Mental visualization strategies and their relationship to some psychological variables I have the national team players in gymnastics

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Introduction and research problem:

Mental training is one of the strategies of sports training technology, which is of interest to many specialists in this field, with its positive and effective role in developing the level of performance.

Al-Arabi Shamoun (1982) indicates that mental training represents one of the dimensions of cognitive training and plays an important role in learning and acquiring skills, in addition to being one of the main parts in preparing the player to enter competitions, because mental training is concerned with the competitive field as well as the learning process in order to identify problems And the situations facing players, the increase in competition pressures, and the convergence of physical and skill programs(٢٣-٥:٢٠) .

Mental visualization plays a clear role in mental training programs, as it represents the core of the successful thinking process, which is a reflection of things and appearances that the individual has previously realized. and improve performance. Mental visualization is a comprehensive process that bears a complex character that includes visual and kinetic components. (7: 218 :٩) ((٢٥٢

Mertens (1987) and Osama Ratib (1997) point out that the correct perception of the motor skill results in neuromuscular responses similar to the actual responses, as this leads to nerve signals from the nervous system to the muscles to implement the required skill, although this muscle activity may be Specific, but it contributes to the development of performance (19: 82 ((٣١٧ :٣)

Magdy Youssef (2008) states that the visualization skill is one of the basic mental abilities that are the main features of the psychological preparation program for players in the sports field. Therefore, this ability uses many strategies in order to control and adjust the cognitive and motivational aspects to improve performance in sports competitions. It is also mentioned that visualization is a mental skill that refers to the mental programming of the responses evoked by the mental activity of the senses to form a new mental image that calls for the physical and skill characteristics of the player, temporarily or permanently, in order to improve performance and excel in it. (11)

Ahmed Amin (2008) states that the perception of the special functional mental abilities that enable the individual to practice specialized sports, because each type of sports practice requires special mental functions that are qualified to interact with the variables of their sports situation and solve the motor problems facing the individual(٨٠ : ١) .

Osama Ratib (2007) also mentions that mental visualization can be used to gain the player's ability to confront and control his emotions. It also helps to develop self-confidence in the player. When the player conjures up the image of performing motor skills with ability and ability, this supports a positive appreciation of his physical and skill abilities. This positive concept of the player's physical and skill abilities gives the player self-confidence : ٤) . (٣٢٠-٣١٨

Elaraby Shamoun (1996) adds that mental perception works to absorb negative thinking and give more support in self-confidence, increase motivation, build good performance patterns and achieve goals. He also indicated that negative perception affects the psychological characteristics of the player such as self-confidence, motivation and others(٢٣٥ ,٢٢٢ :٧) .

Paivio (1985) indicates that visualization serves either a cognitive function or a motivational function, and both work to support the behavioral and cognitive aspects of the player at the general and private levels, where the general cognitive function refers to the use of general cognitive visualization in correcting and implementing general skills (22: 22-28).) While Oliguet and Coello (1998) see that the cognitive function of perception at the specific level aims to correct and implement specific mathematical skills (21: 157-169

Hall (1998) also refers to the division of the motivational function at the general level into two dimensions, the first refers to the mastery of general motivation through the player's perception of his success in a difficult situation that makes him in a state of emotional control and control, and the second dimension refers to the general motivational arousal through the player's perception For its ability to control anxiety and control arousal when preparing for competition (16: 165-172) and Hall (2001) also indicates that the use of specific motivational perception by integrating in training and competition is very effective to reach the distinguished sports performance . (١٧: ٥٢٩-٥٤٩)

Abma (2002) and Melissa (2004) also agreed that the specific motivational perception includes setting goals and applying emotions and mental aspects during the visualization process through specific situations such as the player's perception of encouraging the audience, as well as

visualizing the feelings and feelings of winning the championship. (12:67-75 ,((٢٠)

Orliaguet & Coello (1998) and Hall (2001) indicate that the visualization process contributes to an increase in the cognitive and motivational functional role, which improves focus, builds confidence, and practices new strategies to overcome problems in order to learn and master different motor skills. (2(١٧)

Gymnastics is one of the sports that requires players to be in a high physical, skill, psychological and mental condition, and many players converge in terms of physical and skill level during training and their appearance at a level that suggests achieving good results during competitions. Then the competition comes and some players appear negative emotions and lack of self-confidence with The emergence of errors as a result of loss of focus and a decrease in the level of skill performance and the inability of the player to properly analyze the skills to be performed, which require speed in performance with mastery and self-confidence during performance. Hence, the researcher believes that there is a lack of psychological preparation, especially mental training, through which the player can visualize the correct skill performance before the decision.

- There is a statistically significant relationship between perception (cognitive and motivation) and some psychological variables (achievement motivation - competition anxiety - sports confidence) among higher level players in gymnastics.

Terms and concepts used in the research:

Mental perception: it is “a reflection of things and appearances that the individual has previously perceived, and it begins with the parts and then the wholes.” (8:35)

Specific cognitive perception: refers to the technical mechanisms and internal details of performing specific skills

- The general cognitive perception: It refers to the strategies, systems and general concepts of performance in the practiced activity.
- Specific Motivational Perception: It refers to the use of psychological skills and mental abilities in specific situations, such as visualizing common feelings of winning the final of the competition.
- The general motivational perception of superiority: It refers to the player's psychological hardness in refocusing when making mistakes with an increase in self-confidence.
- The general motivational perception of arousal: It refers to

controlling arousal and controlling levels of stress and anxiety. (12)

Achievement Motivation: It is “the player’s ability to plan well, make effort, desire to struggle and excel, and strive to achieve the best level by excelling in competing with others or outperforming himself with the performance of motor skills that are characterized by difficulty with greater accuracy and efficiency. (2: 261)

• The state of competition anxiety: it is an emotional state for the athlete in competitive situations characterized by subjective and emotional feelings of anticipating danger and tension with its connection to the activation or excitation of the autonomic nervous system. (9: 439)

Previous studies

1- Eva et al. (1997) (14) studied the "relationship between mental visualization strategies and competition anxiety" with the aim of identifying the relationship between cognitive functions and motivation for perception and competition anxiety, and the results revealed an inverse correlation between the general motivational perception of anxiety arousal. Cognitive - There is a positive correlation between the general motivational perception and self-confidence.

2- Callow & Hardy (2001) (13) studied the "relationship between visualization strategies and sports confidence among girl Paul players of different technical levels" with the aim of identifying the relationship between sports confidence and the cognitive and motivational function of perception and the skill level of players, and the results resulted in: There is a positive relationship between sports confidence and general motivation for excellence - and players with high sports confidence have the ability to use visualization strategies to face challenging situations.

3- Abma et al. (2002) (12) studied the "relationship between the function of perception and the ability to visualize among players with different levels of mathematical confidence", with the aim of identifying the impact of the different degrees of sports confidence among players on the content and ability of mental perception, The results revealed that players who enjoy a high degree of mathematical confidence use all cognitive and motivational functions of mental visualization.

4- Melissa (2004) (20) studied "the use of university students' players for mental visualization during the sports season" with the aim of identifying the use of players in individual and group games by university students for cognitive and motivational functions of mental visualization at separate times during the sports season. The results revealed an effect of both the time factor and the type of sport in the players' use of cognitive and

motivational functions during the sports season.

5- Sandra and Martin (2005) (24) studied "the difference between high and low confidence football players in their use of visualization" in order to identify the relationship between the use of mental visualization functions and levels of confidence among players, and the results revealed differences in favor of Players with high confidence in their use of visualization functions

6- Leisha and Krista (2006) (18) studied "the use of visualization to predict the level of self-confidence and anxiety among high-level youth" with the aim of identifying the effect of using visualization by young people of different ages on strengthening self-confidence and improving the state of anxiety. Results on the effect of the age group among young people in favor of advanced ages in using cognitive and motivational functions to improve anxiety and increase self-confidence.

7- Fox (2007) (15) studied the "relationship between the direction of perception, anxiety and motor performance" in order to identify the effect of the intervention of sports visualization functions in regulating anxiety levels and improving motor performance, and the results revealed that regulating the general motivational perception of arousal results in less anxiety levels.

8- Weinberg (2008) (25) studied “the use of visualization and its impact on mental skills and performance” with the aim of identifying the relationship between the use of cognitive function and motivation for visualization and the development of some mental abilities and quality of performance, and the results resulted in a positive correlation between cognitive function and motivation and an increase in Self-confidence and managing the pressures of sports competitions efficiently.

9- Magdy Youssef Hassan (2008) (11) studied the "cognitive and motivational strategies for players' perception in the sports field" with the aim of identifying the players' cognitive and motivational function, and the results resulted in the presence of statistically significant differences in favor of players with (higher technical level - experience Individual games) in the use of visualization in competition.

Search procedures :

First: Research Methodology:

The researcher used the descriptive method in order to suit the objectives of the study

Second: The research sample:

The research sample included 8 players who were chosen in a deliberate way, representing the Egyptian national gymnastics team. Table (1) shows the homogeneity of the research sample in

the variables (age - years of practice - weight).

Table (1)

The skew coefficient of the research sample in some of the variables under study(age - years of practice - weight)

م	Variables	measruing unit	**m**	**st**	**sk**
1	Age	the year	١٦,٣٩	٣,٢٤	٠,٩٤
2	years of practice	the year	١٢,٥٦	٤,٢٢	٠,١٢
3	weight	Kg	٦٤,٧٢	٥,٧٠	١,٠٩

Table (1) shows that the skew coefficient ranged between (0.12, 1.09), that is, it was limited to (±3), which indicates the homogeneity of the research sample in these variables.

Third: search tools:

The researcher used the following tools:

1-Imagery in Sport Questionnaire (SIQ) Appendix(١)

This questionnaire was prepared and developed by Hall et al (2005) and prepared in its Arabic form, Magdy Youssef (2008) (11) and the questionnaire is a personal report designed to assess the cognitive and motivational functions of the player's perception in the sports field, through the analytical framework for the functions of perception that he referred to. Paivio (1985), the scale consists of thirty statements, each statement is associated with one of the five objectives of the functions of perception, which are cognitive perception (specific - general) and motivational perception (specific - arousal of general motivation - general for excellence). Each goal is considered a separate sub-scale and therefore there are six statements For each of the sub-scales, the overall rating is through seven points in the scale, starting with one point expressing the player rarely using this type of perception, up to seven degrees expressing the player always using this type of perception.

2-Sport Orientation Questionnaire (SOQ) Appendix(٢)

The numbers of Marsh (1994), prepared in its Arabic form, Muhammad Hassan Allawi (10: 197), and the questionnaire consists of three dimensions to measure achievement motivation, which are competitiveness - winning orientation - goal orientation. (to a very large extent - to a large extent

- to a moderate degree - to a small degree - to a very small extent)

3- A list of the sporting confidence trait. Trait Sport Confidence Inventory Supplement(٣)

Robin Vealey (1986) designed a list to try to measure the sporting confidence trait. The list consists of 13 statements and the athlete responds to the statements of the list on a 9-point scale that determines the degree of athletic confidence that he generally possesses when competing in the sports field compared to another player. Whether in a team or in another team is characterized by the highest degree of self-confidence in general. And prepared by Muhammad Allawi (1995) in his Arabic form (10:55)

4- A list of the state of competition concern. Competitive State Anxiety Inventory Supplement(٤)

Martens and others et at (1990) designed a list to measure the state of sports competition anxiety. The list includes three dimensions related to competition anxiety, which are knowledge anxiety - physical anxiety - self-confidence. Muhammad Allawi prepared it in his Arabic form (10: 250) and the list includes 27 phrases in which he asks It is examined to describe his feeling before the sports competition for a sufficient period determined by the researcher (a week before the match, a few days or a few hours) on a scale of four degrees (almost never, sometimes, often, almost always). The list includes 9 statements for each of the three dimensions, each on unit.

survey study :

The researcher conducted an exploratory study on a sample of (6) players from the national gymnastics team from outside the main sample, in order to identify:

The suitability of the test phrases and clauses to the research sample

The extent to which the assistants understand the terms and instructions for conducting the tests used.

-Training assistants to take the tests.

-Determining the total time it takes to answer the tests used.

-Calculating the scientific coefficients of the tests used.

Survey results :

The tests were clear for the research sample in general.

Some players needed some help understanding and clarifying some of the items used in the tests

Clarity of the terms and instructions of the exams for assistants.

The response time for the tests used was between 10-15 minutes for all sample members

First: the scientific transactions of the perception scale in the mathematical field

The validity of the scale: The researcher calculated the validity of the test using the internal consistency of the test

Table (2) shows the correlation coefficient between the scale expressions and the dimensions to which it belongs.

Table(٢)

Correlation coefficients between players' scores on the sports perception scale

In terms of scale and dimensions to which it belongs n = 6

General motivation to excel		**general motivation for arousal**		**specific motive**		**general knowledge**		**specific identifier**	
Correlation	**Phrase**	**correlation**	**Phrase**	**Correlation**	**Phrase**	**correlation**	**Phrase**	**correlation**	**Phrase**
0.70	٥	-0.65	٤	0.88	٣	0.71	٢	0.73	١
0.90	١٠	0.64	٩	0.68	٨	0.64	٧	0.85	٦
0.64	١٥	0.65	١٤	0.87	١٣	0.79	١٢	0.75	١١
0.71	٢٠	0.65	١٩	0.69	١٨	0.78	١٧	-0.64	١٦
0.73	٢٥	0.79	٢٤	0.75	٢٣	0.64	٢٢	0.76	٢١
0.71	٣٠	0.68	٢٩	0.66	٢٨	-0.67	٢٧	0.68	٢٦

The tabular value of "t" (0.63) at the level(٠,٠٥)

It is evident from Table (2) that there are statistically significant correlation coefficients between the scores of the players in the scale expressions and the dimensions to which they belong, which ranged between.(٠,٩٠-٠,٦٤-)

*Scale stability: The researcher calculated the stability of the scale using Cronbach's Alpha and Table (3) showing the correlation coefficients.

Table(٣)
Correlation coefficients for the mathematical visualization scale
Using Cronbach's alpha n = 6

Scale axes	**alpha**
specific identifier	0.64
general knowledge	0.78
specific motive	0.74
general motivation for arousal	0.66
General motivation to excel	0.77
the scale as a whole	0.80

The tabular value of "t" (0.63) at the level(٠,٠٥)

Table (3) shows that the correlation coefficients between the scale axes and the scale as a whole ranged between (0.64 - 0.80), which indicates that they have high stability coefficients.

Second: The scientific transactions of the Mathematical Orientation Questionnaire used to measure achievement motivation.

The validity of the scale: The researcher calculated the validity of the test using the internal consistency of the test

Table (4) shows the correlation coefficient between the scale expressions and the dimensions to which they belong

Table(٤)
Correlation coefficients between the scores of the players on the sports orientation scale In terms of scale and dimensions to which it belongs, n = 6

target orientation		**win trend**		**competitive orientation**	
Correlation	Phrase	correlation	Phrase	correlation	Phrase
0.99	٤	0.99	٢	0.66	١
0.93	١٠	0.90	٣	0.83	٧
0.68	١٢	0.80	٥	0.68	٨
-	-	0.67	٦	0.64	٩
-	-	-	-	0.85	١١

The tabular value of "t" (0.63) at the level(٠,٠٥)

It is evident from Table (4) that there are statistically significant correlation coefficients between the scores of the players in the scale expressions and the dimensions to which they belong, which ranged between.(٠,٩٩-٠,٦٤)

•Scale stability: The researcher calculated the reliability of the test using the Facronbach. Table (5) shows the correlation coefficients.

Table(٥)
Correlation coefficients of the mathematical orientation scale
Using Cronbach's alpha, n = 6

Scale axes	**Alpha**
competitive orientation	0.66
win trend	0.70
target orientation	0.73
the scale as a whole	0.70

The tabular value of "t" (0.63) at the level(٠,٠٥)

Table (5) shows that the correlation coefficients between the scale axes and the scale as a whole ranged between (0.66 - 0.70), which indicates that they have high stability coefficients.

Third: The scientific coefficients of the mathematical confidence attribute list

The validity of the list: The researcher calculated the validity of the list using the internal consistency of the test

Table (6)
shows the correlation coefficient between the scale expressions and the dimensions to which it belongs

ferries	**Honesty**
١	0.71
٢	0.73
٣	0.75
٤	0.71
٥	0.89
٦	0.64
٧	0.84
٨	0.94
٩	0.66
١٠	0.68
١١	0.82
١٢	0.69
١٣	0.67

The tabular value of "t" (0.63) at the level (0.05)

It is evident from Table (6) that there are statistically significant correlation coefficients between the scores of the players in the terms of the scale and the dimensions to which it belongs, which ranged between (0.64 - 0.94).

* Stability of the list: The researcher calculated the stability of the list using Cronbach's Alpha. Table (7) shows the correlation coefficients.

Table (7)

Correlation coefficients for the mathematical confidence attribute list using Cronbach's alpha n = 6

the test	**alpha**
Athletic Confidence Trait	0.90

The tabular value of "t" (0.63) at the level (0.05)

It is clear from Table (7) that there are statistically significant correlation coefficients between the scores of the players in the list phrases and the total sum of the scale, which indicates that it has high stability coefficients.

Fourth: The scientific transactions of the state of competition anxiety list

The validity of the list: The researcher calculated the validity of the list using the internal consistency of the test

Table (8) shows the correlation coefficient between the scale expressions and the dimensions to which it belongs.

Table (8)

Correlation coefficients between the scores of players on the competition anxiety state list In the list statements and the dimensions to which it belongs, n = 6

ognitive anxiety		**physical anxiety**		**Self-assurance**	
Phrase	correlation	Phrase	Correlation	Phrase	Correlation
١	0.69	٢	0.64	٣	0.90
٤	-0.91	٥	0.70	٦	0.68
٧	0.92	٨	0.69	٩	0.91
١٠	0.78	١١	0.67	١٢	0.82
١٣	0.64	١٤	0.65	١٥	0.94
١٦	0.70	١٧	0.91	١٨	0.71
١٩	0.64	٢٠	0.69	٢١	0.68
٢٢	0.78	٢٣	0.64	٢٤	0.77
٢٥	0.64	٢٦	-0.76	٢٧	0.97

The tabular value of "t" (0.63) at the level (0.05)

It is evident from Table (8) that there are statistically significant correlation coefficients between the scores of the players in the scale expressions and the dimensions to which the dimension belongs, which ranged between (-0.94-0.97).

• Stability of the list: The researcher calculated the stability of the list using Alpha Cronbach. Table (9) shows the correlation coefficients.

Table (9)

Correlation coefficients for the state of competition anxiety list

Using Cronbach's alpha, n = 6

Scale axes	**alpha**
ognitive anxiety	0.65
physical anxiety	0.66
Self-assurance	0.87
the scale as a whole	0.68

Tabular "T" value (0.63) at the (0.05) level.

It is evident from Table (9) that there are statistically significant correlation coefficients between the scores of the players in the scale expressions and the total sum of the scale, which indicates that it has high stability coefficients.

Search Tools Application

The research tools were applied during the 2019/2020 sports season to the players of the national gymnastics team during the closed camp at the Olympic Center for the national teams in preparation for participating in the African Championship from 23-28/5/2020 held in Senegal. Then the researcher corrected the tests, each according to his correction key, and then monitored and scheduled the raw scores and their numbers for statistical treatment.

Statistical processors

The researcher used the following statistical processes in processing the data of this study:

-SMA.

-Mediator.

-Coefficient of skewness.

-standard deviation.

- Correlation coefficient.

Presentation and discussion of results

First, show the results

Table(١٠)
Correlation coefficients between sports perception and achievement motivation
Gymnastics at the highest levels have n = 8

achievement motivation visualization	competitive orientation	win trend	target orientation
specific identifier	* ٠,٦٧١	٠,٣٢١	* ٠,٥٢٠
general knowledge	٠,٠٢٧ -	٠,١٢٨ -	٠,٠٤٣
specific motive	٠,٠٠٣	٠,١٦٣	٠,٣٧٠ -
general motivation for arousal	* ٠,٥٨٥	* ٠,٦٨٤	٠,٢٧٦
General motivation to excel	٠,١٦٥	٠,٣٩٤	٠,٣٢٥

The tabular value of "t" (0,468) at the 0.05 . level

It is clear from Table (10) that there is a statistically significant correlation between each of the sports perception and achievement motivation, as measured by the test of sports orientation for high-level players in gymnastics, as follows:

-A direct, statistically significant correlation at the level (0.05) between the specific cognitive perception and both competitive orientation and goal orientation.

-A direct, statistically significant correlation at the level (0.05) between the motivation perception of arousal and each of the competitive orientation and winning orientation.

Table(١١)
Correlation coefficients between sports perception and competition anxiety
The national team players in gymnastics have n = 8

achievement motivation visualization	ognitive anxiety	physical anxiety	Self-assurance
specific identifier	٠,٣٧٣ -	٠,٢٠٤ -	٠,١٥١ -
general knowledge	٠,١٤٤ -	٠,٢٦١ -	٠,١٠١
specific motive	٠,٠١٦	٠,٠٤٩ -	٠,١٦٨
general motivation for arousal	٠,١٧٧ -	٠,١٥٨ -	٠,١٨٨
General motivation to excel	٠,٣٤٨ -	* ٠,٤٨١ -	* ٠,٥٩٦

The tabular value of "t" (0,468) at the 0.05 . level

It is clear from Table (11) that there is a statistically significant correlation between each of the sports perception and the state of competition anxiety for the higher levels of gymnastics players as follows

-A statistically significant inverse correlation at the level (0.05)

between the general motivational perception and physical anxiety.

-Statistically significant direct correlation at the level (0.05) between the general motivational perception and self-confidence

Table(١٢)
Correlation coefficients between mathematical perception and the attribute of sports confidence
The national team players in gymnastics have n = 8

Visualization	**Athletic Confidence Trait**
specific identifier	*٠,٤٩٧
general knowledge	٠,٣٤٠
specific motive	٠,٠١٨ -
general motivation for arousal	٠,١١١
General motivation to excel	* ٠,٥٠٧

The tabular value of "t" (0,468) at the 0.05 . level

It is evident from Table (12) that there is a statistically significant correlation between each of the sports perception and the sports confidence feature of the higher levels players in gymnastics as follows

-A direct, statistically significant correlation at the level (0.05) between each of the specific cognitive perception and self-confidence.

-Statistically significant direct correlation at the level (0.05) between the general motivational perception of excellence and self-confidence.

Second, discussing the results

The results of Table (10) indicated that there is a direct, statistically significant correlation between the specific cognitive perception and each of the competition orientation and goal orientation as measured by a questionnaire about the sports orientation of high-level players in gymnastics.

The researcher attributes this to the fact that high-level players in gymnastics always have the desire to compete and excel and the constant desire to succeed. He is able to change the form of performing the skill easily, as well as his ability to correct and control the form of skills when performing them, through his ability to use the visualization skill. Ahmed Amin (1) indicates that the perception of the special functional mental abilities that enable the individual to practice specialized sports, because each type of sports practice requires special mental functions that are qualified to interact with the variables of their sports situation and solve the motor problems facing the individual, as Magdy Youssef mentions (11). Visualization is

a mental skill that refers to the mental programming of the responses evoked by the mental activity of the senses to form a new mental image that summons the physical and skill characteristics of the player, temporarily or permanently, in order to improve performance and excel in it.

The results of Table (10) also indicate that there is a direct, statistically significant, correlation between the perception of motivation for excitement and both the competition orientation and the winning orientation.

The researcher attributed this to the fact that the players of the higher levels in gymnastics have the ability to visualize the emotions that precede the match and try to deal with them calmly, reduce tension and control the level of excitement and anxiety that the player has, and that is a desire to constantly and seriously strive to compete with others and win them, avoid defeat and try to develop Performance skills and level and make maximum effort in performance. This is consistent with what Hall (1998) indicated, where he stated that the motivation perception of arousal is the player's perception of his ability to control anxiety and control arousal when preparing for competition. (16) Al-Araby Shamoun (1996) also mentions that mental perception works to accommodate negative thinking and give more support in self-confidence, increase motivation, build good performance patterns and achieve goals. He also indicated that negative perception affects the psychological characteristics of the player such as self-confidence, motivation and others(٧:٢٢٢,٢٣٥) .

Orliaguet & Coello (1998) and Hall (2001) also indicate that the visualization process contributes to an increase in the cognitive and motivational functional role, which improves focus, builds confidence, and exercises new strategies to overcome problems in order to learn and master different motor skills. (21(١٧) ,(

The results of Table (11) indicate that there is a statistically significant inverse correlation between the general motivational perception and physical anxiety, and there is also a direct correlation between the motivational perception and self-confidence as a condition among the higher level players in gymnastics.

The researcher attributed this to the fact that the higher levels players in gymnastics have the ability to visualize winning the match and quickly refocus and self-confidence in the event of making mistakes during the course of the match, especially in situations that require a kind of challenge. They also have the ability to visualize themselves during good performance in critical situations. During the match, as well as controlling and controlling difficult situations in the match, and their ability to have a good perception of what

happens before and during the match reduces psychosomatic disorders as well as reducing tension, nervousness and anxiety that the player feels before the match. Which makes the player calmer and more comfortable and increases his self-confidence and that he is psychologically prepared to compete, which makes him feel that he will overcome the pressures of competition and has the ability to face the challenge during the match. Which enables the player to achieve his goals during the performance of the match. This result agrees with what Savoy, C (1993) (1993) (23) indicated that mental training reduced the level of anxiety before the match, improved performance during the match, and reduced tension among the players, which increased the degree of their concentration and achieved the best results. It agrees with the results of the study of Eva et al (1997) (14), which indicated that there is a relationship between the general motivation for excellence and self-confidence as a case.

The results of Table (12) indicate that there is a direct, statistically significant, correlation between each of the specific cognitive perception and the general motivational perception and the sporting confidence trait of the higher levels of gymnastics players.

The researcher attributed this to the fact that the players of the higher levels have the ability to visualize the skills and perform them to the fullest extent before performing them, as he can change the form of performing the skill easily, as well as his ability to correct and control the form of the skills when performing them, through his ability to use the skill of visualization. They also have the ability to visualize winning the match and quickly refocus and self-confidence in the event of making mistakes during the course of the match, especially in situations that require a kind of challenge. They also have the ability to visualize themselves during the good performance in critical situations during

The player acquires the ability to confront and control his emotions, and also helps to develop self-confidence in the player. (4: 318-320) as indicated by Al-Arabi Shamoun (1995) that mental training contributes to a feeling of more confidence and focus on the positive aspects that work on a better expectation of good performance, which thus prevents the occurrence of negative perception that harms performance through negative feelings that cause In increasing anxiety and failed expectations that reduce the chances of correct performance. (6:30-31)

Thus, the hypothesis of the research has been partially achieved, which states: "There is a statistically significant relationship between perception (cognitive and motivation)

and some psychological variables (achievement motivation - competition anxiety - sports confidence) among higher level players in gymnastics."

Conclusions:

Within the limits of the sample used and the results of the research results, the researcher can conclude the following:

1- There is a direct, statistically significant correlation between the specific cognitive perception and each of The competitive orientation and the goal orientation of the higher-level sports players in a sport wrestling

2- There is a direct, statistically significant, correlation between the motivation perception of arousal and each of The competitive orientation and the winning orientation of high-level gymnastics players.

3- a statistically significant inverse correlation relationship at the level) between each of the general motivational perceptions And the state of physical anxiety among high-level gymnastics players.

4- There is a direct, statistically significant correlation between the general motivational perception and the state of confidence Self-esteem among athletes of higher levels in gymnastics.

5-There is a direct, statistically significant correlation between each of the specific cognitive perception and a trait Sports confidence of high-level gymnastics players.

6-There is a direct, statistically significant correlation between the general motivational perception and the confidence trait Athletics for high-level gymnastics players.

Recommendations

In light of the results, their interpretation and the tools used, the researcher recommends the following:

1- The need to benefit from the development of mental visualization ability as an important and effective variable in mental training because of its effectiveness in supporting some variables closely related to the athletic achievement of players in competitions.

2- The need to take advantage of the variables that are positively related to mental perception to support the performance of the players.

3- The need for trainers to pay attention to training programs that work on developing mental visualization strategies.

4-Paying attention to psychological preparation and developing mental abilities, especially for high-level wrestlers.

5- Conducting empirical research on functional strategies of mental visualization to develop and develop them.

6- Conducting similar research on other sports and on different samples to confirm the effectiveness of mental visualization strategies.

7- The necessity of using a psychologist to prepare wrestlers because of its importance in developing and developing the level of performance.

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