

MENTAL HYGIENE PROBLEMS OF STUDENTS IN SPORTS CLASSES OF PRIMARY SCHOOLS

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Abstract: Special training of sports talents has its risks. We have focused our research on the issue of neuroticism in pupils in sports classes as a result of the increased burden that they face. In this research will build on the concept of the Eysencks' neuroticism as predisposition to neurotic breakdown. The sample consisted of 615 respondents aged 11-14 years, including 315 children's of sports classes (77 children - swimming classes, 80 children - track-and-field athletics, 82 - hockey classes, 78 children - football class) and 300 children in control group classes. We found that the school sports classes are really overloaded and that they often violated principles of mental hygiene, both by parents and by teachers.

Key words: sports classes, mental hygiene, neuroticism, burden, personality development

Introduction

Currently, the centre of interest of educational and psychological research get children to show in some respects an extraordinary talent. These individuals, however, the inappropriate pedagogical-psychological and didactic approach and disregard for mental health policy can become problematic students who fulfil the office of child psychiatrists and psychologists.

One way to ensure the optimal development of children's specific skills are classes with extended teaching, which included elementary and secondary schools. In addition to classes in language, mathematics, natural sciences and the music, there are also sports classes whose aim is to create optimal conditions for the preparation of future athletes. Because we recognize that special training of sports talents has this risk, we have focused our research on the issue of neuroticity pupils in sports classes as a result of the increased burden that they face.

Nevertheless, there are students in these classes are selected, *inter alia*, on the basis of school grades, ie. that they can assume a certain level of cognitive ability, the question arises as to whether these selected students will be able to handle the increased demands placed on them by advanced sports instruction sets.

Intensive sports training allows for the development of specific physical abilities and skills, and some of the positive personality traits, but for the increased demands on the pupil's personality is quite significant interference in their life.

1. Research of neuroticity students from sports classes

1.1 Definition of the problem and research objective

The Department of Psychology Faculty of Education is longitudinal research on the incidence of sports neuroticity pupils of elementary schools and the factors of neurotisation. The aim of our research was to test the hypothesis that the school sports classes due to higher loads, which are exposed, show a higher degree of neuroticism, than students in control classes.

In this research will build on the concept of the Eysencks' neuroticism as predisposition to neurotic breakdown. The term "neuroticism" is found in the concept of two dimensions of the Eysencks' personality. Eysenck (1967) indicates that the term "general tendency to neurosis, while neurosis is defined as" a functional nervous disorder. Eysenck's neuroticism is one of the two independent factors of personality, which translates into emotional instability, fluctuations in the fundamental mood of anxiety heightened alert and greater vulnerability to certain interaction. Similarly it is in Cattell (1965), in which the "neuroticism" appears as a second-order factor. "Neuroticism" of Cattells' and Eysencks' dimensions must be understood as representing a scale on which each individual has a particular place. With the concept of "neuroticism" is also encountered Rican (1982), who sees his psycho physiological basis of the increased reactivity of the autonomic system that controls various body functions and is linked very closely with the susceptibility.

For individuals with high neuroticism causes the same body and a stronger incentive emotional reaction. This excessive reactivity of the autonomic nervous system makes it difficult for individual adaptation to the environment, particularly such where it is exposed to adverse conditions. Dobias (1974) considers the concept of terminological equivalents "neuroticism," "emotionality" and "instability", Knobloch (1956) "neuroticity" and Vondracek (1972) neuropathy. "In my research, we use the term neuroticism synonymously with the concept of neuroticity.

Children are particularly difficult to tell the difference between neuroticism and neurotic disorder, because they usually do not encounter with a fully developed form of this functional disorder. Children with more or less developed neurotic symptoms generally have high test scores of neuroticity (Werner / 1973 /, Kafka / 1998 /, Höschl, Libiger, Svestka / 2004 /).

We have to see aetiology of neuroticism in the predisposition of the child, either congenital or acquired early in ontogenesis, both in neurotic complaints that the child has (Kafka, 1998, Zvolsky, 1997). Based on piloting, we found that actually on students of sport classes is the nervous system exposed of neurotic factors to a greater extent than children in "normal classes.

1.2 Research methodology and characteristics of a sample

The research was conducted at elementary schools in the Pilsen region, where in addition to normal classes have also focused on the sports classes swimming, athletics, ice hockey and soccer.

The object of the pupils were the 6th, 7th, and 8th above-mentioned sports classes. As a control group served for each sport a class of parallel classes in which children attend school in the district.

To test the basic hypothesis, we used a standardized questionnaire, the Junior Eysenck Personality Inventory (JEPI) supplemented by clinical methods (observation under natural conditions - in education, training for hours, talking with students, teachers and coaches with students).

To determine some personal characteristics of respondents, we applied the test HSPQ. For students of sports classes, we used to assess their social and emotional maturity and certain pathological symptoms Baltruschs' drawing test and Lüschers' color test.

To clarify the specificity of the burden of children in sports classes, students have entered the poll, the aim was to determine the degree of congestion.

Eysencks' questionnaire was given a total of 712 students of 6th – 8th classes of elementary schools in the Pilsen region. Of the 712 children (352 - sports students and 360 classes - students control classes), which was given test JEPI, was 97 of pupils excluded because of high lie scores. Questionnaires returned was 100%, because students filled the school under the supervision of a psychologist.

The sample therefore consisted of 615 respondents aged 11-14 years, including 315 children's of sports classes (77 children - swimming classes, 80 children - track-and-field athletics, 82 - hockey classes, 78 children - football class) and 300 control children's classes (77 children - the control group to swimming classes, 77 children - the control group to track-and-field athletics classes, 76 children - the control group hockey classes, 80 children - the control group for football classes).

1.3 Research Results

1.3.1 Occurrence of neuroticity on children in sports classes

The following tables list the frequency distribution of students with neurotic traits in individual sports and control classes.

Table 1 Neuroticity of pupils in different classes, swimming and control

Class	Number of examined children	Swimming classes		Control classes		
		Number of neurotic children		Number of examined children	Number of neurotic children	
		N	%		N	%
6.	25	10	40,0	29	4	13,8
7.	24	10	41,6	22	3	13,6
8.	28	12	42,8	26	4	15,4
Total	77	32	41,5	77	11	14,3

As seen from the table are the total numbers of 77 pupils swimming classes neurotic tendencies detected in 32 children (41.5 %). The control classes (in parallel with swimming) of the 77 respondents with higher scores of neuroticity occurred in 11 children (14.3 %). JEPI test was entered in a similar manner to pupils of other classes of sports reporting (see Table 2, 3, 4).

Table 2 Neuroticity of pupils in different classes, track –and-field athletics and control

Track –and-field athletics classes				Control classes		
Class	Number of examined children	Number of neurotic children		Number of examined children	Number of neurotic children	
		N	%		N	%
6.	26	12	46,1	24	4	16,6
7.	29	14	48,3	28	5	17,8
8.	25	10	40,0	25	4	16,0
Total	80	36	45,0	77	13	16,9

The table shows that the total number of 80 pupils from track-and-field athletics classes were found 36 children (45.0 %) with neurotic tendencies. The control classes (in parallel with track-and-field athletics) of the 77 respondents increased neuroticity occurred in 13 children (16.9 %).

Table 3 Neuroticity of pupils in each class, hockey and control

Hockey classes				Control classes		
Class	Number of examined children	Number of neurotic children		Number of examined children	Number of neurotic children	
		N	%		N	%
6.	26	8	30,7	25	4	16,0
7.	28	12	42,8	26	3	11,5
8.	26	10	38,4	25	3	12,0
Total	80	30	37,5	76	10	13,0

The table shows that the total number of 80 pupils hockey classes were found neurotic tendencies in 30 (37.5%). The control classes (parallel to the ice hockey) are the total number of 76 students found neurotic traits in 10 (13.0%).

Table 4 Neuroticity of pupils in each class, football and control

Hockey classes				Control classes		
Class	Number of examined children	Number of neurotic children		Number of examined children	Number of neurotic children	
		N	%		N	%
6.	26	10	38,4	27	4	14,8
7.	24	8	33,3	28	5	17,8
8.	28	10	35,7	25	3	12,0
Total	78	28	35,8	80	12	15,0

The table shows that out of total 78 football grade students, reported 28 (35.8 %) of neurotic tendencies. The control classes (parallel with the football) of the total number of 80 participants with elevated scores of neuroticity occurred in 12 children (15.0 %).

From the above table it is evident that the total number of 315 students of sports classes of them 126 (39.94 %) reported higher scores of neuroticity. The pupil control classes (parallel to the sport) was the total number of 300 students found neurotic tendencies in 46 children (15.3 %).

As is clear from the analysis above tables, the sports classes of the investigation file a statistically significantly higher number of students with neurotic tendencies (x^2 test, $p < 0,05$), than in the control classes.

Based on a comparison of sports classes they do not detect a statistically significant difference between the percentage of neurotic children.

The generalization of our hypothesis, we used the following comparison. We examined by test JEPI all the pupils of the 7th classes of primary schools in the Pilsen region, who were at the time of entry test in school. After exclusion of children who were found to lie high score, left 1,697 students. Of these, neurotic traits were found in 272 children in this age group (16.02 %). Of 105 respondents of 7th sports classes (swimming, track –and-field athletics, hockey and football) were in 44 (41.98 %) had neurotic traits. The difference between the number of pupils in ordinary neurotic 7th classes and sports is statistically significant ($p < 0.01$, x^2 test).

A higher degree of neuroticism tested sports classes for children is probably a reflection of the increased burden that they face.

1.3.2 Load factors of neurotisation on students in sports classes

In further research, we focused on finding the stress factors that can act as a neurotic's agent. What is the specificity of the burden that students are exposed to sports classes?

In answering this question we use both of existing research in the field of sport psychology and the psychology of talent, both on the knowledge gained by the test application HSPQ, supplemented by projective techniques (Baltrusch, Lüscher) and clinical methods (observation under natural conditions, psychological interview and questionnaire).

Stress factors, that in some cases effect sport student's organism like noxious, were divided into several groups:

1. The burden resulting from specific features of the racing sport

Active sports, like any activity, cause certain changes in the structure of individual personality. Intensive sports training supports the development of some positive traits, but may have some influence on the development of negative behaviours, or personality characteristics that result from the specific peculiarities of racing sport. Many authors (Counsilman /1974/, Fiala /1973/, Hatkova /2009/, Hosek /1974/, Knotek /1982/, Gregory /1985/, Little Hen /2009/, Freedom /1980 2007/) define the basic characteristics of the race sport, which differs from other types of physical education.

The first feature of the racing sport can be an attempt to give the best performance. Racing ceases to be a means or method of physical education and become a major objective. The desire for higher performance and top sport has both its positive educati-

onal significance, as it leads to the development of such properties as the fighting spirit, tenacity, independence, etc., but also may contribute to negative personality traits of an adolescent individual, such as rivalry, individualism, excessive ambition, ambition (in the test HSPQ sports classes students reported higher G factor).

No less important feature of the racing sport is a sport of specialization. In an effort to find as soon as possible for gifted children for a particular sport and train them as top athletes, there is often premature specialization, which is contrary to the requirement for the harmonious development of personality. This discrepancy between the mental health requirements of a harmonious mental and physical development and global trend to reduce the age of athletes racing can be one of the factors congestion adolescent organism. This fact is reflected by our respondents, sports classes in projective tests and interviews.

Another feature of the racing sport is its selectivity, which corresponds to the objectives of the course racing sport, that effort after the highest absolute performance. From the pedagogical point of view it is a negative sign, which may be present at the birth characteristics such as grandiosity, egocentrism, negativity towards the authorities of sports classes, etc. In our group was established on the basis of interviews with their teachers, a significant percentage of children with whom they are significant educational problems.

An important feature of the racing sport is sports exhibitions, ie, performing a sport performance for the audience. This factor is the lack of educational leadership may slip to an unhealthy tendency towards exhibitionism and showing up to narcissistic forms of behaviour.

Risk race in sports, especially sports games, there is a danger of "command automatism". Children who are in training or sports events used to listen to mostly one-word commands may have difficulty with normal verbal communication. This fact was confirmed in our group of children watching the communication between the school environment.

Finally, the fourth feature of the racing sport, the negative emotions associated with ideas of your opponent, which is particular in some sports disciplines may only manifest themselves. Unfortunately, the watching sports disciplines are not among them. This is associated with significant aggression, which is often in sporting competitions called "fighting spirit".

For all the above features should be noted that a form of racing sport in terms of pedagogical and psychological very difficult mainly because it may contribute to the creation of undesirable forms of behaviour, which stabilizes the structure of personality and can represent the student's internal load, with which to cope.

2. Burden of non-compliance with the emotional, motivational and social characteristics of gifted children

Problems can arise when working with gifted children, sometimes resulting from the disregard of the characteristic traits of their development. Hribkova (2005) reported some emotional, motivational and social characteristics, which must be taken into account in policy for gifted children. The emotional characteristics of the author include the increased need for emotional support and emotional acceptance, impulsivity and expressive expression of opinions and less emotional maturity compared with their peers. The motivational characteristics of gifted children the author considers the predominance of

external internal motivation, persistence in an activity that is central to the interests of the child and the behaviour that is driven by a conscious goal. The social characteristics typical of gifted children as the author include the need for freedom and activities, the pressure on the surrounding area for increased attention to their activities, the courage to present their own ideas, unconventional and non-conformity. Based on structured interviews with pupils and teachers of sports classes, we found that the aforementioned characteristics, which, of course, also manifested physically gifted individuals, are often the source of the behaviour that provokes some of the teachers and makes them negative feedback. As a result, there are frequent comments in pupils' books, the various bans and other forms of punishment which may be a source of neurotisation of these children.

3. The load, which is a reflection of inadequate and inappropriate mode of organization of activities of children

Based on analysis of surveys given to pupils of sports classes and controls, we found that the school sports classes are really overloaded and that they often violated principles of mental hygiene, both by parents and by teachers. After evaluating the survey focused on the daily routine of students and their level of congestion, we reached the following conclusions:

a) Students engaged in sports classes are preparing for global education more time than students of control classes.

Of the 315 students of sports classes, 21.3 % are taught only less than one hour daily, mostly in the 6th class. The largest percentage of respondents were preparing for classes 1 to 2 hours (57.3 %), 19.3 % are prepared at home 2-3 hours. Not one student failed to sports classes that are taught at home at all. If we compare these results with the control responses of students to classes, we find that 34.5 % are preparing for teaching less than 1 hour, 46.0 % are taught daily 1-2 hours. Unlike the sports classes of 12 pupils a control group admit to not learn at home at all. Only 6 students audit classes, preparing for lessons more than 3 hours daily. This analysis shows that students of sports classes are preparing for teaching more responsible than the control classes. This is probably due to already very fact that a good benefit is one of the criteria for attendance to these classes.

b) Students of sports classes are preparing for teaching predominantly in the evenings.

Of the 315 students of sports classes, 79.3 % of them teach in the evening, and that 38.0 % of children after 7 pm, 41.3 % even after 8 pm. As a reason children reported in an interview that afternoon devoted to training or other extracurricular activities. By contrast, parallel control classes, only 30 % of children said they are taught mainly in the evening. In this way, the difference between sport and the control classes is statistically significant (χ^2 test, $p < 0, 01$).

c) In establishing the training hours are often not taken into account age-specific characteristics and principles of mental hygiene.

Pupils of hockey, football and track –and-fields athletics have training classes in the afternoon, special night. Pupils of swimming classes, however, often train in

the morning before lessons and in the evening. In terms of mental hygiene are particularly difficult morning sessions (from 6.00 am), because students who live in remote areas of the city, must soon rise disproportionately and after training, which occurs naturally decline as a result of physical fatigue and stay in the water, must be submitted in the normal performance at school. The analysis of the timetable of swimming classes, we are not persuaded that this fact is usually not taken into account. Eg. In 7th class have children after the morning training courses in the following order: Czech language, mathematics, foreign language. ..., objects which place greater demands on abstract thinking and concentration of attention

d) Pupils of sports classes suffer from chronic sleep deprivation.

Based on analysis of polls we found that 43.3 % of students of sports class are sleeping less than 7 hours a day, which in this age of significant violations of the principles of mental hygiene. This relates to both the late going to bed due to congestion and those with children get up early commuters from distant neighbourhoods of the city. The control classes, only 10 % of children indicate that their average sleep time is less than 7 hours. And there is a statistically significant difference ($p < 0.01$) between control and sports classes (χ^2 test). When asked how long it takes to drive from school, students answered 53.9 % of sports classes, that their way to school takes longer than 30 minutes. Pupils of control classes take way to school no more than 10-15 minutes. Only 19 pupils of 8th class in control classes indicated that the relocation to their new home to school journey takes 20 minutes. This discrepancy is due to the fact that the children attend sports classes from different neighbourhoods of the city, while the control classes of the school children come mainly from the school district.

e) Load factor of sports classes of students is disproportionate positive or negative dimension of accenting the “success - failure”.

In response to the survey questions also interviews students testified about the attitudes of parents towards their sporting achievements and school benefits and the form of punishment, or rewarding good results. These issues have entered only to pupils of the sports classes. Of the total number of students of sports classes 71.0 % of them said that parents closely monitor how their sporting achievements and benefits. Asked how parents respond to failure in sports or in school, 88 % of respondents replied that for every decrease in athletic performance or deterioration of benefit followed by severe punishment. The criminal record is on the 1st place a ban popular activity on the 2nd rather than prohibiting contact with peers and the 3rd spot reading and emotional blackmail.

To a similar question of how parents react to succeed in sport or gain, 61.0 % of students from sport classes responded that are directly rewarded for a positive outcome. The most common form of student performance is a valuation of material rewards, in 24 cases, even financial.

4. Burden of excessive tendency to maintain the limit of merit, which is “unwritten” criteria of class attendance in sports

Teachers working in these classes are often overly lead students to maintain a certain level of benefits, sometimes without regard to their intellectual capabilities. This is probably a concern of teachers and school leaders from allegations that children and encourage early specialization underestimate the development of intellectual abilities. Pupils are so often already at a slight deterioration in the benefit of exposure to psychological pressure by teachers, and inappropriate forms of communication that may result in the reclassification threatened to "normal", that is unsportsmanlike class, which students regarded as a personal failure, which may arise in their development of self competence. Exclusion of the sport class takes students as a personal failure, which may arise in the development of their self-concept. Any wobble in the benefit for them, therefore represents a significant stress, which can be neurotic factor.

5. Burden of certain personality traits of students associated with a lower frustration tolerance

The analysis of profile Cattells' curves HSPQ we have come to define certain neurotic personality minutiae student sports class. A higher degree of neuroticism in our research group statistically significant (χ^2 test, $p < 0,001$) correlated the following features:

- Emotional lability and the tendency of conflict (C-)
- Greater excitability, tendency to show off and draw attention to themselves (D +)
- Anxiety and enormously developed sense of duty (O +)
- Lack of self-control in the load (Q3-)
- Significantly greater ambition and perfectionism (G +)
- Increased tension and irritability easy (Q4 +).

Cattell himself considers this factor as a key component of the ability to tolerate frustration.

6. Burden of social and emotional immaturity

In a projective test (Baltrusch) experienced significant social and emotional immaturity students in sports classes. Compared with peers, these children are often brought up by one side, all of life's activities in addition to learning to subject their intensive sports training. These children are usually inadequate to implement other leisure activities or participate in normal family life situations. It is therefore not surprising that teenage sportsman or sportswoman, often behaving immaturely to solve common or difficult life situations. These individuals, for which most of the practical activities of everyday life, addressing adults, have in some respects in comparison with peers in an infantile world view. In Baltrusch's test, and interviews with students of sports classes also showed emotional immaturity based on connecting erotic relationships. Particularly striking is the sexually homogeneous classes, namely hockey and football. This may be due to the absence of a normal erotic relationship under the so-called first loves, on the other hand, exposure to admire the girls behind the barriers of stadiums and playgrounds. In an interview with these teenage boys often hear the phrase: "I wanted a girl I liked because as I am, and not because I play hockey or football." These individuals are often to the frustration of erotic relations and a distorted view of the opposite sex.

2. Conclusion

Based upon our research, we came to the following results:

1. Sports classes show a higher number of neurotic children due to their overloading.
2. The workload of students is not only sports classes in physical activity, but also “unwritten” merit limit the frequent disruption of the principles of mental hygiene, in disregard for the emotional, motivational and social characteristics of gifted individuals from teachers and the inner psychological stress resulting from the specific peculiarities of racing sport.

For higher demands, which in sports education classes on the personality of pupil places, faces educational workers, operating in these schools, the following specific tasks:

1. With regard to physical and mental stress of pupils consistently apply an individual approach of the delicate preparation of the timetable and application of appropriate teaching methods.
2. In cooperation with the coaches and sports sections or clubs to determine the optimal time for training with regard to general principles of mental hygiene and the pupils' age.
3. Consistently ensure that sports specialization is not inconsistent with the requirements of harmonious physical and mental development of children.
4. Respect the emotional, motivational and social characteristics of specially gifted children.
5. Be aware of the specific characteristics of sport and race-sensitive educational approach in cooperation with coaches and parents to reduce their risks to a minimum.
6. Ensure that the aggressiveness of sports players who are on the pitch and the stadium is called “fighting spirit” had their limits and not lean into other social situations.
7. Realize that at risk individuals in sport “command automatism”. The teaching and discussion with the pupils, it is desirable to give them incentives to the development of speech and thus to minimize this phenomenon, which can have an almost pathological level.
8. Non-violent way to correct verbal expression of children in sports. Terms that are in sports games considered as the norm and often perform the role of motivation in other situations and other social environments are considered inadequate and may be a source of interpersonal conflicts.

Teachers in sports classes should be in action every day to their students gradually creating „an imaginary bridge“ between high-level sport, which has already ceased to play, and so-called recreational sports activities, aimed at maintaining physical and mental condition of people and cultivating a sense of physical and mental harmony. Closely related to the fact that physical activity is one of the main pillars of the WHO defined health promotion as “a state of physical, mental and social well-being”.

Its contribution, we certainly would not deny the importance of sports classes, to ensure maximum mobility talented individuals to develop their specific skills.

We just wanted to highlight some aspects of mental health, which is necessary for further development of these special classes taken into account.

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PROBLEMATIKA MENTÁLNÍ HYGIENY ŽÁKŮ VE SPORTOVNÍCH TŘÍDÁCH ZŠ

Abstrakt: Speciální příprava sportovních talentů má i svá rizika. V našem výzkumu jsme se zaměřili na problematiku neurotičnosti žáků sportovních tříd jako důsledku zvýšené zátěže, které jsou vystaveni. Realizovaný výzkum vychází z Eysenckova pojetí neuroticismu jako dispozice k neurotické poruše. Zkoumaný vzorek tvořil 615 respondentů ve věku 11 – 14 let, z toho 315 dětí sportovních tříd (77 dětí - plavecké třídy, 80 dětí - lehkoatletické třídy, 82 – hokejové třídy, 78 dětí - fotbalové třídy) a 300 dětí kontrolních tříd. Vyšší stupeň testového neuroticismu u žáků sportovních tříd je zřejmě odrazem zvýšené zátěže, které jsou vystaveni. Zjistili jsme, že žáci sportovních tříd jsou skutečně přetížení a že u nich často dochází k porušování zásad mentální hygieny, a to jak ze strany rodičů, tak ze strany pedagogických pracovníků.

Klíčová slova: sportovní třídy, duševní hygiena, neuroticismus, zátěž, rozvoj osobnosti