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COMPARATIVE ANALYSIS OF PSYCHOLOGICAL TRAINING OF GYMNASTS IN UKRAINE AND FRANCE

It is known that psychological training and support for gymnasts is an integral part of training. This partly helps to overcome fears when performing tricks, and partly reduces the likelihood of psychological illnesses in athletes.

It is accepted that psychological knowledge is included in pedagogical training. Current trends show that in recent years the average age of starting training has significantly decreased, so it is also important to have the support from parents at all stages of learning (from training to competitions) [2].

This paper uses data from interviews with athletes from France and Ukraine. The method of comparison is used for scientific substantiation.

Ukrainian and French gymnastics schools, although they developed under different conditions, have some common training models.

What French and Ukrainian gymnastics schools have in common is that they both focus on technique. This requires long, grueling trainings. Therefore, the most important aspects of psychological training of gymnasts in these conditions are motivational, volitional and regulatory [3].

At an early age, coaches and parents are responsible for the comprehensive development of a child in the process of learning gymnastics. In our opinion, thanks to high-quality psychological training, already in adolescence, gymnasts are able to independently meet their needs for high-quality motivation to do gymnastics, education of volitional qualities and regulation of their own state before and during training and competitions.

A distinctive indicator between Ukrainian and French psychological training of gymnasts is the time allocated to it. In France, separate lessons can be allocated for this purpose, which will take about 20% of the training time. In Ukraine,

psychological training is characterized by its implementation in the training process, which makes it difficult to determine the exact time allocated to it [1].

Conclusion. By drawing a parallel between the two gymnastic schools, we can see what helps to develop athletes in the right direction and what, on the contrary, hinders them. The implementation of auxiliary elements can significantly improve the quality of gymnastics training and support for athletes at different stages.

References

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