

Intrapersonal Intelligence relevance in the psychological preparation of school hurdlers

Relevancia de la Inteligencia Intrapersonal en la preparación psicológica de los vallistas escolares

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ABSTRACT

The relevance of Sports Psychology has been more than demonstrated, but approaching it from a psychological preparation that contributes to the development of the Intrapersonal Intelligence of athletes has been little addressed. Basing its theoretical conception and its practical implication in hurdles is the objective of this research. To carry out this research, methods from the theoretical level were used that allowed corroborating the problem under study. It is demonstrated from the strengthening of self-knowledge, self-regulation and self-motivation that hurdler will learn tools that allow him to better manage his internal emotions.

Keywords: School hurdler; Intrapersonal intelligence; Self-knowledge; Self-control; Emotional intelligence

RESUMEN

La relevancia de la Psicología del Deporte ha sido más que demostrada, pero enfocarla desde una preparación psicológica que tribute al desarrollo de la Inteligencia Intra personal de los atletas ha sido poco abordada. Fundamentar su concepción teórica y la implicación práctica de la misma en las vallas es el objetivo de esta investigación. Para llevar a cabo esta investigación se emplearon métodos del nivel teórico que permitieron corroborar la problemática objeto de estudio. Se demuestra desde el fortalecimiento del autoconocimiento, la autorregulación y la automotivación que el vallista va a aprender herramientas que le permitan un mejor manejo de sus emociones internas.

Palabras clave: Vallistas escolares; Inteligencia intrapersonal; Autoconocimiento; Autocontrol; Inteligencia emocional

INTRODUCTION

Nowadays it is no longer necessary for an athlete to have only a great bodily kinesthetic intelligence, they must also possess Emotional Intelligence, which can be educated from an early age. In this same sense, several authors affirm that Intrapersonal Intelligence can be developed and increased with training and that, therefore, it is associated with the possibility of increasing performance. Having a good physical preparation is just as important as presenting an emotional balance that allows us to face complicated situations or failure.

In this regard, it must be recognized that there is an intimate relationship between sports practice and the psychological dimension of the human being, the science fundamentally dedicated to the study of behavior during and after sports practice is Sport Psychology and uses as one of its fundamental elements the psychological preparation defined by Roudick (1974), as the level of development of the set of qualities and psychic properties of the athlete on which the perfect and reliable performance of the sports activity depends on the extreme conditions of training and competitions. According to this author, this psychological preparation is a pedagogical process (Roudick, 1974).

Last aspect with which the author does not agree in its entirety, because what must be taken into account in the planning of psychological preparation is that the training is totally pedagogical and in this regard, it then advocates a new perspective in the vision of psychological preparation, directing it towards an approach centered on those predisposing factors towards a position centered on protective, healthy and potentiating variables of the optimal development of the athlete taking into account some theories.

In this regard, the specialist Riera quoted by Dopico Pérez in his thesis, criticizes some positions in psychological preparation, which consider control and evaluation from a clinical point of view, pointing out: *"... the athlete is studied without respecting his psychological particularities, without taking into account it takes into account that they are healthy people with a normal psychic development and that*

although they need help, the psychological resources used should not respond to the same objectives as the patients; they also do not consider the characteristics of sports activity and the demands of sports training, reducing their psychological preparation to a clinical psychological diagnosis, evaluation and treatment scheme” (Dopico, 2011).

This is corroborated by the words of Gorbunov in which he clearly demands more initiative from sports psychologists when intervening by stating that “Sport Psychology is in crisis... the practice of sport has long since accepted the teaching dogmas and naked academism. How many psychologists who know psychology perfectly and teach it with the same success, cannot be useful for sport!” (Gorbunov, 1988).

Cruz (1991) states that the Psychological Preparation must be carried out based on:

- The specific needs of each athlete.
- The psychological demands of each sport and each competition.

Logically, training, physical preparation and psychological preparation should be adjusted to the peculiarities of each sporting activity.

That is why Sainz de la Torre points out: *“until it is well understood that psychological preparation is nothing more than carrying out the work of training from a multifaceted point of view (methodological, morpho-functional, biochemical, biomedical,...) taking into account the psychological components that are at the base of the successful regulation of the athlete's actions, it will always be seen as an “extra” task and thus will not bear the fruits for which it was created” (Sainz, 2003).*

In its link with research on the psychological preparation of athletes, Dopico states “...the effectiveness of the athlete in training and competition is often limited by the inability to perceive and channel excessive emotions. Studies have shown that overexcitement accompanied by hesitation, restlessness, memories of failure, etc. they lead the athlete with complete certainty to failure” (Dopico, 2011).

On the other hand, the fence race meets a series of technical requirements that require a greater psychological demand. Considered as a discipline of modern

athletics, its technical, physical demands, etc., are considered exercises of maximum intensity for those that are performed under anaerobic conditions. Combined cycle disciplines are also considered as opposed to flat races considered cyclical.

The following tests are practiced in this race:

- 100m for ladies.
- 110 for men.
- 400m for women and men.

A determining element of this race is the pace that the athlete must maintain when executing the test. It is divided into three components: the start, the sprint and pace run, and the hurdle pass. In the fence pass, a great muscular coordination is necessary on the part of the athlete, the rhythm that should not be altered and the length of the stride (Muller and Ritzdorf, 2000).

For 400m, speed and technique are limited by the elements caused by the appearance of fatigue, which hinder technical execution in the final hurdles, which requires the athlete to maintain an adequate race pace and sufficient self-confidence. Himself and in his own strength. Therefore, having a great development of self-knowledge will redirect these characteristics for the better, thus promoting a greater acquisition of the technique by the athletes.

These athletes also require an optimal level of concentration of attention that allows them to guide and specify the efforts to be made in each movement during execution. These determine the success of actions.

For María Elisa Sánchez, when analyzing speed events “...it is necessary to educate athletes in the ability to self-regulate in order to satisfactorily face the demands imposed by rapid starts, movements of high psychic tension that are revealed before and during the fight competitive. It is fundamental due to the nature of the efforts to be made and the obstacles and difficulties to be overcome, the education of the maximum volitional efforts, characterized by a strong decision, perseverance and self-control, discipline and courage that allows them to mobilize all their energies.” (Sanchez, 2005).

In this same sense, it must be recognized that both self-regulation and the development of self-motivation in the athlete will generate a greater volitional quality and this is due to the close relationship between motivation as a psychological quality and will, since there is no unmotivated action and the latter responds to a high motivation.

On the other hand, for Sánchez and González, the formation of an adequate self-assessment is a basic purpose in the formation of the personality of children and adolescents. It has two functions, one as self-knowledge and the other as self-regulation (Sánchez and González, 2004).

The formation of self-assessment begins in this adolescent stage, according to Roudick the younger adolescent judges himself according to the opinion of those around him only with age (in older adolescents) the ability to analyze and assess develops independently his own "I". Even so, self-assessment in adolescents between 14 and 15 years of age is imperfect (Roudick, 1974).

Therefore, the work with self-awareness and self-image from intrapersonal intelligence, will promote in school hurdlers the complete formation of an adequate self-assessment, this will favor the formation of independence of the adolescent, manifesting itself in the tendency to self-determination and self-confirmation in the middle of adults.

DEVELOPMENT

For Rubinstein "emotions can be characterized in the first place from the phenomenological point of view, by some special illustrative and distinctive signs. These signs reveal the state of the subject and his position with respect to the object, they are generally distinguished by a polarity, which is they have a positive or negative character (Rubinstein, 1964).

This classic of Psychology after four decades shows validity in this theory taking into account physiological and behavioral aspects of emotions.

For Maturana quoted by Balbi "emotions are not restrictions of reason; emotions are bodily dynamics that specify the domains of action in which we move. A change of emotion implies a change of domain of action. Nothing happens to us,

nothing we do that is not defined as action of a certain kind by an emotion that makes it possible. (Balby, 2011)

From the foregoing, the complexity of the emotional area results, since it will direct the execution of the actions, taking into account the nuance with which the subject values it positively or negatively.

In this regard, Durand (2020) refers, it is important to recognize from these reflections of Maturana that work with emotions in sport should be increased, valuing that they constitute a reflection, which appears as a result of the athlete's involvement in a social relationship given by sports activity, which are closely related to experiences of competitive success or failure. In such a way, that it is not sought that the athlete does not feel fear, sadness, courage, joy, etc., but that these emotions enhance their performance, that is, that before the recognition of their emotional world, the athlete is capable of having a behavior desirable, harnessing the energy of emotion and allowing proper expression.

Regarding the intrapersonal dimension, the psychologist Golemann defines it as the knowledge of the internal aspects of a person: access to one's emotional life, one's own ability to make discriminations between emotions and finally give them a name and resort to them as a means of interpreting and guiding one's own behavior. Since this intelligence is the most private, it needs the evidence of language in order to be observed in operation and transferred to the conscious level for analysis and understanding (Golemann, 1996).

Consequently, Gardner (1983) defines Intrapersonal Intelligence as the set of capacities that allow the individual to form a model of them, as well as use said model to function efficiently in life. Which makes it more competitive.

Taking Gardner's definition of intrapersonal intelligence as a reference and the indicators proposed by Golemann to evaluate the intrapersonal dimension, the author exposes the following indicators for its evaluation.

It will begin with self-knowledge defined by the same author as "the recognition of one's own feelings and emotions when they are occurring, it is realizing one's own internal states. It is a self-reflective attitude of the self that observes and investigates its own experience in all its processes (thoughts, sensations, feelings

and emotions), and it is the ability to classify and name each process and each emotion, in a neutral or impartial way to a certain extent. “ (Golemann, 1996).

Being self-aware means having a clear awareness of emotional states and the thoughts surrounding those states, even when that state is intense and turbulent. For the followers of yoga philosophy, this is one of its main methods through meditation, to get to contemplate all your emotions without being part of it, being just an observer, which gives you a greater knowledge of who you are and what you are feeling.

This ability to realize by himself is the foundation of all emotional intelligence, since, if the person is able to see it, name it, and recognize the thoughts that accompany it, it is because that emotion has passed to the level of neocortex, and therefore it is more controllable than when it is just an automatic reaction at the level of the limbic system. Valuing individual differences, experiences, temperament and character of each individual.

On the other hand, it is necessary to know that schoolchildren have the ability to talk about emotions, however, Bello (2009) refers that this ability is little used, in an appropriate way it depends largely on the culture in which they are raised and, in particular, the way they interact with them and how they interact with each other. With which the author agrees, learning to identify and transmit emotions is an important part of communication.

Likewise, the Doctor in Sciences Laura Domínguez García considers that an aspect closely linked to moral development is the emergence of a new level of self-awareness. This development is determined, to a great extent, by the adolescent's need to know himself and be independent, ...acquires a generalized character, allowing greater objectivity in his judgments, as well as in the assessment of his own qualities and those of others people and decisively influencing the development of self-esteem (Domínguez, 2003).

Regarding the above, in the sports environment it is characteristic to label athletes as people who do not express their emotions with words adequately, without taking into account that communication is a skill that develops at any age, just like self-knowledge.

To evaluate this dimension, the following indicators can be used:

Emotional awareness of his feelings: refers to the athlete's ability to identify his own emotions and the effects they may have on him.

Verbal expression of emotion in training and competition: refers to the evaluation from the athlete's own recognition of the verbal way in which he usually expresses his emotions and recognize if at any time he does not express it and why.

Extraverbal expression of emotion in training and in competitions: make aware of the way in which the athlete expresses his emotions in the form of gestures and other extraverbal manifestations.

Bello, 2009, points out that "...problems in non-verbal communication will often inhibit the social interactions of a child or young person". From the foregoing, it is concluded that in order to obtain this emotional self-knowledge it is necessary for them to acquire a varied vocabulary to think about their emotions and express them. Talking about them is the most direct way to understand and control them. Self-knowledge occupies a primordial place since self-control and empathy are developed on it.

From another angle, emotional self-control or self-regulation can be analyzed as the ability to keep conflicting emotions and impulses under control, according to the psychologist Martínez Gómez (2003), the control of emotions does not mean suppression, it means understanding them and then using this understanding to transform situations to their benefit.

When adequate self-awareness is achieved and one's own emotions, deficiencies and unsatisfied emotional needs have been understood, and one is able to recognize and name those emotional states when they are occurring, the most important step in the adequate control of emotions has already been taken.

For Godo "the self-aware person is aware of her moods, while she is experiencing them she enjoys a more developed emotional life. These are subjects that permeate all facets of your personality; they are autonomous and sure of their own borders, they are psychologically healthy people, who tend to have a positive outlook on life and when they fall into a negative state of mind, they do not dwell on

it obsessively and, as a consequence, they do not take long to get out of it is.” (Goth, 2014)

The regulation of emotions depends largely on the knowledge we have of them, we must learn to recognize when they are observed in others, but above all we must learn to differentiate when we experience it ourselves.

Suppressing emotions or repressing them implies irreversible damage to emotional stability, the simple fact that the person does not want to recognize it does not mean that it disappeared. From that hidden place it will do more damage because it will cause behaviors that will make it difficult for them to recognize their cause. It would be better to recognize the emotion and try to find its primary cause in the person himself.

An adequate self-control means rather the recognition and balanced expression of negative emotions, since each of them has a purpose and in principle there are no “bad” emotions, they indicate some aspect that is perceived as threatening to be protected physically or psychologically, adapting healthily to each situation leading to emotional well-being.

As González expresses, *“the tendency towards anxiety in athletes is not as worrying for performance as emotionality. In this same direction, he considered that good athletes show a tendency to dynamism, which allows them to take risks and make transcendental decisions, often in situations of time deficit. The “emotional”, in their eagerness to test the different solutions and weigh advantages and disadvantages, end up choosing the least satisfactory variant or acting after the opportune moment was left behind. (Gonzalez, 2004)*

According to Golemann (1996) when emotions are more normal, and you want to put them at the service of the person, the way is to master them and the procedure: recognize them, analyze them, find their origin and apply one of the many available techniques, such as walking, do physical exercise, or practice relaxation and meditation.

It is common to find this behavior in some athletes, they tend to have very little control over their emotions and this usually affects their performance in competitions and training. To assess this dimension, three indicators are proposed:

Management of negative emotions in competitions: observe and become aware of the behaviors in competitions with unpleasant emotions and if these are the most appropriate to have a good management of them.

Impulse control in competitions: recognize once you are aware of the disturbing emotion what is the tendency of your personality to behave and if it is favorable or not for the achievement of your objectives.

And lastly, self-motivation, defined by Codina Jiménez as “what drives a person to act in a certain way or, at least, that causes a propensity towards a specific behavior. That impulse can be caused by a stimulus external to the individual, or it can be generated internally. It is a process that leads to the satisfaction of something.” (Codina Jimenez, A. 2012)

But they require some important characteristics that accompany them: the first characteristic is tolerance for frustration, since pursuing a high goal is usually accompanied by setbacks, setbacks and obstacles, in which outstanding people have the ability to recover quickly of failures and continue with their activity. The second is impulse control, especially the impulse to give up for an easier task or to succumb to emotional states of depression, defeat, or anger.

The last necessary requirement to maintain a posture of enthusiasm and persistence is positive thinking, understood as an attitude of optimism and hope, a positive belief in oneself, in one's own strength.

In this regard, it is confirmed that the athlete who does not have this ability to self-motivate is more prone to defeat than the one who develops it. Defining three indicators for its evaluation:

Expectation of success: What are his sporting aspirations and to what extent does he suppose that he will achieve them?

Coping with failure: become aware of his behavior in the face of failure and if this is favorable for the achievement of his goals. Considering whether he stops it or not.

Achievement motivation: observe if within all the activities they carry out they are linked to their goals and train based on it.

In this direction, the author considers that, in the work with school hurdlers, self-understanding and identity must be achieved, that this adolescent understands

himself to the extent that he finds himself, that he is comfortable with his own body. , that you experience a pleasant sensation of knowing where you are going, and an inner certainty of anticipated recognition.

Roca explains "...that in order to deal effectively with such a complex social environment, the individual needs to have resources, both internal and external, that allow him not only adaptive responses, but also promote his human growth and fulfillment as a person, and emphasizes the development of self-confidence, since this important resource acquires special value in decision-making, if it is considered as a moment of great importance and responsibility." (Rock, 2013)

Regarding the above (Fernández, 2005) points out that "... *self-identity is a dynamic process that supposes a vision of the person about himself, not as a static entity, but as an entity in constant transformation, which is constantly being discovered through self-knowledge*". For the author, the formation and development of Intrapersonal Intelligence in school hurdlers who start in high performance has an indispensable value, which will serve as a premise for the adaptation of this athlete in the psychological, physical, technical and tactical order, promoting the development of a healthy and balanced personality.

CONCLUSIONS

The theoretical foundations addressed in this study ensure the need for the joint work of all specialists for psychological preparation in sports training. Well, even though many national and international authors have carried out studies on the importance of psychological preparation in sport, actions on this subject are not enough, and even less so at an early age. It is worth recognizing that with this knowledge that the author exposes, it is possible to place the reader in a position of change of restructuring of psychological preparation and directing it towards intrapersonal emotional education can be a new way which, more than demonstrated, is at an international level and generates greater results.

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