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Emotions - development of an athlete's woman

Abstracts:

Emotions - development of an athlete's woman

The study was established to answer the question about better mental and physical functioning young person with hyperventilation and its improvement of sports results.

There were studied a patient with a diagnosis of hyperventilation disorder. In the psychological study used examination observation were used during sports activities and an interview with sport coach and friends. The athlete's was subjected to psychological sessions conducted in the behavioral-cognitive trend. This resulted in a better understanding of her emotions and needs, better social interactions and lack of breathing problems. Lack of contact with emotions can cause psychosomatic diseases, among others - hyperventilation.

"The case study (...) is a way of research, based on unit analysis about human fates entangled in specific educational situations, or on the analysis of specific educational phenomena as seen by prism of human biographies with the focus on developing a case diagnosis or phenomena in order to undertake therapeutic actions."

T. Plich

Introduction

Experiencing positive emotions helps in establishing interpersonal contacts. Especially in adolescence negative emotions can not be tolerated in society (von Salisch, 2001). External manifestations of anger or sadness can be suppressed by a person who wants to fit in with the majority and wants to live well with others (Zeman, Shipman, Suveg, 2002). Excessive opening of negative emotions can even lead to social exclusion. According to some authors (Sakar, Fletcher, 2013), in order to obtain a comprehensive state of stress, an individual should consider both significant events in life and current stressors. In times of great devices and modern technology, you can see the lack of a holistic view of a biologically, socially and psychologically

conditioned person (Dudek, Siwek, 2007). Excessive expectations while not expressing negative emotions can lead to internal conflict and result in disease.

1. The Author Own Studies

Ann is an athlete. Starting cooperation with a psychologist falls on the age of 16-18 years of girl's life. Her sports level was initially average in the country. In some running trainings (on which she is the weakest in the group) Ann had hyperventilation. The girl underwent medical examinations for exercise asthma. The test results do not indicate asthma or any other pathological medical condition. In studies conducted among adolescents with asthma, there was a relationship between the greater experiencing of asthma in adolescents with emotional problems (Tiggelman, van de Ven, van Schayck, Kleinjan, Engels, 2014). Also, the problem of hyperventilation is related to the presence of significant anxiety (Han, Schepers, Stegen, Van den Bergh, Van de Woestijne, 2000). Hyperventilation as a strategy for coping with stress has been suggested as a co-occurring factor that can contribute to chronic fatigue syndrome (Bogaerts et al., 2007). Therefore, according to the author, the sports potential of this person has not been fully developed. The necessary energy has been used for a remedial strategy instead of for raising the sporting level.

2. Observations of the psychologist at sports training and interviews

There is a lack of coherence between showing emotions and talking about her feelings. Ann is contact, sociable, loud - she attracts attention. Has a lot of general knowledge, learns well and quickly understands dependencies. Ann talks during the training about great relationships with her father. She rarely mentions about her mother. Comparing her attitude to her father and mother, she emphasizes that her mother does not understand jokes and conversations between her and her father. Some studies indicate dysfunctional coping with negative emotions in adolescents raised in a suboptimal attachment strategies (Kobak, Cole, Ferenz- Gillies, Fleming, Gamble, 1993).

The girl has very good contact with a sports coach (man). In contact with a woman psychologist Ann builds a distance. In researches the influence of mother's affect on experiencing affect by the teenager is noticed through analysis. Young people, whose mothers expressed more negative affect, experienced less positive

affect in everyday life. The results suggest that the exposure of adolescents to maternal negative affect is associated with the subjective everyday well-being of adolescents (Griffith et al., 2017; Turpyn, Poon, Ross, Thompson, Chaplin, 2017).

Colleagues from the training group describe Ann: "she is never happy despite the fact that she often smiles". The dynamics of human internal conflicts are divided into three levels. One of these levels is the inconsistency between what the person expresses in the content and the way of transmission (Laskowski, 2010).

3. Individual psychological work- selected sessions

Ann discusses in detail all the events of the day, but very little refers to her feelings. A poor emotional dictionary contrasts with a large general knowledge and the ability to abstract thinking. The psychologist expects to get feeling emotion, emotional awareness. The accumulation of negative thoughts and feelings leads an imbalance in the body. As a consequence, physical illness may occur in a given area in which there is an imbalance (Bedričić et al., 2011).

Ann agrees to cooperate and undertakes to do exercises to better get to know herself. Ann was showing a need to control emotions. Ann does not see the relationship between possible blocking of emotions and hyperventilation during disliked training.

The fifth session (time: 50 min.)

Ann is more willing to enter talking and ask questions. She talks about her experiences of contact with emotions. You can see her readiness to change, and also to fear. Is encouraged to do exercises during the day - how do I feel now? Saving experiences in a notebook. Using the Socratic method of dialogue (Rutter, Friedberg, 1999) to improve breathing without discomfort.

Ninth session - culminating (time: 90 min.)

Ann is tense. She responds to any psychologist's questions with aggression (expressed in loud and non-objectionable voice). She interrupts the psychologist's statements. There is a very large inconsistency between verbal and non-verbal speech. Ann reacts with outbursts of anger, telling about the expected school grades. Ann presents her as a person who has to perform duties due to her own choices made so far - a class with a mathematical profile and being an athlete. Girl told that does not need a free time and pleasures.

Excessive expectations towards people may be associated with psychosomatic reactions (Mikkelsen, Einarsen, 2002; Maunder, Hunter, 2001).

The psychologist reminds of working with emotions and suggests that Ann asks a question and then says without listening to the answer. Ann reacts with astonishment at the question - why do you interrupt me? The suspicion problem with relation concerns the transfer of Ann's and mother's relationship to Ann and the psychologist-woman. The psychologist draws the girl's attention to the contrast between such a large range of general knowledge in Ann and such poor self-knowledge. The psychologist explains that perhaps the speed of thinking drowns out feelings and that at the moment she would try to "feel" instead of "think". The element of silence is intentionally introduced. According Eichelberger the silence is necessary to deepen feeling emotions and to establish "real" and close contact with people (1999). After one hour of consultation, there is a long silence. Ann's face has changed, she is not so determined - facial expression has softened. Somatic psychotherapists notice the role of body behavior in communicating internal states (Laskowski, 2010).

Researchers assume young people to be emotionally controlled through observational learning, modeling and social references (Morris, Silk, Steinberg, Myers, Robinson, 2007).

Ann asked in a gentle voice for advice on going about a class trip. She assumes that this trip will result in absence from training, and the trainer probably expects her not to leave. She refers to the expectations of a mother who wants her to learn mathematics at this time. She asks the question with helplessness - what do you want from me? The psychologist replies that there are no expectations. The girl is relieved. The results of some studies emphasize mismatch of the subjective feel of the state (State Orientation) with the intensity of stress. Inconsistency mediates in the influence on the well-being of the individual and the course of psychosomatic complaints and the importance of the congruence of motifs by describing them as a "hidden stressor" (Baumann, Kaschel, Kuhl, 2005). In the study evaluating the relationship between psychosomatic stress and school there were four main categories: first- difficulties with peers at school; second- worries about school performance; third- school pressure; fourth- conflicts with parents and teachers (Terje, Bru, 2004). The biggest concern is realizing the expectations of others. Further conversation was aimed at reducing the girl's anxiety. Psychoeducation directed at the acceptance of the choice itself, the naturalness of the consequences of decisions and the nature of entering adulthood. The results of the analyzes showed the mediating role of adaptive and maladjusted regulation of anger in adolescents. It turns out that support parents for children autonomy is beneficial for the regulatory capacity of adolescents and psychosocial regulations, while the opposite effect is obtained with excessive parental control (Rueth, Otterpohl, Wild, 2016).

The tenth session (after three weeks; time: 60min.)

Ann is calm. Her mimicry is friendly and she smiles with the help of muscle eyes - you can see the coherence between verbal and non-verbal speech. Answering the introductory questions in a conversation - it allows a variety of emotions to the voice. She smiles and the psychologist does not feel the distance that the girl has always built in contact with her. However, you can feel happiness from the girl's eyes. Her body is not tense. She speaks

quietly and gently. Ann is talking about a change in her life - free time, which she devotes to meetings with colleagues and pleasures that improve her relationship with her loved ones. Research shows that being flexible adaptation of one's emotional state and behaviors resulting from it is important for school success (Pekrun, Goetz, Titz, Perry, 2002). Girl also tells that even contact with mother has improved (she has never mentioned that he was angry before). Some reports define the mother-child bond as one of the closest forms of human attachment (Lee, Qu, Telzer, 2018). Ann stated that she accepts her decisions and does not feel so much pressure from her relatives. Ann was asked about breathing problems - she notices that they almost no longer exist and has large control over them.

Discussion and summary

Ann is currently 18 years old. She sympathizes with a woman - a psychologist. She feels the inner change, has no more breathing problems. The role of affective intensity as a potential risk factor for panic-related problems (intensity of physical symptoms) is discussed by researchers (Vujanovic, Zvolensky, Gibson, Lynch, Leenfeldner, Feldner, Bernstein, 2006).

Ann got into the national team - significantly improved the results in sport. Her body structure resembles the body of an athlete (previously she was overweight). Her relationship with her mother has improved.

Although the research results (Tomova, von Davans, Heinrich, Silani, Lamm, 2014) suggest that women are more flexible in dealing with emergency situations and are able to adapt better in a social sense, which significantly reduces their level of stress, it should be remember that emotions of expression are an element that is the subject of learning. According to Wang, Deng and Du (2017) in research related to Chinese teenagers, the impact of acute parenting on academic performance was more noticeable for boys than for girls in the relationship between acute parenting and academic achievement.

Emotional factors belong to relative pathogens, which under specific circumstances, give a specific pathological reaction (Tylka, 2010). The complex interplay between abnormalities in breathing, problems and the psychosocial environment should be considered (Moes-Wójtowicz, Wójtowicz, Postek, Domagala-Kulawik, 2012). The conscious experience of positive emotions increases the effectiveness of coping with stress (Tugade, Fredrickson, Feldman, 2004). It should be borne in mind that adolescents in more advanced puberty and greater reactivity

showed a higher level of panic symptoms and somatic complaints (Leen-Feldner, Reardon, Zvloneksy, 2007).

Professionals working with adolescents should consider the special needs of maturing adolescents (Kaltiala-Heino, Marttunen, Rantanen, Rimpelä, 2003).

The results of studies with students suggest that the frequency of psychosomatic symptoms is related to how well adolescents adapt to the requirements (Terje, Bru, 2004).

Adequate regulation of emotions is crucial for promoting social and emotional health among adolescents. Parents play a significant role in how develop emotion regulation (Morris, Criss, Silk, Houlberg, 2017).

In a study of whether emotions help or disturb, participants perceived emotions more as a help than an drawback. The more they supported the view that emotions help, the better they actually functioned and showed self-understanding (experience of greater happiness and social support). In contrast, the perception of emotions as obstructive is suppression of emotions and less social support (Karnaze, Levine, 2018).

In adolescent age, emotional regulation is determined by proper contact with parents. Some reports show that parenting styles affect the ability to regulate emotions even in adulthood (Tani, Pascuzzi, Raffagnino, 2017).

Sports training for young people is not only taking care of physical health is also the possibility of contact with a young people of similar age and adults who are not parents(coaches, sport psychologists). Adults unrelated to the family have a significant impact on important social factors. In one of the studies (Scales, Benson, Mannes, 2006) young people were involved between 12 and 17 years of age. in volunteering, youth programs to improve the quality of relationships with non-family adults. It has been shown that greater social involvement is associated with various types of involvement with adults - from the family and lower levels of risky behavior.

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