

Scientific and Methodological Support of Psychological Care of Sports Activities

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Abstract

The article examines the scientific and methodical basis of psychological preparation of athletes: models, model characteristics, monitoring of preparedness of athletes, innovative psychodiagnostic, psychocorrective and psychotherapeutic measures of psychological care of sports activities. The article justified new approaches to psychological preparation of young athletes 7-10 years old through the use of desktop games. In this article you can find author's table game "psy-sports," disclosed psychological purpose that solved by using this games when working with young athletes. The game «PSY-SPORT» is aimed at achieving the following objectives: a) improving the socio-psychological climate of young athletes and developing their ability to communicate effectively with their teammates; b) the formation of a positive attitude to the favorite sport, training and competitive activities, teammates; c) the formation of motivation to chosen sports; d) increasing the level of psychological culture of young athletes; e) acting out of emotions and feelings; f) the development of skills of self-control, controlling your thoughts, emotions, feelings, actions; g) analysis of the hidden psychological problems manifesting themselves in gaming activities; h) increasing confidence and self-esteem; i) acquisition of knowledge about the sport; j) development of moral qualities. The main features of table games are vivid emotional coloring, the ability to display each child's personal qualities and creative qualities of a psychologist and a coach during their preparation, organization and carrying out.

Keywords: monitoring; psychological support; psychotherapeutic methods; "psy-sport" game.

In the development of scientific bases of the training of athletes of varying qualifications great importance is given to the creation of models (Melnik and Silich, 2012; Sivitsky, 2012). Their significance is indicated in the works of leading experts in theoretics and practice of physical training due to the need of the training process management and selection of promising athletes. The "model of the fittest athlete", its structure and place in the general system of training were considered. Traditionally psychologists select the most pronounced personality traits of successful athletes using the test and thus get the "athlete's personality profile" (Rogaleva, Kim A. and Khon, 2018). However, there is a disagreement among scholars in the choice of indicators of readiness and the tests for their study. The concept of the "model of athlete's preparedness" as the construction of a generalized image of a successful athlete in a particular sport creates some discussion. The idea of an "athlete's model" relating to such a complex activity as a sport one is sometimes questioned, since it is impossible to consider

in "model" all the characteristics of activities and highlight a recognized as standard-model "profile of personal qualities", which could be "fit" to young athletes. This profile should include a set of qualities and should be correlated with the requirements of the sport.

Problem Statement

The generalized model of athlete's readiness includes a number of structural components, reflecting the model characteristics of physical, technical, tactical and psychological preparedness. Model characteristics of an athlete are regulatory requirements to substantial components of sportsmanship. They characterize the state of preparedness which an athlete should reach by the time of the important competitions. They are considered as the parameters of sports perfection and guidelines for the selection of athletes in national teams. To create the model characteristics you should know about a perfect highly qualified athlete. As

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noted by V. Zatsiorsky, to determine the characteristics of the model it is necessary: to diagnose the state of athletes; based on these results to determine the rules that would be model; to predict model characteristics of athletes.

In modern conditions, it is seen and achievable through the remote monitoring of psychophysiological state of the athletes by creating a cloud service of their psychophysiological examination using rapid methods of registration of neurodynamic characteristics that are software-implemented and installed on mobile internet devices owned by athletes (Ulyanova et al., 2015).

In sports psychology some attempts to create models have also been made. E. Heron created a four-block two-tier structure model, which includes the features of sports activities, the requirements for its implementation, difficulties; especially competition; mental functions, qualities, conditions and abilities. P. Rudic emphasizes the components of sports activities: ideological orientation, expressed by personally-relevant and socially significant motives; techniques and operations; motor skills; specialized perception; behavioral aspects. In order to solve practical problems of mental preparation L. Serova proposed a generalized model of an athlete's personality, consisting of behavioral, motivational, intellectual, emotional-volitional, communicatory and gender components. This study allows you to determine special aspects of sports-important qualities in certain sports, to identify typical and unique in their manifestation. A generalized model is established for athletes of all sports: for athletes of one sport it is a group model, for one competitor - individual. G. Savenkov indicates the need for a passport of the sport as the system of requirements for psyche and personality of an athlete doing chosen sport that determines the achievement of high results. Its advantage is in the detailed examination of the modules of psychological preparation of the athlete: the general, pre-competitive and post-competitive (Ulyanova, 2014).

The analysis allowed to create a "model of psychological preparedness of the athlete" (Melnik and Silich, 2012, Ulyanova, 2014). The model includes: (1) Carrying out a psycho-pedagogical analysis of the sport (or a group of sports) – psychosportgram; (2) Allocation of professionally significant qualities of the personality of a highly skilled athlete (drawing up a psychological profile of the person) – psychogram; (3) Development of comprehensive psychocorrective activities aimed at improving the psychological readiness of athletes.

In practice of psychological correction three basic models of correction are traditionally outlined: general, standard and individual psychological correction (Sivitsky, 2014).

A general model of psychological correction is a system of conditions conducive to the optimal development of the athlete's personality in whole. It includes a complex of psycho-hygienic and psychoprophylactic recommendations and activities, the formation of the optimal mode of operation for an athlete, the distribution of training and competitive loads, taking into account the mental state, the

organization of athlete's life on the team, at home and in other groups.

A standard correction model is based on the organizing of specific psychocorrective impacts using a variety of methods of art and play therapy, psychodrama and family therapy, psychoregulatory training and so on. The objectives of this model include a gradual increase of psychological stability, the development of methods of self-mental state, prevention of monotony and burnout during the long and arduous stages of the training process.

An individual correction model is focused on the psychological correction of various deviations from the planned indicators, taking into account individually-typological, personal and behavioral characteristics of an athlete. This is achieved in the process of creation and application of individual psychocorrective programs aimed at systematic work on the correction of the right indicators, taking into account individual and social factors.

All three models are closely linked and interdependent, although they have different objectives. For example, the general model of psychocorrection is focused on preventive work with a team or individual athletes, standard model - to optimize the training process, the disclosure of a psychological potential of the athlete, and individual model - the correction of identified deviations from the planned actions or in situations of force majeure, i.e. during the appearance of unexpected obstacles of preparation (trauma, change of the competition rules, etc.), with the obligatory account of individually-psychological features of the athlete based on the results of diagnostics.

Efficiency of the psychocorrective process largely depends on the psychologist's experience and his ability to make an individual psychocorrective program. This program is traditionally met by the following methodological requirements: to articulate the main objectives of the work; highlight the range of tasks for specifying the main target; determine the content of rehabilitative training, taking into account the structure of training and competitive activity, as well as individual psychological characteristics of an athlete; determine the form of work with the athlete (group, individual, personal, mediated); select appropriate methods and techniques based on age, intellectual and physical abilities of the athlete, the sport and the conditions of the training process; schedule the form of participation of coach, team members and others in the correctional process; to develop methods for analyzing the dynamics of a psychocorrective process; to prepare the necessary equipment and materials.

The work of a psychologist in sports has a number of features that fundamentally distinguish it from other types of professional activities. Firstly, the aim of the work in sports is to produce the maximum expression of athlete's capabilities that takes a lot of willpower and emotional stress.

Secondly, the high competitiveness of the competitive struggle causes the need to create extreme conditions

in training, including the manifestation of social negative phenomena (of conflict, aggression, maladjustment).

Third, the results of the work of a sport psychologist are expected in a specific period of the competition. Obtaining the effect of the psychological preparation before or after the scheduled moment is regarded as a failure.

Fourthly, during the preparation the athlete's body is exposed to various influences (stress training, physiotherapy, pharmacy, etc.). Psychological interventions should naturally complement this complex. Thus sport psychologists should know biochemistry, physiology, theory of sports training and other specialized disciplines. Only in this case they will be able to organize an effective psychological support.

Fifth, training and competition of athletes, especially in the sphere of elite sports, are held in different cities, halls, stadiums and bases, which requires mental readiness to work in the field: no fixed equipment and hardware, sometimes no cabinet.

Sixth, the dynamic changes in an athlete's mental state can be realized by him much later than virtually eliminates from the work of sports psychologist lengthy diagnostic procedures and expectations of the request for specific assistance from the athlete.

Ignoring these features leads to inefficiency of psychological preparation. On the contrary, correct formulation of problems of psychological preparation saves time, money and efforts of both the athlete and other professionals. Here are some typical problems of a sports psychologist for psychological support: to teach methods of psycho-regulation, to reduce the level of anxiety, to form motivation and assess readiness for competition, to develop will, attention, thinking, reaction and other mental properties. To ensure the effective operation of a sports psychologist special techniques and programs are developed, some of which will be described in this article.

Targeted psychocorrective impact is realized through a psychocorrectional complex, which usually consists of four interconnected blocks: diagnostical; planning-prognostic; correctional and reflective-evaluative (Melnik and Silich, 2012).

Method

A diagnostic block includes research procedures of the examination of athlete's individual characteristics, his status and social environment. Diagnostic procedures are different in timing and athlete's business, so they can be divided into methods for in-depth diagnosis, which is often carried out under standard conditions of a complete physical examination (CPE) at the beginning of the competition cycle, as well as the express examinations (EE), which are the content of monitoring the mental condition of the athlete in the training camp and competition. For the diagnosis of multi-level system of psychological preparedness of athletes and development of current mental qualities there were

developed computer programs «PSY-MONIT» and «PROFIL-AS» (Sivitsky, Melnik, and Silich, 2014). Today the third generation of these programs are used in the preparation of the athletes. Programs include strict regulation of screening procedures: the exact presentation and compliance with regulations; specific ways of presentation of stimulus material; the possibility to perform the exercises in training and (or) diagnostic mode; quantitative analysis of the results, a visual form of their presentation and interpretation. The programs are diagnostic systems, which are understood as a set of groups of tests (subtests), combined into one psychodiagnostic technic designed to measure various aspects of the complex psychological construct. Taken together, the results of measurements on separate sub-tests with varying degrees of completeness reflect the comprehensive quality of the test. Despite belonging to the general procedure, some diagnostic systems subtests are used individually for solutions of certain narrow diagnostic problems. «PSY-MONIT» and «PROFIL-AS» can be used for individual and group testing, research, practical problems of psychological preparation of athletes, as it allows not only to diagnose, but also to develop psychomotor quality, attention, thinking, motor responses, so we they were called "test simulators." For each athlete an individual program for the development of mental qualities is created. It is recommended to perform exercises 1-2 times a week for 30-40 minutes at a separate session, or 10-15 minutes of daily exercise. Exercises for development of these qualities can be converted from the computer tests in motor tasks. E. Voskresenskaya determined pedagogical conditions of individualization of psychological training in the training and competitive process, taking into account: (1) the profile of functional asymmetry, (2) the specifics of precise sports (indirect confrontation, subjective evaluation of the results, proportionality and consistency of movements); (3) special aspects of heterochrony development of sports-important qualities of young athletes (psychomotor, sports motivation, self-control and self-regulation). Identified conditions allow to choose the methods of training and education in accordance with the age and the individual characteristics of the athlete, goals and objectives of the stages of athletic training that are aimed at improving athletic success. There were developed model characteristics of qualified athletes in precise sports on the basis of established informative indicators, including psychomotor (hand-eye coordination, visual abilities, sense of time and tempo) and sports-important qualities (noise immunity, strong-willed self-control, perseverance, need to achieve the goal, style of self-regulation of behavior, positive attitude towards psychological preparation) that define the zone of current and near future development of young athletes (Sivitsky et al., 2014).

Based on the results of diagnostics, a planning-prognostic block allows to provide dynamic of mental state and possible changes in relevant sports personality traits. Dates at the time that the forecast will be carried out can be called restriction points (RT). At this time diagnostic measures of

psychological monitoring should be carried out. Comparing of results with the planned indicators of which is the justification events next block.

Correctional block is the proper corrective influence or complex of corrective measures that can solve the following problems: (a) correction inadequate methods of athlete's behavior, (b) help to resolve stressful situations, (c) formation of productive forms of athlete relations with others (important when changing the composition of the national team), (d) improving the social status of an athlete in the team, (e) the development of the athlete's competence in matters of behavior, (f) creation and stimulation sensory-perceptive, mnemonic and intellectual processes, (g) development and improvement of communicative functions, emotional and volitional regulation of behavior, and (h) creation in a team, where is the training process, making the atmosphere, friendliness, openness and mutual understanding.

In order to achieve these objectives a high priority thing is the work of psychologist not only with the athlete himself, but also with his social environment. This is one of the most important tasks, as the social integration of the athlete with the problems is an indicator of the effectiveness of the corrective process.

At the present stage of training athletes methodologies for trainings are developed and implemented on the basis of studying the structure of competitive activity and functional training, fitness criteria, personality and psycho-physiological characteristics, anthropometric indices, game roles, features of operational thinking, self-monitoring data. In this connection, great interest is in the creation of methods of psychotherapeutic work to enhance internal resources in an integrated application of a multi-year training process (Ulyanova et al., 2015; Ulyanova, 2014; Ulyanova et al., 2014).

The methodology reflects the mechanism of using complex methods, techniques, means and conditions of training and education of athletes. The main components of the methodology that should be used by a psychologist in the process of psychotherapeutic work with the athletes are: base (corporeal layer), cognitive (conscious), motivational, emotional and volitional.

The bulk of the techniques of psychotherapeutic work is based on the techniques of progressive neuromuscular relaxation and visualization of mental images. Regular training of these processes contributes to the achievement of positive results. Psychotherapeutic techniques are recommended to develop and implement under the guidance of professionally trained specialist in a certain sequence:

At the first stage the athlete masters the neuromuscular relaxation, voluntary regulation of breathing. At the second stage it is advisable to learn autogenous exercises and its modifications. The third phase focuses on the visualization of ideas, ideomotor training. At the fourth stage the resource states are forming.

The purpose of activating psychotherapy is general mobilization of athletes' vitality which for one reason or

another can be inhibited (depressive, hypochondriacal, asthenic, etc.). In this case, neuroinduction in the waking state, music therapy, active art therapy, conscious control of muscle tone, and others can be used.

Reflective-evaluative unit or a block of evaluating the effectiveness of psychocorrective impact is aimed at analyzing the changes of cognitive processes, mental states, personality reactions in children as a result of impacts. Criteria for assessing the effectiveness require taking into account the structure of the problem, the mechanisms of its manifestations and the purpose of the analysis of the methods of psychological influence. The results of psychocorrective work can be seen already in the process of working with the athlete and may occur only by the end of the process or after a certain period of time. For example, you can note the lack of an athlete's negative impact of a traumatic factor only in a few competitions.

The overall performance depends on both objective and subjective factors. Objective factors include complexity of the problem; clarity of objectives; clarity of the organization; start time of the process; professional and personal experience of a psychologist.

Subjective factors include: the attitudes of an athlete and a coach in psychological adjustment; their relation to the methods and results of the correction.

In assessing the effectiveness of psychocorrective impacts it is necessary to use a variety of methods depending on the tasks. For example, in analyzing the effectiveness of emotional disorders it is advisable to use self-reports of athletes, in assessing behavioral and emotional reactions coach observations can be combined with projective methods of personality research. In assessing the effectiveness of athlete's cognitive processes you can use functional tests aimed at the analysis of the gnostic processes with results of observations. The evaluation of the effectiveness of psychological treatment in some cases may be held by a commission of experts including not only the psychologists but also coaches, doctors, fellow psychologists, representatives of the federation, etc.

Psychological preparation in an integrated system of training athletes should aim to creation of conditions for the implementation of particular special abilities of athletes in extreme conditions of the competition. At the heart of psychological training the use of word and image should be based; and in the system of use - a natural combination of verbal, visual and motor effects (Ulyanova, 2014; Ulyanova, Radnaguruev, and Ulyanova, 2014).

Psychological preparation is not technically different from any other - physical, technical, functional, but has its own forms, tools and evaluation criteria that are not always as obvious as in other areas of training. But the effectiveness of psychological preparation can be led only by the union of the individual psychological interventions into a single system, which is offered in the model in Figure 1.

Basic psychological testing is usually carried out at the beginning of the competition cycle to explore the potential

of an athlete, dominant mental states and constant preferences, both in competitive activity and behavior in general. The main objective of this work is to identify athlete's weaknesses and determine methods of their elimination or compensation. To select the diagnostic techniques it is recommended to use the analysis of athlete's competitive activity in a particular sport - psychosportgramm.

The results of using diagnostic tools provide important information not only for the grounds of current events, but also for the entire organization of psychological correction. Comparison of the results of psycho-diagnosis in different cycles allows evaluating the dynamics of the mental state of an athlete. However, it is possible only if

there are systematic surveys and uniformity of diagnostic procedures. In this case, it is possible to create a model of readiness, which will be a criterion for prognosis at different stages of preparation.

Development of a program of psychological preparation is carried out in the light of the basic diagnostic tasks and preparation time. The main task - setting long and short goals, taking into account the individual characteristics of an athlete. When you create a program of psychological training different activities may be provided. They should be coordinated among themselves and with other procedures - the duration, frequency, conditions, etc.

Levels		Measures, result			
Diagnostical	Primary diagnostics: CPE	Monitoring: GE-1	Monitoring: GE-2	Monitoring: GE-n	
Planning -prognostic	Mental readiness programme	RP-1: Prognosis	RP-2: prognosis	RP-n: prognosis	
Correctional	AT, MIP, group mental training	Individual consultations and methods, PT	Individual consultations and methods, PT	Individual consultations and methods, PT	
Reflective -evaluative	Recommendations for mental readiness	Reflection	Reflection	Reflection	
Competition cycle					
<i>CPE - complete physical examination, GE - gradual examination, RP - restriction point,</i>			<i>AT - autogenic training, MIP - motor imagery practice, PT - psychoregulatory training.</i>		

Figure 1. The model of complex psychocorrective technique aimed at increasing mental readiness of athletes

Psychological support planning is based on the analysis of the competitive calendar, the plan of training camps (TC), interviews with coaches and athletes as well as the results of monitoring. The planning takes into account the data of the previous stage of training, the next goals and tasks facing the athlete, the conditions of the training process and the upcoming competitions.

Exercise and other activities under the program of psychological preparation, can be performed both in training (in the warm-up, the final part, special sessions), and at other times: in setting-up exercises, between workouts, on the output or discharge day, before going to sleep, and so on. As a rule, a psychologist teaches an athlete exercises and

periodically checks the result of his performance during a personal consultation.

Result

Play activities, as a tool of training and personality development, is the most productive area of the organization of the educational process. Games have a sufficient advantage over other means of psychological preparation, especially in youth sports, as they reflect the interests and needs of children. Therefore, it is believed that the use in sport of gaming funds will contribute to the optimal solution for the personality formation of young athletes. One of the most effective ways to solve the problem of the personality for-

mation in the process of psychological training, especially for young athletes, are the board games. However, despite their widespread use in the learning process, they are weakly used in sport. Melnik and Korzunova developed a board game «PSY-SPORT» for the psychological preparation of athletes (Melnik and Korsunova, 2014). The content side of the game includes familiarization with the game story, the forms of the jobs in the system of penalties and rewards - the rules of the game. The instrumental side of the game is aimed at practicing individual and group actions of athletes. Verbal (word), kinesthetic (motor) and figurative (art) forms of work of athletes are represented. The game kit includes: game board, 60 cards - tasks, 2 cards "Help", 2 cards "Time", dice, dibs as fairy-tale characters, hour-glass, colored pencils, blank sheets of paper.

The playing field is represented by cells of 4×4, which depicts figures, reflecting the shape of the assignment. During assignments individual or group form of work is possible.

The first row shows the start and finish, a cell with a question mark, which provides the right to determine the athlete more convenient form of assignments, as well as the "fire" cell, which hits the player to enter the opposing team.

The second row shows verbal forms of communication with the team, while hitting it the athlete tells the assignment (provided as an individual or a team story). For example, "Name your 5 advantages compared to the opponent", "In accordance with the first letters of your name mention person qualities", "I love my sport because ..." and others.

The third row reflects the form of tasks that athlete is invited to draw (a certain card psychic phenomenon). Also there is a possibility of the group forms of work.

Fourth row involves non-verbal form of the assignment, the athletes represent the psychic phenomenon. For example, the emotion of joy, fear, joy of victory and others.

Cards-tasks are two-sided. On the front side there is a motivating picture, and on the reverse - a task (for example: "Show courage", "Draw your training", "Name 5 advantages over a rival" and others.). Buildings are selected according to the age characteristics of the athletes, the specificity of sport. The set of cards is variational and may be selected in accordance with the actual tasks of the team.

Rules of the game: The game is played from 2 to 30 people, divided into two or three teams. The leader is selected, his task is to fix points and monitor compliance with the rules. Athletes are divided into teams, play dibs and the right of first move. If the dibs-toys are used, the player is given the right to choose a character that they need to explain. Roll the dice on the playing field and make the number of moves which showed a cube. Once hit a certain field cell, athletes choose the card with the job and submit it in accordance with the designated unit ("say", "show/execute", "to draw/write"). For the preparation and execution of tasks there is one minute given that is intersected by a leader. For each completed task you receive points - 0 or 1. If the time for preparation is not enough, you can use the extra minutes, taking the card "Time". You can also use the tips taking

a card "Help." Two such cards are allocated for each team. At the end of the game, for each unused extra card team is given a point. The winner is the team with the greater number of points that can be recorded in the protocol.

The game «PSY-SPORT» is designed for young athletes 8-16 years involved in various sports and is aimed at achieving the following objectives: a) improving the socio-psychological climate of young athletes and developing their ability to communicate effectively with their teammates; b) the formation of a positive attitude to the favorite sport, training and competitive activities, teammates; c) the formation of motivation to chosen sports; d) increasing the level of psychological culture of young athletes; e) acting out of emotions and feelings; f) the development of skills of self-control, controlling your thoughts, emotions, feelings, actions; g) analysis of the hidden psychological problems manifesting themselves in gaming activities; h) increasing confidence and self-esteem; i) acquisition of knowledge about the sport; j) development of moral qualities.

The main features of table games are vivid emotional coloring, the ability to display each child's personal qualities and creative qualities of a psychologist and a coach during their preparation, organization and carrying out. Board games for children 7-10 years are particular important, contributing to the development of the arbitrariness of the cognitive mental processes, self-regulation of behavior, raising moral and volitional qualities, easier change of the leading activities and building relationships in the team.

All of this allows us to consider a board game designed «PSY-SPORT» as one of the means of psychological preparation of the athlete, aimed at the formation of various aspects of the personality, to create a favorable psychological climate in the team. The game «PSY-SPORT» is multifunctional and it can help to solve a variety of tasks, including correctional orientation. It is advisable to use board games in the recreational period at the training camp during the holidays, in summer camps as they contribute to the recreation of children and their psychic discharge more actively (Melnik and Silich, 2012; Sivitsky et al., 2014).

The feedback on the state of the athlete monitors changes in his mood, relationships with others, etc. Express examinations which are carried out to monitor the current status should be for an athlete habitual activities of the training process, i.e., be regular and not burdensome. The use of psychological correction measures may be aimed at relaxation, mobilization, development of quality, regulation of emotions, motivation and formation, etc. The need for psychocorrection defines the difference diagnosed and planned level of readiness and can also be caused standstills or situational factors training process. Measures of psychological correction should be provided at the stage of the final competition cycle. The objectives of these events will be the release of negative information and negative memories associated with failed sports activities; recovery of nervous and mental freshness and desire to continue training and performances.

Conclusion

The results of psychological support showed (Ulyaeva, 2014; Ulyaeva et al. 2014; Ulyaeva et al., 2015) that the priority in the psychological preparation of athletes should be in the creation of prerequisites for the effectiveness in training and competitive activity, but not a correction, optimization, regulation and so on. These prerequisites are: the optimal structure of sports motivation; compliance with

individual psychological characteristics of the individual athlete's chosen sport; developed to the necessary level professionally important psychological qualities; developed ability to manage your activities and mental state; self-monitoring and goal-setting skills, and others. Creating mentioned prerequisites during the process of preparation of the athletes will prevent the emergence of negative phenomena.

Научно-методическое обеспечение психологического сопровождения спортивной деятельности

Резюме

В статье рассматриваются научно-методические основы психологической подготовки спортсменов: модели, модельные характеристики, мониторинг готовности спортсменов, инновационные психодиагностические, психокоррекционные и психотерапевтические меры психологической помощи в спорте. В статье обоснованы новые подходы к психологической подготовке молодых спортсменов 7-10 лет с использованием настольных игр. В статье представлена авторская настольная игра «пси-спорт», которая позволяет решать вопросы психологического обеспечения юных спортсменов.

Игра «PSY-SPORT» направлена на достижение следующих целей:

а) улучшение социально-психологического климата в коллективе юных спортсменов и развитие навыков эффективного взаимодействия в команде; б) формирование позитивного отношения к занятиям спортом, к обучению и соревнованиям, а также товарищам по команде; в) формирование осознанной мотивации к избранным видам спорта; г) повышение уровня психологической культуры молодых спортсменов; д) активизация эмоций и чувств; е) развитие навыков самоконтроля, контроля над своими мыслями, эмоциями, чувствами, действиями; ж) анализ скрытых психологических проблем, проявляющихся в игровых действиях; з) повышение уверенности и самооценки; и) получение знаний о спорте; к) развитие нравственных качеств. Основными особенностями настольных игр являются яркая эмоциональная окраска, способность отображать личные качества каждого ребенка и творческие качества психолога и тренера во время их подготовки, организации и проведения.

Ключевые слова: мониторинг; психологическая поддержка; психотерапевтические методы; игра “psy-sport”.

Apoyo científico y metodológico de psicología cuidado de actividades deportivas

Resumen

El artículo examina las bases científicas y metódicas de la preparación psicológica de los atletas: modelos, características del modelo, monitoreo de la preparación de los atletas, innovadoras medidas psicodiagnósticas, psicocorrectivas y psicoterapéuticas de la atención psicológica de las actividades deportivas. El artículo justifica nuevos enfoques para la preparación psicológica de atletas jóvenes de 7 a 10 años mediante el uso de juegos de escritorio. En este artículo puede encontrar el juego de mesa del autor “psy-sports”, reveló el propósito psicológico que resolvió al usar este juego cuando trabajaba con atletas jóvenes. El juego «PSY-SPORT» tiene como objetivo alcanzar los siguientes objetivos: a) mejorar el clima sociopsicológico de los atletas jóvenes y desarrollar su capacidad de comunicarse de manera efectiva con sus compañeros de equipo; b) la formación de una actitud positiva hacia el deporte favorito, entrenamiento y actividades competitivas, compañeros de equipo; c) la formación de motivación para los deportes elegidos; d) aumentar el nivel de cultura psicológica de los atletas jóvenes; e) actuar por emociones y sentimientos; f) el desarrollo de habilidades de autocontrol, controlando sus pensamientos, emociones, sentimientos, acciones; g) análisis de los problemas psicológicos ocultos que se manifiestan en las actividades de juego; h) aumentar la confianza y la autoestima; i) adquisición de conocimientos sobre el deporte; j) desarrollo de cualidades morales. Las características principales de los juegos de mesa son colores vivos y emocionales, la capacidad de mostrar las cualidades personales de cada niño y las cualidades creativas de un psicólogo y un entrenador durante su preparación, organización y realización.

Palabras clave: monitorización; apoyo psicológico; métodos psicoterapéuticos; juego “psicodeportivo”.

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