



Effect of Mental Visualization Skills in Developing Offensive Skills among Physical Education Volleyball Players at Hyderabad.

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ABSTRACT:

The study of this work allows us to study visualization skills and visual-spatial skills among volleyball players. Using the T-test standardized by Cesaroni we were able to verify two components of spatial ability: spatial orientation and memory. The test is therefore composed of two parts. The test the reproduction required the subject to reproduce on paper the route taken. Through this test we are able to evaluate spatial capacity.

INTRODUCTION:

Volleyball is an Olympic group activity in which two groups of 6 dynamic players are divided by a net. Every group tries to score focuses by establishing a ball on the other group's court under sorted out principles. Play moves ahead as takes after: a player on one of the groups starts a rally by endeavoring to serve the ball (throwing or discharging it and afterward hitting it with a hand or arm), from behind the back limit line of the court, over the net and into the getting group's court.

The getting group should not let the ball touch their court; they may touch the ball upwards of three times, regularly utilizing the initial two touches to set up for an assault, an endeavor to direct the ball back over the net in such a route, to the point that the serving group is not able to keep it from touching their court. The rally proceeds in the same way, with every group permitted upwards of three sequential touches, until either (1): a group makes an execute, establishing the ball on the adversary's court, therefore winning the rally; or (2): a group submits a deficiency, accordingly losing the rally. The group that wins

the rally is recompensed a point, and serves the ball to begin the following rally.

The complete guidelines are broad; a couple of the most well-known shortcomings include: Causing the ball to touch the ground outside the opponents' court or without first passing over the net.

- Catching and throwing the ball;
- Double hit: two consecutive contacts with the ball made by the same player;
- Four consecutive contacts with the ball made by the same team.

The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

VISUALIZATION:

Visualization is just the demonstration of envisioning yourself performing aptitudes with impeccable frame and flawless execution. There are a wide range of approaches to envision and there is no wrong way. You can envision in a tranquil room or one with music playing. You can stand, sit or rests. You can imagine for a moment or 60 minutes. Close your eyes and start to get a mental picture of what it might look want to have your rival serve you intense. Envision yourself seeing the ball early, moving your feet, getting



into impeccable position and putting the pass right on top of your setter's head. Let the play proceed with and see the setter set the ideal ball to a hitter. Perhaps the hitter is you on the off chance that you are in the front column.

OFFENSIVE SKILLS:

1 -Serve:

A player remains behind the inline and serves the ball, trying to drive it into the adversary's court. His or her primary goal is to make it arrive inside the court; it is likewise alluring to situated the ball's course, speed and speeding up so it gets to be troublesome for the recipient to handle it legitimately. A serve is called an "expert" when the ball lands straightforwardly onto the court or goes outside the court in the wake of being touched by a rival.

2 –Pass

Additionally called gathering, the pass is the endeavor by a group to legitimately handle the rival's serve, or any type of assault. Fitting taking care of incorporates not just keeping the ball from touching the court, additionally making it achieve the position where the setter is standing rapidly and correctly.

3- Attack

The assault (or spike, the slang term) is typically the third contact a group makes with the ball. The object of assaulting is to handle the ball so it arrives on the rival's court and can't be shielded. A player makes a progression of steps (the "methodology"), bounced, and swings at the ball.

LITERATURE REVIEW:

According to Hossam Ezz El-Regal Ibrahim, his research aims to build up a proposed preparing system for enhancing psychokinetic abilities (the straightforward response of arms, the response exactness on a moving focus on, the impression of rakish introduction of the wrist, and

the adaptability of neuromodulation). It additionally expects to recognize its impact on the consideration attributes (consideration center, consideration conveyance, and redirect consideration), and the exactness of performing some hostile abilities (overhead passing, overhand serve, and straight spike) for volleyball under 16-year youngsters.

According to Sandra E. Short, Matthew Smiley and Lindsay Ross-Stewart, his study inspected the relationship between training viability and symbolism utilization. Eighty-nine mentors finished the Coaching Efficacy Scale and an adjusted rendition of the Sport Imagery Questionnaire. Results indicated huge positive relationships among the training viability subscales and symbolism capacities. Relapse examinations demonstrated that the huge indicator for diversion system adequacy was CG symbolism. Indicators for inspiration viability included profession record and MG-M symbolism.

Ehgotz and Dr. Stephen Walker 5 Keys to Mental Toughness in Volleyball

Mental fitness in sport is often overlooked and in sports like volleyball, very few articles exist about the mental game. There are many different characteristics that make volleyball a challenging sport: the size of the athlete, ability to jump, dig and set with finesse, to perform with agility, and to be fit. All of those qualities are important, but volleyball is a game that not only requires a lot of physical skill, it also requires a lot of mental skill as well. This sport presents numerous opportunities for mistakes, and a simple mistake can turn the game around in a heartbeat. Will your athlete make the needed adjustments and execute well or will they dwell in their mistake, perhaps setting themselves up for another? Here are some



tips to help ensure that your athlete not only has the physical fitness, but also has the mental skills to play strong, with heart, together as a unit, and successfully execute when challenged.

1. Mental Toughness:

Your athlete must be able to “focus” on those things they control. Previously Podium offered an article identifying exactly what an athlete must control to perform well. High stress situations such as minor injury, or over stimulation adds on to the already demanding challenges a game already provides. Distractions like crowd noise or a chippy opponent often cause the mind to be affected.

Many life distractions come into the mix as well. It is essential to evaluate whether your athlete has the motivation and commitment to continue playing, especially when leveling up calls for new challenges. Can they balance between demands and ability, and set goals at an appropriate level? This will provide a baseline in areas where more attention is needed.

Mental toughness is the ability to focus one’s attention on the most important things – and – sustain that focus throughout the duration of the contest or season. Managing stress (think breathing), shaking out tension spots, staying in the “now”, developing solid communications amongst teammates and coaches, overcoming adversity and injury, maintaining composure in victory and defeat are all factors that contribute to mental toughness.

2. Confidence:

Your athlete must achieve and maintain a strong sense of self-belief to execute a skill or task successfully. There are levels of confidence: under confident, optimal confidence and overconfident.

Under confidence is caused by your athlete’s lack of trust in his/her ability to perform. If a volleyball player has been successfully spiking the ball all game, then she gets blocked and now she doubts her ability to spike the ball, the base problem is mental. Athlete’s who appear tentative or are afraid to make a mistake characterize this base lack of confidence. On the other hand, optimal confidence leans towards overconfident. When performance is going well and mistakes are made, self-confidence is hardly moved.

3. Relaxation/Arousal Control:

Your athlete must understand their levels of arousal and know when it is appropriate to relax. Every athlete prepares for games and competitions differently. Volleyball players need to find the level of arousal that allows them to perform at their peak. Being over aroused can cause bumping or setting the ball too hard, resulting in a missed direction or poor placement of the ball, or a missed spike or serve.

Athlete who have a strong mental fitness base take arousal level into account. Hence, they know when to take action calming the nervous system (breathing, autogenic training, cognitive-affective stress management training (SMT)). Previous discussions in Podium have provided specific guidance in “how” an athlete can bring themselves back to an optimal level of arousal.

4. Attention/Concentration:

Your athlete is subject to a lot of external distractions during volleyball games. These can cause them to be reactive, lose focus, get out of “their” game and stop playing in the “now moment”. Robert Nideffer has written extensively on attentional focus and provides a solid approach for athletes to systematically channel their attention where needed. Attentional skill is the ability to focus on the here and now of



high stress situations and also being able to effectively broaden or narrow “focus” between internal and external factors. Concentration enables the athlete to selectively direct their attention to and from key factors during a game. The athlete’s ability to shift their attention efficiently from their own personal movement away from the ball, while noticing exactly where other players are on the court is key in player development. Add to that a quick recognition for the direction of the ball (predicting where it may go), while simultaneously being aware of where the net is, boundary lines are, and where they need to move on the court to be in the best position are essential to playing championship play. Maintaining attention and concentration throughout a full competition is difficult, but attainable, and must be trained as one of those tools in the athlete’s base mental fitness program.

5. Imagery:

Your athlete can improve more quickly by learning “how” to visualize certain skills in play. Imagery skills can come in handy when athletes are having trouble performing a specific task such as spiking or serving the ball to a specific target in

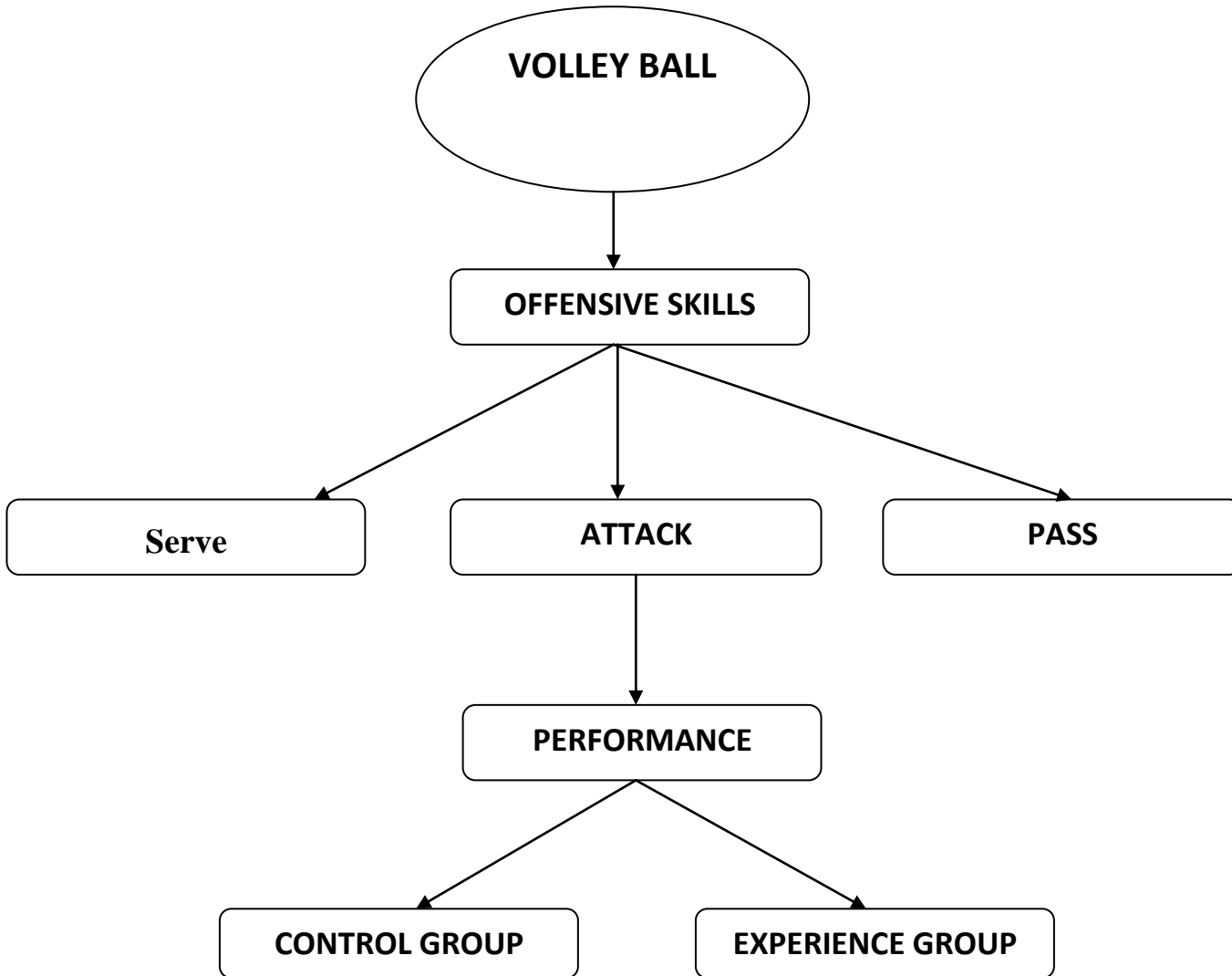
Volleyball players experience a lot of different mental challenges throughout a game.

the opponent’s court. Visualizing movement on the court, player positions, and “how” certain patterns in play unfold can be very helpful in your athlete’s development.

Imagery can be an internal process (visualizing and feeling the execution of a physical skill) or it can be an external process (seeing your opponents shifting positions on the court.) Having the control to vividly picture or re-create an explicit experience in the mind can increase performance and confidence.

Visualization is best learned by doing a “quick review” in one’s mind immediately after executing a skill. Instant replay of the sight, feel, and execution including the outcome is one way of learning to use imagery.

Learning these skills can help when a difficult situation arises and when the athlete has “already practiced” the drill dozens of times in their mind. The mind/body will already have a map of what to do, what to expect, and how to execute properly in that circumstance. The use of imagery over time helps your athlete memorize the task or skill, as it becomes more natural as well as a higher expectancy of success.

DESIGN OF STUDY:**SAMPLE OF THE STUDY:**

For the present study, sample consider will between divided in two equal groups each group consists of 10 players. A coordingly the data will be collected during the month of February to May 2016.

TABLE 1: showing the sample of the study:

Si. No	Name of the category	Number of the subjects
1	Control group	15
2	Experimental group	15

Group Statistics

Groups		N	Mean Scores	Std. Deviation	Std. Error Mean
No. of volleys in 30sec	experimental junior group	15	18.42	1.49649	.33462
	control junior group	15	11.220	2.16673	.48450

Table 2: Group Statistics

Tabl 3: Independent Sample Test

		t-test for Equality of Means			
		T	Df	Sig. (2-tailed)	Mean Difference
No. of volleys in 30sec	Equal variances assumed	5.859	38	.000	3.45000

STATISTICAL TECHNIQUES TO BE CONSIDERD:

The present investigation will study the effect of mental visualization skills in developing offensive skills among physical education volleyball players .to find out the significant difference on mental visualization skills in developing offensive skills time factor in game the mean, standard deviation ,t- test The relevant groups will be plotted accordingly.

On the basis of the interpretation of data the following conclusion were drawn. 1- The study shows that the experimental group player is above average.

2- The experimental group player possess visualization skills more than control group.

3- The experimental group player is superior than control group player in all of the offensive volleyball skills.

We conclude that neural activation within several sections of the Anterior olfactory nucleus, especially within the superior parietal as well as within the cerebellar cortex, is associated with action anticipation performance in sport experts. The present data suggest that the AON, including cerebellar areas, responded to the stimuli in a way that depends on the domain-specific representation of the observed action in the subject's personal motor repertoire as well as on the achievement in this task. The present results extend the literature and findings from our previous work by using a very conservative design to show that especially neural activation within the SPL and the cerebellum is linearly associated with the task achievement, irrespective of the specific expertise. For the SPL, this relationship holds when an expert performs a domain-specific anticipation task.

We consider that this activation pattern reflects that posterior parietal as well as cerebellar areas are the predominant brain sites that supposed to be involved in fast motor prediction. We suggest that the SPL



reflects the processing of domain-specific contextual information (e.g., using a racket or not to hit the ball) and the activation of the cerebellum reflects the usage of a predictive internal model to solve the anticipation task.

RECOMMENDATIONS:

- 1- A similar study may be conducted in other areas.
- 2- It may be profitable if it is administered on a large number of subjects.
- 3- A similar study may be conducted on women students.
- 4- A comparative study may be conducted on the experimental group player and control group player in different age groups.
- 5- A comparative study may be conducted on the other general colleges and universities.
- 6- A comparative study may be conducted on the different districts and state levels.

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