

Review

GAME, SPORT AND EMOTIONAL HEALTH

UDC 796.13:613.86

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Abstract. *Usage of game and sport is justified in therapy, especially while treating behaviour of mentally ill and emotionally unstabled persons, and the criminals as well. Psychoanalytic theories of game point out of some of its exceptional therapeutically possibilities. Game is "valve" for unpleasant feelings, generator of joy, ecstasy and others pleasant emotions. In game and sport, a child-player, develops his own functions and skills: skills for observing, understanding of space relations and for concluding. He increases his self-confidence, establishes motives for work, motives that are inspired and have special power. In this work there were mentioned research works which point out the connection of game, sport and emotional health. There was also pointed out the significance of game and sport regarded as therapeutically means.*

Key words: *game, sport, emotional health, mental health.*

INTRODUCTION

Game is very complex activity woven into all humans' activities. In this way, it has significant role in human's development, as one of the most typical manifestations of his moving culture.

In game, Platon (by Kamenov, E. ,1997, page 58) sees possibility for exercising of children and even better introduction of natural skills of theirs, Kwintilian (by Kamenov, E. ,1997, page 58) recommends game as a method that helps children to learn with satisfaction.

Komensky (by Kamenov, E. ,1997, page 58) demands providing children games that will strengthen their health, agility, speed of their legs and arms and strength of their spirit, as well as learning that will be given through the game. He also demands having playgrounds nearby the school buildings which would be used for recreation.

Game is being researched by many different scientists from their aspects (psychological, pedagogical, sociological, historical, antropological).

"1) From the biological aspect, game is activity on which individual reacts positively although one doesn't find any usefully-existential function in it.; 2) from the psychological aspect, game is activity with the purpose of its own, but even in that way it's source and means of positive emotional and general mood which satisfies certain needs of children and influences onto psychological development of a child; 3) from the sociological aspect, game is interaction in aim of interaction, "exchange" of emotions, moods, non-useful activity which can have influence onto structure of interpersonal relationships." (Lazarevic, Lj. 1987, page 22-23)

We can define game in many ways but always having in mind that all that ways are connected between themselves by certain common characteristics. Whether a game will represent work, sport or pleasure depends only on the very player.

Fundamental quality of the game is activity. Learning through the game makes a game. Certain games demand involving and activating smaller or bigger groups of muscles. Sex, age and skills determine changes of styles of playing the game and even the game itself.

There are many different theories of game, many apprehensions of what a game can be. According to Piestman (1959, page 10): "Game is exclusive method which teaches children how to concentrate themselves, how to crave for one aim, without concerning about the difficulties that might appear, inspired by the wish of becoming grownups. "Dolnihov and Bishop (by Kamenov, E, 1997, page 61) say: "Game is being played only in the atmosphere of presence, emotional safetiness and absence of tension and danger." Scientists, researchers don't always agree with that. According to some of them, sport and game can't be equalized, while the others claim that sport originates from game. There are some elements of game in sport, but it can't be seen as game because it distinguishes fundamentally from game and represents separate individual social phenomenon. Mixing of game and sport is the most obvious in the phrase "sport's games" because there couldn't be found any phrase which would suite more to the structure of moving activities of certain sports.

There can be selected some groups of sports that have similar characteristics: for example the individual ones, the group ones, the winter ones, the "water" ones, etc. Depending on whether the sport is of recreative type, amateur or professional, there is different approach to sport and different opinion about gaining game experience through it.

For example. If man starts practising sport from pure pleasure, and then stops, and then continues again only with an aim of getting good scores, for him sport won't represent only pleasure anymore.

In this work there won't be made any difference between game and sport no matter on their fundamental differences as both, game and sport, however, are based on motorial, senzomotorial, cognitive and emotional dispositions.

Every emotion involves special organization of nerves in brain, physiological changes that are being manifested in the whole body, certain expressive qualities which are being expressed in the visible behaviour and subjectivity which includes personal experience of an individual.

"Emotional state is clear example of dynamic interaction between characteristics of surrounding and happenings under the skin, and the result of that interaction, which we feel or notice objectively as an emotional reaction, we may take as union of physiological and psychological factors (variables)." (Blandel, D., 1979, page 124).

Emotional and mental health may be defined as conceiving on the state of conscious that is being manifested in behaviour. Certain emotions may be expressed by movements. Since his birth man has been playing games, and as the time was passing by game was being given another character and importance. Game makes enormous contribution to human's characteristics, especially to liberation of tension, anxiety and inappropriate reacting.

Characteristics of emotional healthy persons are "resignation of spirit, temporary relief of tension and anxiety, ability of directing unfriendly feelings in more creative and constructive channels, sensibility and appropriate reacting to the feelings of others, ability to give and receive love, spontaneous of emotional expressing in type that suits the educational level of an individual, ability to work constructively in reality, to adopt to changes, sense of security, sense of personal value, enjoying in meeting people, integrity with the values that contribute to welfare of society, flexibility, harmonious balance between selfpleased and willingness to receive help, so that certain aim would be accomplished in the future and ability to enjoy in life." (Mecloy Layman, E., 1984, page 236)

THEORETICAL CONSIDERATION OF PROBLEM

As for how much sport and game contribute to an emotional welfare, the conclusion might be taken by examining degrees of development of emotional health throughout sport and game.

Before XX century it was considered that man had been made of spirit and body, and later on there was confirmed theory on union of spirit and body and that physical activity can affect the psychological development of man. Certain emotional states ask for bigger or smaller amounts of humans' energy and spare of energy is being given away in the healthiest way, throughout sport and game. Connection between sport and some other activity, that involves muscles of the whole body, is being deepened more and more, what contributes to relief and relaxation of the body for completely. Variety of theories, supported by research works which point out all the joys of sport and game, are being based on it. In the final step there is being done verification of this theory by experimental methods which have been tested previously.

Physical education at schools mostly depends on the teachers and their approach to the pupils as well as to the subject itself. Some pupils are interested only in some sports, while the others show absolute indifference to any sort of physical activity. Development of science in the field of research work in the area of sport and its effect onto man, provokes even more interest in sport as well as much better education and participating in sport and game. In the bottom of all that is importance of physical education and education in the field of mental health. That's how begin to appear disagreements on the importance of sport, that are based on the theories which have been made on small number of examined. Some researchers find that sport can have negative effect onto psychological development of children. And although the evidences exist there haven't been accepted that kind of theories because of the fact that sport has had negative effect only on very small number of examined.

For better describing positive effect of sport and game onto man there will be mentioned some thesis of Mecloy Layman, E. (1984, page 241-258).

- a) "Practising sport increases physical ability:physical ability is connected with good emotional health, and physical enability is connected with bad emotional health.
- b) Gaining motorial skills (which results from practising sport) gives out significant contribution to satisfying the essential needs for security and respect of small children of both sexes as well as of the boys aged from the earliest primary school level till the faculty period.
- c) Playing game and practising sport provide improvement of emotional health and prevent criminal behaviour.
- d) Medical facts that have resulted from the therapy based on game, the group therapy and the use of physical exercises in the aim of help in treating the patients that suffer from emotional disorder, shows that whereas game, recreation and sport's activities have been planed and realized having in mind the needs of individuals, they might result as very efficient means for improvement of emotional state.
- e) Game and sport provide possibility of expressing feelings and that, however, if being done in permitted activities, leads to better emotional health.
- f) If competitive sports are being done in the right way they can improve emotional health and fasten gaining the desired qualities."

Physical ability is very closely connected to emotional health. This is being proved by variety of physiological research works with an experimental character and theories. Special improvement in the field of emotional health with the help of sport and game might be seen in the life of mentally retarded people. There have been done some experiments in establishing connection between physical activity and anxiety. And the results that have come out have been being differed in relation to the sex of examined ones and in relation to where the research has taken place. More positive has been being performed by the samples of male students than femail students. On the samples of children of school ages taken from different inhabitant areas has been established that poor children are being more physically active and less ill than the children of the same age that are living in the richly areas.

Different results were, above all, the result of different sports that were being practised by the examined ones, their role in the team, physical ability, attitude of therapist and coach, attitude of professor towards student, patient.

For gaining motorial skills is very important being accepted by the other members of the group,other sportsmen, other players. Boys that become successful sportsmen are being more recognised in society than the successful sportswomen, and that usually affects the better adjustment, solitary life, character.

That's why we have division of sports on male ones and female ones, or better to say we have divided sports into those that are girls more interested in and those in which they aren't so interested. While the group games are concerned a coach should pay special attention onto equal approach to all the participants taking care especially of the praises and reproaches.

During the school education pupils might have numerous problems and difficulties that could affect their success and mental health. Success of children depends, after all, on their personal abilities, on relation professor-student, on the way children were brought up and on the cultural and educating level of the parents. Numerous psychologists point out the fact that some pupils can influence with their behaviour onto dissatisfaction of others,by transmitting onto others their anxiety of frustrations and dissatisfac-

tion. That kind of pupils often use the P.E. classes to overcome their problems, and the way in which they will do that depends on the nature of the precise problem.

Physical activities provide many possibilities to the pupils in order to satisfy their needs for moving, competing, making friends, for getting attention, taking challenges, gaining new skills and customs and developing skills. All that can be done only in the qualified organization of P.E. classes.

"Certain number of pupils suffer from more or less incorrect physical development (retarded or accelerated development, overweight, anomalies of foot and spine) and less developed psycho-motorial ability (speed, coordination, strength, exactness, balance, endurance, flexibility, etc.) than the others of the same age. Such states of pupils provoke feelings of minor importance that could prevent them from taking part in physical activities. They simply don't want to expose the others their defects and anomalies in their physical development, or better to say, their reduced psycho-motorial ability related to the expected standard effectiveness." (Jovanovic, B. Petkovic, M., 1997, page 127)

Playing games while having the P.E. classes provides pupils to experience the satisfaction of success, to gain new skills and knowledges and to develop their psycho-physical abilities. Results of the efforts that pupils deposit are visible, positive or negative. Better results affect on the effort and extension of trust in one's own abilities, fortifying one's selfconfidence.

Sport and game liberate from tension, affect on making friendships, strengthen one's popularity, reinforce well-balance and spontaneous, develop independence. In this way, they are being used as one of therapy methods in treating criminal behaviour. Surveys show that criminals aren't interested in sport nor in game and that playgrounds are being used like places for gathering of the people of this kind.

In towns, recreative programs are much better organized and frequented by children and youngsters so that they provide the participants to express their natural gifts through games and at the same time making contribution to their own welfare.

Effects of the game onto emotional health are especially visible in the houses with purpose of correcting the behaviour of young criminals, where young criminals if being fully occupied with games and sports are becoming more disciplined, calm etc.

Some sociologists, psychologists and criminologists find that lack of moving leads to aggressiveness and emotional anomalies. That's why they think that physical activities can decline this sorts of phenomenons. Certain surveys show that the majority of violations are taking place in those areas of the city where there's no any playground or sports-ground.

Haas, W., 1953 (by Stefanović, V., (1983) points out the facts that in Washington, where children could freely practise their sports, the crime procent was significantly reduced to 50%.

One variety of researchers (Nelson and Langer, 1966, Kane, 1964, Hartman, 1965), by Stefanovic, V., (1983) established that P.E. as well as exercising provide controlling of anxiety, aggression and bad domination.

Depending on the age and anomaly, there are many different types of treatments of emotional anomalies. One of the most common ways of treating, while children are concerned is, however, therapy through the game, or better to say relation between the doctor and a child. While the mentally retarded are concerned, physical exercising is the most usual addition in the treatment. Special attention is being given to the sports and certain

types of physical activities that provide selfexpressing, fortifying selfconfidence and development of habits and attitudes, reducing the sense of guilt and making easier to relax.

Whether how much will the program be successful depends, after all, on the type of therapy, intensiveness and the relation that exists between the patient and the doctor.

Although game and sport eliminate aggressive desires of an individual, they might make opportunities to gain some of them. There are two types of aggression: reactive and instrumental. The reactive one considers equalizing the contrary player with the enemy and encourages making harm. While the instrumental one is concerned, there is no anger, it doesn't appear at all, and in the reactive one, the anger is the most common phenomenon.

In the majority of sports motivation for success appears in the phase of instrumental aggression, while on the other side, depending on the type of sport and the sportsman himself, positive results might be accomplished only by the reaction of anger.

Surveys show that anger and aggression in union produce positive results in sport as well as while the player is concerned. Anger is a product of our nerve system and might appear on the surface only with the help of aggression. That aggression provides positive results in accomplishing the sports' aims and liberates one's organism of negative energy. If it comes to producing anger in the absence of aggression, an individual will increase his desire to react aggressive in another moment, unless the sense of guilt or anxiety reduces that feeling. This is of great importance to the sport because expressing anger and encouraging by the coach with the words "kill him" and similar to those, leads to positive results in sport, while it has negative effect onto the player because it is usually followed by the desire for revenge. It is considered, however, that sportsmen, eventually, won't be able to make any good score unless they see the enemy in the opposite player. Anger that reveals in them, depending on the type of sport, might be expressed throughout aggression or might not be. If there is no demonstration of negative energy it produces the frustrations of sportsman.

In order to overcome this negative energy it has been established the sport's rule, that before and after the competition all the players must shake hands.

Behaviour of the participants in sport and game as well, represents demonstration of their own emotional states. That's why sportsmen and players psychologically react to situations related to sports and games. (Kostic, R., Kostic, R., 1997). Considering general emotional coordinating system related to the behaviour according to Watson and Mealy (1976) there can be selected three groups of behaviour with the emotional dominance, in game and sport. The first one begins with happiness and ends with ecstasy. The second one begins with disturbing and troubles, and ends with the behaviour shaped in anger and fury. The third group of behaviour is related to fear and dread, and it might end with terror. This kind of division helps participants to adjust to the type of the game or sport in consideration with the specifications of their emotional manners.

CONCLUSION

Game and sport can make contribution to human's progress, but at the same time they can, under the certain circumstances or on some persons, provoke negative effects as well. Different sports affect differently humans' skills, for example some of them increase physical ability, develop certain skills, and at the same time they have different effects

onto human's behaviour. Persons with certain abilities throughout game and sport can develop some special skill, and gain whether approbation or provoke envy of their friends, and to experience glory of success, unlike those who don't have needed skills.

"Game represents the school of morals, but not morals regarded as custom though morals regarded as action." (Eljkonin, 1981, page 294) Game is irreplaceable instrument for getting know the child and at the same time a very successful teaching and therapeutical instrument.

The effect of game and sport should be researched in the other fragments of life as well, for example of what importance the game played in childhood is in emotional development of youngster, or how much game and sport contribute to emotional development of girls and women in certain epochs.

Instruments that are being used in game and sport, might be used as therapeutic ones as well, when regulating behaviour separately from game and sport.

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IGRA, SPORT I EMOCIONALNO ZDRAVLJE

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Igra i sport se opravdano koriste u terapiji, naročito ponašanja, kako mentalno obolelih i emotivno nestabilnih osoba, tako i delikvenata. Psihoanalitičke teorije igre ukazuju na njene izuzetne terapeutske mogućnosti. Igra je "ventil" za neprijatna osećanja, generator radosti, zanosa i drugih prijatnih emocija. U igri i sportu, dete-igrač, razvija svoje funkcije i različite sposobnosti: sposobnosti opažanja, shvatanja prostornih odnosa i zaključivanja. Ono povećava svoje samopouzdanje, učvršćuje motive za rad, motive nadahnuća koji imaju posebnu snagu. U radu su istaknuta istraživanja koja ukazuju na povezanost igre, sporta i emocionalnog zdravlja. Takođe je ukazano na značaj igre i sporta kao terapeuskog sredstva.

Ključne reči: *igre, sport, emocionalno zdravlje, mentalno zdravlje.*