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Research Article

THE STRUCTURE AND CONTENT OF PSYCHOMOTOR SKILLS OF YOUNG RHYTHMIC GYMNASTS

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ABSTRACT

This article provides information on the structure and content of psychomotor skills of young rhythmic gymnasts, the analysis of the structure of psychomotor skills, the isolation of individual psychomotor skills and the establishment of relationships between them.

KEYWORDS

Sensorimotor, perceptual, intellectual and neurodynamic properties, thinking, memory, attention and volitional movements.

INTRODUCTION

The increased competition on the world gymnastics platform indicates the preservation of priority among athletes with a high level of flexibility and able to actively combine it with other physical qualities. Therefore, a better approach to the special training of gymnasts is needed, based on the principles of individualization and progressive development of gymnasts in constantly changing conditions [2,3]. The development of skills of symmetry and flexibility of rhythmic gymnastics movements, the variability of criteria for mastering subjects and techniques of their performance, taking into account the tendency to improve the skills of athletes of all ages and levels, as well as the significant complexity of the competition rules, despite the fact that large-scale scientific and practical research has been conducted aimed at improving the ability to control an object simultaneously with complex motor movements of the body, The system of creating methodological foundations for improving the techniques of complex exercises of rhythmic gymnastics with a hoop is insufficiently disclosed [4,5,6].

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The purpose of the study. It consists the development of suggestions and recommendations on the structure and content of psychomotor skills of young rhythmic gymnasts.

Tasks of the study: 1. Learning the training of rhythmic gymnasts and the study of literature on analysis. 2. Improving the methodology of psychophysiological training of young rhythmic gymnasts to competitions on the basis of improving psychomotor abilities.

RESULT AND DISCUSSION

Psychomotor abilities are the basis of motor abilities that act as a cognitive-motor component that includes sensorimotor, perceptual, intellectual, and neurodynamic properties that are performed at the voluntary and involuntary level of self-control and self-control actions.

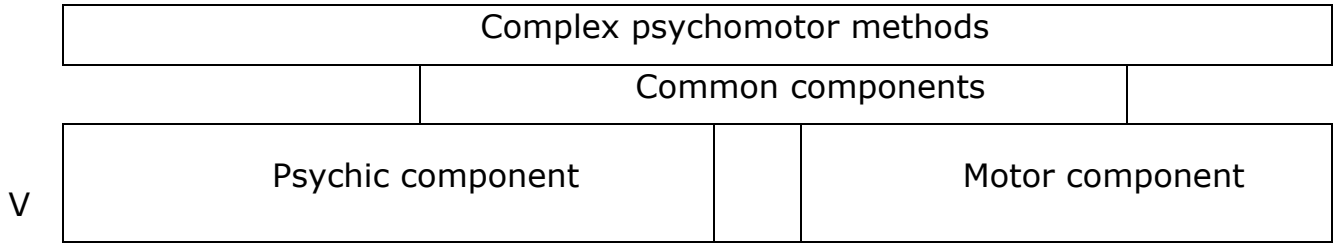
Sports activities, like labor, are colorful in both external (movement) and internal (mental) content, and any type of activity is carried out using a complex set of abilities. In order to successfully develop abilities for a particular activity, it is necessary to know their structure and the composition of psychophysiological inclinations. A number of experts say that in the selection and orientation of athletes, it is necessary to use not indicators of motor skills and physical development, but a binary criterion - a high initial level of psychophysical characteristics and a growth rate of physical qualities, of which prediction is important [1; 80-81-p].

The most mature specialists in this field, I. Janssen and A.G.Leblanc understood mobility as an entire area of motor functions. From this it can be seen that human psychometry as a multidimensional personality is a very big problem in all the complexity of the dialectical contradictions of its manifestation [6; 40-p].

In our opinion, the analysis of the structure of psychomotor abilities should follow the path of identifying individual psychomotor abilities and establishing a connection between them, i.e. it is important to find a functional system of psychomotor abilities. In turn, psychomotor is a system of subsystems that make up its composition, namely: sensory, cognitive and motor components of psychomotor are of particular importance.

Diagnosis of psychomotor abilities is impossible without a qualitative and quantitative study of the structure of psychomotor abilities and their inclinations. The classification of psychomotor abilities and their components should be based on a psychological and motor analysis of a specific motor or sports activity

Figure 1 shows a diagram of the structure of psychomotor abilities. This provides five levels of their structure.



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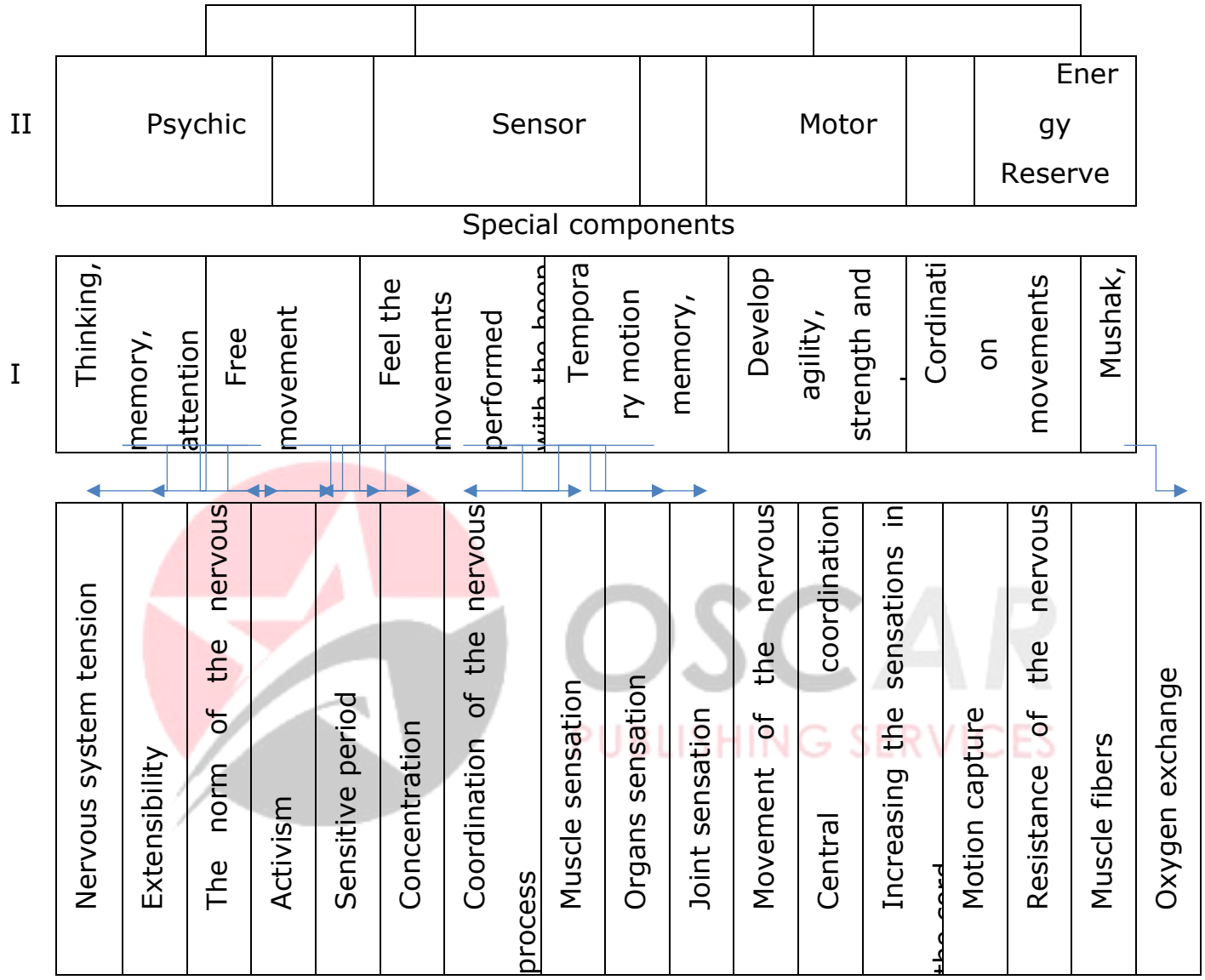

Figure 1. General and special components of psychophysiological abilities in five blocks

The V level of the scheme represents the universal development of several psychomotor abilities. Level IV contains common components, namely: mental and motor components. Level III includes the components of the group: mental, emotional, motor and energetic. At Level II, the group components are divided into special components, which, in particular, include the mental component: thinking, memory, attention and volitional movement; to the sensor: discriminative sensitivity of movements and motor memory, as well as response speed and coordination of movements.

The action component, in turn, includes the reaction rate, coordination of movements and the functioning of the muscular system. Energy component: the functioning of the cardiovascular, muscular and

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respiratory systems. Level I contains a wide arsenal of psycho-physiological inclinations, each of which can be part of various special components. Studies [23, 38, 52] have confirmed that psychomotor skills of the II and partially I degrees underlie general (complex) psychomotor abilities.

CONCLUSION

Thus, the human psychomotor is a complex functional system consisting of sensory, motor and cognitive-mental subsystems for controlling complex motor activity, corresponding to the architecture of the functional system developed by P.K.Anokhin. According to many authors dealing with this problem, the variety of motor skills does not correspond to four characteristics-strength, speed, endurance and agility. Nevertheless, the authors unanimously define the main motor characteristics: reaction time and movement speed (speed), strength, endurance, dexterity or coordination skills of a person and flexibility, which have been found to be effectively improved as a result of the application of these methods.

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