evidenced by many authors among them. L. Barnier stated that: "sports gymnastics is liked by disciplined people, i.e. those who are courageous, determined, those who fantasize easily, and those who desires excellent training. However, this sport is not desired by people who are not disciplined, slow, elderly, scared, and concerned, as well as those who have little practical intelligence (**Barnier, 1950**).

Treatment of Research Gymnastics Elements

Acrobatics is a sport that is posed as independent, and as a part of sports gymnastics. Thus, the elements of acrobatic are parts of all gymnastic equipment. Many Gymnasts using specific acrobatic exercises, poses the individual's sports skills. There is no sport, where acrobatic exercises do not take part in the training program. The acrobatic is an acyclic sports discipline which includes a large number of complex static and dynamic elements, with an accurately defined technique, which can be interacted and combined among themselves.

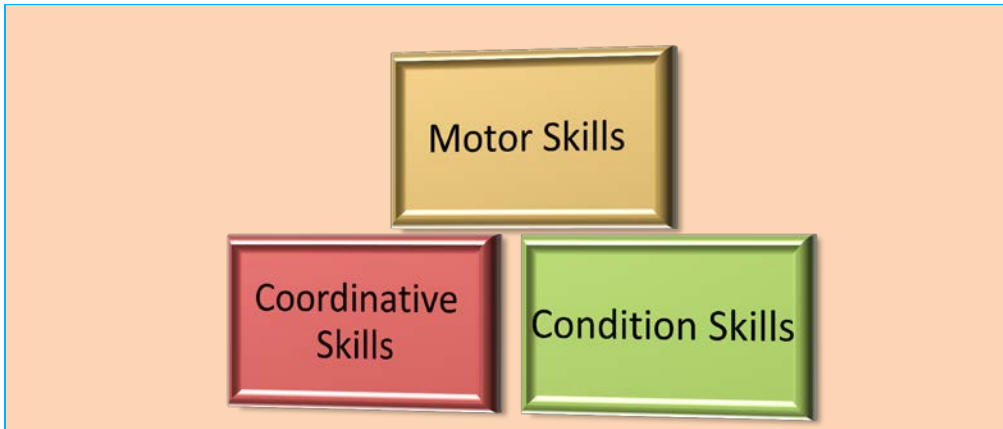
Acrobatic elements with their diversity provides opportunities for numerous alternatives, and can be performed in several ways from the legs to the hands, from legs to legs, from hands to hands (in gymnastics equipments), etc. (**Fadil. M, 2012, p 13**).

The entirety of physical and operational prerequisites which intervened to solve and accomplish the movement acts till the end, are included in the sense of the term of the movement acts (**Edvin. D, 2001, p 55**).

So far, studies have classified physical and operational prerequisites into two elementary groups. They are closely linked to one another. Hence, this would enable them to accomplish the full impact of a movement act and beyond. In both activities are included all operational factors that interfere to

choose and accomplish the movement act. Both groups which are included in the term of movement skills are the coordinative and good shape skills (see scheme).

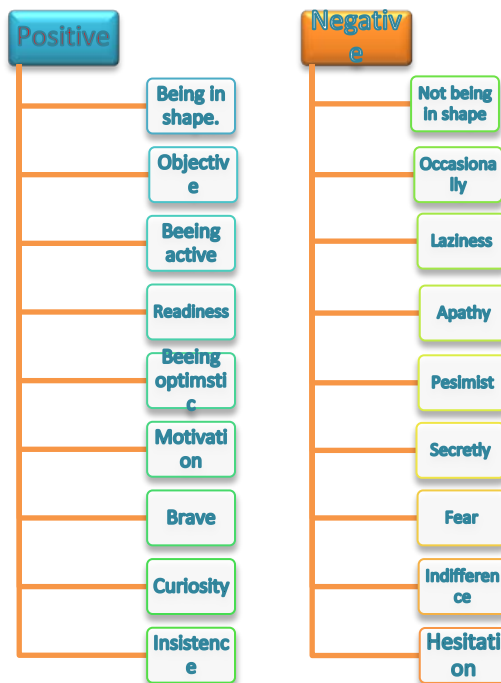
Scheme 1



Psychological Factor

Psychological factor entails mental and spiritual indicators, emotions, moral, and willingness, which increases the level of readiness and mobilization of Sportsmen, in resolving training duties, and duties of sports tournaments. **Fatmir. D (2007, p 218).**

Scheme 2



According to many well-known authors who have dealt with this problem, it has been deduced that the psychological factors affects about 60% of people engaged in physical activities, i.e. generally in sports.

Gymnastics cannot be understood without gymnastic elements. Hence, it is a very difficult combination for the qualified Gymnasts, as well as for the beginners, for whom such difficulties exist. This is because they have to first learn new elements and also previous ones which are unknown to them.

Therefore, in these conditions, qualified athletes, as well as those with less experience should take into consideration psychological pressure and emotional situations, which arises before every tournament.

Mental Process in Sports

Neuro-physiological changes, which occur in the mental room, would not be so interesting if they could not be linked in the process of information and other mental processes.

It seems that mostly changes occurs between "the body and the soul", which shows how thoughts and images can affect the body. Therefore, there is a direct connection between the body and the soul. **Lars. U & Albert (2010, p 94).**

Mental Factors in Sports

By comparing various top sportsmen, it is made clear that their height, weight, and muscle strength, should be highlighted. Also, there are also major differences that exposes the comparison techniques of top-class sportsmen with the techniques that are on the instruction books. On the other hand, there are significant similarities if the best sportsmen are compared regarding their psycho and mental movement abilities, such as e.g. coordination, flexibility, mental stability, motivation, and emotional stability (**Lars. U, 2010, p 14).**

Psychological Preparation and the Performance in Gymnastic Elements

The elementary characteristic of mental preparation is its close unity with other parts of sports preparations. This unity is based on the fact that any form of preparation is acted in the psyche, respectively in the sportsman personality. Preparation enables psychological impact of exercise thinking, to expand and increase the effect of the training process. In the absence of mental preparation, exercises will have a partial effect **Milan. M & Milutin (1992).**

Therefore, the peculiarities of psychological preparations to the individual sports, respectively in Gymnastics are as follows:

- Conceptual and moral orientation of each competitor

- **Complex personal features**

The role of the psychological factor to increase the quality level in sports is therefore dictated by:

- What sports today is characterized by increasing the difficulty of elements that it composes?
- Harsh sports fights to gain top results. This top results is dictated (urged) not only by the personal motives, but also by those social ones, which motivates sportsmen to fight with all forces to win a place of honor, to defend the colors of the sports club that they are representing, as well as develop further on their respective sport.
- Very high pressure of occurrence of the mental energy, physical and all abilities of the sportsman during the competition. Maximum mobilization of all physical forces of psychic operations, which arise quite powerfully during the sports fights. Emotional emphasized character of the sports activity, which is linked by the high pressure where the sports fights takes place, and those which are characterized from the increased emotional status and diverse. The increased responsibility for the losses, which is an immense and moral responsibility, that besides other things comes from the attention of the environment that surrounds the Sportsman, as well as Managers of the club towards the sportsman (**Flori. B, 2004, p 25**).

Methodology

The achievement of the research was done in two schools in the Prizren Region, Republic of Kosovo. They are Gymnasium "Gjon Buzuku" in Prizren, and Gymnasium "Hamdi Berisha" in Malishevë. The research was conducted by the approval of the Principals of these schools. In addition, we obtained the consent of the children's parents who participated in the testing, and have collaborated with people from various fields to accomplish and gain more accurate results in this study.

Hypotheses

H1 expects that high willingness should improve the performance of students in executing the elements of gymnastics.

H2 expects that fear should decrease the performance of students in executing the elements of gymnastics.

Population

The population of this research is the students of these two High Schools: the Gymnasium "Gjon Buzuku" in Prizren and the Gymnasium "Hamdi Berisha" in Malishevë. Both, Town Halls of Prizren Region.

Based on the fact that these two Schools have majority of students in Prizren and in Malishevë, this is the reason we believe that the population has its representative (level of freedom is high).

Sample

60 male students were the sample used in this research (age 16+) for the abovementioned Gymnasiums. The sample was a selection according to the criteria that enabled the students to take part in physical activities. The students who took part were volunteers. Also, the execution of exercises and the response to the psychological test was carried out by physical sports cultural Teachers and the Psychologist. To achieve the objective of this research, the students carried out all duties without any pressure. The students were clinically healthy, and they had no acute chronic disease which prevents the execution of the elements of gymnastics. Consequently, the students had been systematically active in the subject of Physical and Sports Education.

Measuring instruments

As measuring instruments for the assessment of elements of gymnastics, respectively, acrobatic that contain the composure of these criteria were utilized by the assessment commission such as: the difficulty, combination, achievement, riskiness, originality and virtuosity of composure, and in the meantime, a well-known assessment criteria in the sports of gymnastics. The technical elements are evaluated and linked between themselves as gymnastics composure. Finally, the average results obtained by three Assessors were placed as a final grade.

In order to identify the demonstration of psychological factors in the success of the execution of elements of Gymnastic, the following research questions were considered:

- If you felt unwilling to execute, what do you think was the level of unwillingness?
- If your will was average, what do you think is the level of your safety that you are not influenced by the higher willingness or unwillingness for execution?
- If the will for execution was high, what do you think this level will be?
- If you were jealous by friends during the tests, how powerful will this feeling be to you?
- If you have fear, how powerful is this feeling to you?
- How much confidence do you have to achieve the top results for execution of the elements of gymnastics?
- What is your desire about the top achievement?

The abovementioned questions or those ones utilized for identification of the psychological status of those who had undergone the test were submitted as two questions. **They are:**

- How much was the level of willingness amongst students during the execution of elements of gymnastics?
- During the execution of elements of gymnastics, what kind of emotions was experienced and what was their level?

Statistical Treatment Descriptive Statistics

Table 1

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
PV	60	4	1	5	2.97	1.262	.222	-.932
MVM	60	3	2	5	3.53	.947	.334	-.915
MVL	60	3	2	5	3.92	.962	-.302	-1.063
DZAL	60	3	2	5	3.70	.962	.054	-1.114
VTB	60	3	2	5	3.83	.977	-.330	-.918
FRIK	60	4	1	5	2.27	1.148	.843	.160
XJLZ	60	3	2	5	3.63	.901	.232	-.928
UAKROBA	60	3.4	1.6	5.0	3.375	1.0768	.150	-1.321
Valid N (listwise)	60							

According to the values given by the descriptive analysis implemented in this sample in **Table 1**, we can see that the range of statistics is somewhat emphasized. However, a sample of entities appears to be heterogeneous. By this, we understand that during the execution of the elements of Gymnastic, the individuals have experienced different psychological status from one another. Thus, this has led to the execution of elements of Gymnastics, which is not identical in execution.

Furthermore, any emphasized asymmetry in any of the variables implemented in this sample has not been observed yet.

Also, the extension or conclusion of the results of all variables has proved to be normal, but the extension or pressing and raised conclusion was not noticed in any of the variables.

Coefficient of correlation (Multiple)

Tabele 2. ANOVA^a

Model	Sum of Squares	Df	Sig.
1 Regression	55.118	7	.000 ^b
Residual	13.294	52	
Total	68.413	59	

From table 2, we can see that the value of significance is (0.00).

Coefficients of Correlation (Multiple)

Table 3. Coefficients^a

	Unstandardized Coefficients	Standardized Coefficients	Sig.
	B	Beta	
(Constant)	.835		.180
PV	-.151	-.177	.019
VM	.153	.134	.057
MVL	.236	.210	.008
DZAL	.386	.345	.024
VTB	-.060	-.054	.491
FRIK	-.185	-.197	.023
XHLZ	.205	.171	.160

From the given results from **Table 3**, we can notice that the low level of willingness (PV) and fear (FEAR) have proved to have a significant impact in a negative sense. However, they have influenced the performance to be weak in the execution of elements of Gymnastics by the researched individuals.

The Impact was not significant but with similar tendencies, the same ones to the latter ones had resulted also to high confidence (VT).

Whilst, the average level of willingness (GW), high willingness (HW), top desire for top results (TR) and jealousy have had a significant impact on the execution of elements of gymnastics, the impact of these factors was positive which means that the higher their level, the better the successful executing of those elements of gymnastics.

Therefore, the level of variability of variables included in this research from the values of multiple correlation coefficients (R correlation) is 80%.

Conclusion

According to the submitted hypothesis and the obtained results from **Table 3**, which applies regression analysis (influential) of abovementioned

psychological factors in the performance of execution of elements of Gymnastics, we can confirm that:

H1: Where it was said that it is expected that high willingness should have impact to improve the performance of students in the execution of elements of Gymnastics, it was fully confirmed.

Also, in Table 3, the second hypothesis was confirmed:

H2: Where it was stated that it is expected that fear should have impact in decreasing the performance of the students in the execution of elements of Gymnastics, it was fully confirmed.

The purpose of this study is to confirm the psychological factors to execute the elements of Gymnastics within the school physical education. However, from the given results by this study, we can conclude that the impact of psychological factors (fear, jealousy, motivation etc.) is high in the execution of elements of Gymnastics amongst schoolchildren. From this, we can indirectly understand that correct application of elements of gymnastics also has impact on the improvement of student's learning abilities. Based on this, we as sports Employees and Psychologists recommend that:

Physical education and elements of gymnastics in schools should be given special importance. This is because in this form, it will improve physical and mental health among students. Thus, this "mental and physical health of students" implies mental and physical health for the whole population.

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