

Intervención Psicológica para desarrollar la inteligencia intrapersonal en vallistas escolares de Guantánamo

Psychological intervention to develop the intrapersonal intelligence of school hurdlers in Guantánamo

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RESUMEN

El siguiente trabajo evalúa el papel de las emociones en los atletas, la naturaleza del problema es elaborar una intervención que permita desarrollar la inteligencia intrapersonal en los vallistas escolares de la EIDE. Para ello se elaboró una intervención psicológica sustentada en los indicadores teóricos de la inteligencia emocional a partir de las deficiencias detectadas, valoradas en su estado inicial, mediante métodos empíricos tales como: entrevista, observación, técnicas psicométricas y demás.

Palabras clave: Intervención psicológica; Inteligencia intrapersonal; Vallistas escolares; Autoconocimiento

ABSTRACT

The following work evaluates the role of emotions in athletes, the nature of the problem is to develop an intervention that allows the development of intrapersonal intelligence in school hurdlers of the EIDE. For this, a psychological intervention was developed based on the theoretical indicators of emotional intelligence based on the deficiencies detected, assessed in their initial state, through empirical methods such as: interview, observation, psychometric techniques and others.

Key words: Psychological intervention; Intrapersonal intelligence; School hurdlers; Self-knowledge

INTRODUCTION

There are innumerable investigations in the psychological order that contribute to a good sporting result, but still, it has not been possible to define a criterion of those aspects of psychological preparation in training that guide their empirical research regarding the development of personality of the athlete taking into account the world actuality and changes in the training structure.

In this sense, the Psychiatrist Dr. C. Elsa Gutiérrez Baro refers to “what is the product of Postmodernist thinking in which societies develop today in a paradoxical way as more progress is made in technological development and new generations are perceived as more intelligent coupled with its socio-psychological characteristics is the loss of individual personality, the search for the immediate and therefore their emotional and social capacities decrease dramatically”. (Gutiérrez, 2004, p.5)

Putting into practice current trends invoke to resize emotions in a context in which the competitive prevails, which involves people and groups of people competing each other for the best result, the commercialization of sport making it the fourth global business, which implies that athletes and trainers have to direct all their efforts towards a main objective: to perform at their maximum, to make new records, to be the best in their sport. In this way it becomes a challenge for the human being, both individually and collectively and socially.

In this regard, the Chilean neurologist Humberto Maturana cited by the psychologist (Balbi, 2011, p.47) states that:

“We live in a culture that has devalued emotions based on an overvaluation of reason (...) but it turns out that we are mammals, and as such, we are animals that live in emotion.

... Being the constitutive emotions of our structure are always present in every human activity and, therefore, no human activity is verified whose domain of action is not determined by an emotion; even thinking and

reasoning are activities that to be carried out require a certain emotional state”.

It is important to recognize from these reflections of Maturana that work with emotions in sport should be increased by assessing that they constitute a reflection, which appears as a result of the athlete's involvement in a social relationship given by sports activity, which they relate intensely to the experiences of success or competitive failure.

For the psychologist Miguel Roca in the book *Discovering the Psychology of Manuel Calviño*, he expresses “the failure to provide emotion with a central role in human existence in relation to theory and research in Psychology; this is undeniable given the evidence that emotions turn out to be key to understanding human problems”. (Calviño, 2017, p. 145)

Based on these notions, it is considered that the general preparation of the athletes could be aimed at promoting in them the ability to understand their emotions and conduct them, so that they can use them to guide their behavior and thought processes, in order to produce better results, aspects that make up the theory of Emotional Intelligence defined by Daniel Goleman as “the ability to recognize our own feelings, the feelings of others, motivate and properly manage the relationships we have with others and with ourselves.” (Goleman, 1996, p.430)

In this investigation, work will be enhanced with the intrapersonal dimension of the Daniel Goleman model defined as “the ability to communicate effectively with oneself and to optimally manage one's own. Valuing that the athlete who has the tools provided by intrapersonal intelligence will be more likely to show their adaptive and creative capacity to change, greater emotional self-control and motivation to establish and achieve certain objectives and goals” (Goleman, 2000). Promoting in this sense greater tolerance to frustration and superior coping resources, making it possible to reduce the pressures and fears, which tend to influence their well-being.

As expressed by the Cuban Psychologist Dr. C. Luis Gustavo González Carballido “the tendency to anxiety of athletes is not as worrying for performance as emotionality” (González, 2004). In this 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 "emotive", in their eagerness to try different solutions and weigh advantages and disadvantages, end up choosing the least satisfactory variant or acting after the opportune moment was left behind.

For Dr. C. Hirbins Manuel Dopico psychologist linked to research in the order of psychological preparation of athletes said in his article: The phantom of preparation, an evil that does not help athletes in the psychological component (Dopico, Fernández & Jiménez, 2012, p.7) "... 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 overexcitation accompanied by hesitations, concerns, memories of failures, etc. they lead the athlete with certainty to failure".

Countless authors provide from different perspectives, the significance of emotions in sports performance, in this regard stand out, (Roudick, 1974), (García, 2004), (González, 2004), among others, which have directed their main ideas towards psychological interventions, training, methodologies, strategies or programs that have facilitated the work by trainers and psychologists.

From the author's point of view, the contributions given by these investigations that have weighted emotions in sport as a determining quality for the achievement of the athlete's goals are recognized, however the continued emphasis on the study of emotions and negative states it has been directed to the search for appropriate emotional management by athletes taking advantage of the potential of self-knowledge from emotional intelligence.

The criteria of the different authors analyzed are referents to develop a psychological intervention to develop intrapersonal intelligence in the Guantánamo hurdlers. Defending the idea that with the application of a psychological intervention to develop intrapersonal intelligence in school hurdlers in Guantanamo, personal development will be optimized.

METHODS

This is an experimental research and it was carried out in hurdlers from the school category from the EIDE "Rafael Freire" of Guantanamo. A pre-experiment was carried out, through a pre-test, post-test with a single control group during the psychological preparation process carried out by the psychologist within the training Macrocycle.

The research methods and techniques used were: analytical - synthetic, inductive-deductive, systemic-structural-functional, which allowed establishing the structure, contents, psychological intervention actions proposed and summarizing the conceptions related to the objective of the study. Taking into account the variables of the psychological intervention and intrapersonal intelligence, as well as the indicators of the last one, the observation, structured interview, surveys, Tapping test and open techniques are used to evaluate the initial diagnosis and the final evaluation after the intervention was applied. The statistical-mathematical method was also used to analyze the data set, in order to properly describe the different characteristics of the sample and compare the data to validate the intervention.

PSYCHOLOGICAL INTERVENTION TO DEVELOP INTRAPERSONAL EMOTIONAL INTELLIGENCE IN GUANTÁNAMO SCHOOL VALLEYS.

Taking into account the objectives of the research and the results of the initial diagnosis, the need to develop a psychological intervention that contributes to the development of intrapersonal intelligence in the school hurdlers of Guantanamo was confirmed. The Intervention was conceived for its application in the precompetitive stage of the training macrocycle and was structured in 10 sessions divided into four stages: Framing, Initial Moment, Development and Closing, and Evaluation which allowed a better organization and application of it. Next, one of these sessions applied in the intervention is exemplified:

Session 3

Theme: Self Awareness

Objective: To propitiate an adequate self-assessment in athletes by encouraging a more contemplative attitude towards problems by taking emotional distance in front of them, especially in cases where nothing can be done immediately.

Materials: reading sheet and blankets for yoga practice (they will be delivered)

Initial moment: there will be a debate on the resource of literature "you are the result of yourself" where ideas regarding the ability of the human being to face obstacles in a safe and optimistic manner will be presented for analysis.

Development: The millenary technique of hatha yoga will be applied, a brief warm-up will be carried out and some theories of this discipline will be explained, as well as the asanas they will learn and their meaning and importance.

Posture of the mountain (Tàdasana): standing place both feet together (if you have thick thighs, separate the feet), feel the contact of the feet soles with the ground, the chest will remain elevated without forcing and will learn to keep the shoulders down and the back with trapezoids descended. The erect head without moving it forward and the jaw parallel to the ground, keeping the gaze calm and straight ahead and maintaining abdominal breathing never hold your breath. This posture will become a model for others, as well as for daily walk.

Its psychological value consists in remembering or knowing that chest is a receptacle of multiple and varied emotions and collapses due to sadness, Tàdasana is the strength of the mountain based on the earth and cusp towards the sky. The human connection with the Earth, the real, "the feet on the Earth", while the trunk and the head, the aspirations and ideals; both with good balance in everyday life. It remains in the posture for 1 to 2 minutes.

Tree posture (Vrikshàsana): standing in Tàdasana keep the eyes fixed on a point directly ahead. Move the weight of the body towards the left leg and take the right ankle with the hand and place the foot on the inner part and root of the left thigh. Fold the foot in the inner part and root of the left thigh. Fold the hand on your chest with the gesture (mudrà) of Namaste (Indian greeting).

It is a posture of much psychological value for everything that means a leafy and slender tree and the internal projection of being worthy, strong and in balance. Falling out of the posture has a lot of meaning because we usually want to make it perfect and if it falls in front of other students it can make you feel bad. Falling into life is synonymous with failing our attempts, projects, objectives, etc.; and it can produce frustration... But in yoga, falling is simply starting over with more alertness.

To finish, the group is oriented to lie face up on the ground or in a supine position to perform a rhythmic breath, they are guided to inhale in 6 (mental count and exhale in 12 repeating it 5 times.

Closing: the positivist psychology technique will be applied: "There is no tree that the wind has not shaken" (Hindu proverb). Author Esther Sevilla.

Taking advantage of this relaxation, they are guided to imagine that they are a tree (it is a visualization exercise) they will close their eyes and imagine that they are a tree. It can start the exercise by taking a tour of the body, while identifying the feet with the roots, the legs with the trunk and the torso with the branches with the arms and the leaves and the small shoots, with the fingers of The hands and the head.

Once the desired sensation is achieved, the variable wind will be introduced: its problems, the events of daily life, will be that wind that whips and shakes them, with greater or lesser force. And they will visualize how that tree, strong but flexible, rocks at the mercy of the wind, while remaining firmly anchored in the ground with its strong roots. One after another, gusts of wind shake it, and the tree reacts to shaking with imperturbability. It will be done in a guided way.

Evaluation

In written way, each one will evaluate this session, making a cross in the quality that consider the activity has.

E_____ MB_____ B_____ R_____ M_____

Interesting _____ necessary _____ stimulating _____

Task

They are guided that they can at home in other times to train the learned asanas with the same mental attitude reminding them of the previous warm-up.

Analysis of the evolution of the group from the comparison of the initial (pre-test) and final (post-test) evaluation. As explained in the analysis of the initial diagnosis. The results of the final evaluation will be given with respect to the whole team.

RESULTS

Self-knowledge: the improvement is given in the verbal and nonverbal expression of emotion. Verbal expression increases by more than 40% ($p = 0.005$) and more than 60% ($p = 0.0009$) of athletes manage to establish differences between

emotions which was practically absent in the initial diagnosis and speaks in favor of an increase in emotional vocabulary that taxes the awareness of one's emotions.

Self-control: the results of this dimension are in the strategy of socializing the disturbing emotion as a means of confrontation, increasing by 50% in the case of anger ($p = 0.00002$) and 54.1% ($p = 0.00006$) in fear. In situations of conflict, aggression loses strength as a response pattern, giving rise to affective approaches and negotiation attempts by 58.3% compared to an initial 16.6%, which makes a big difference ($p = 0.0004$)

Self-motivation: the results in this dimension, obtained by the evaluation of tasks oriented all to the competitions, point towards a greater elaboration of the failure and a more real and defined attitude to improve in the training. The above is observed in that, although at the beginning all the athletes report an expectation of positive success regarding the competitions, the majority (62%) were insecure before the participation for fear of failure, which is reversed in the final evaluation, where 62.5% are sure to trust their possibilities, showing greater coherence between their feeling and thinking. 91.6% ($p = 0.005$) manage to identify negative emotions in the face of failure and 87.5% ($p = 0.001$) develop ideas aimed at correcting it.

DISCUSSION

The obtained results after the application of the proposal compared to the initial diagnosis show a favorable increase in the indicators to assess intrapersonal intelligence. It is important to recognize that this study focuses the intervention from theoretical bases in Sofrology, applied positivist psychology and emotional intelligence, which makes a difference with other studies, developing to a greater extent the dimensions and indicators of the dependent variable in a period of less time and with greater achievements.

CONCLUSIONS

The methods and techniques applied allowed to know the essential elements to elaborate a psychological intervention that would contribute to the development of intrapersonal intelligence in the hurdles athletes of the EIDE "Rafael Freire" from Guantanamo. After the proposal was applied, the development of intrapersonal

intelligence in the athletes was confirmed, who favorably modified the levels of self-regulation, self-motivation and self-knowledge, which allowed them to increase their sports performance. These elements allowed to determine the feasibility of the elaborated psychological intervention.

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