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Abstract: The psychology of physical culture and sports shows a special interest in the problems of psychological training of athletes in order to create the psychological basis necessary for the technical and tactical achievement at the highest functional odds, highlighting the fact that there is also a psychological side, determined by the personality traits the athlete, characterized by a way of thinking, feeling and acting. That is why any physical attributes appear in close connection with the psychic activity as an expression of the athlete’s thinking and will, and the fiery force, lacking the intellectual, affective-volitive and motivational forces of personality, remains a crude force that does not bring the expected effect performance sport activity.

Keywords: personality, psychological training, performance, sport.

Introduction

In the literature, psychological training is defined as "the totality of methods, means and measures used to trigger psychic energies, appealing to reason, feelings and the will of the athlete" (Epuran, 1971; Vanek, 1969). However, the achievement of a good psychological training of athletes is conditioned both by the knowledge of the laws of the process of structuring the athlete's personality and by the mastery of the psycho-pedagogical knowledge of the training, training of the athlete from a physical, technical and tactical point of view.

Taking into account the specificity of contemporary sport, the coach has to master a lot of knowledge from interdisciplinary fields such as biochemistry, physiology, anatomy, biodynamics, biomechanics, endocrinology, psychology, etc., relying on this informational complex and capitalizing on make him creative so that he can also provide the psychological training of athletes. Hence, the need for collaboration with specialists in related fields results.

In the process of psychological training of athletes there are three forms:

- basic psychological training (where the qualities of the athlete's personality are formed);
- special psychological training, sporting branch (the qualities necessary for practicing various sporting branches are formed);
- psychological training for the competition (appropriate adaptation to the ever-changing conditions of sports competitions).

Speaking of the basic psychological training of athletes, we can say that it is fundamental, as it is carried out throughout the whole educational-training process of sports training, contributing to the formation of basic psychic qualities in the personality of the athlete, qualities necessary to develop and form and, therefore, to produce that individual and social effect in sports activity.

The psychological training of the athlete is an intimate process. Achieving this training and obtaining an optimal state of play by the athlete is only possible if he himself wants it. The athlete can not be forced, but can only be impelled in this direction. For this reason, the formation of a positive attitude towards psychological training gains a priority importance.

Thus, psychological regulation must become the component of the general sports training program, which, however, does not spare the athlete and the hard work coach for the podium. Physical, technical and tactical refinement must be intimately linked to the psychological harmony of preparation.

In order to become a high-class athlete, it is first and foremost a great desire and self-confidence. Psychologists also highlight the fact that many suffer failures due to laziness, leave themselves in fate, do not pursue precise goals, practically resolving nothing, but are not totally passive. Plastic speaking, I walk alive on a sinuous road that ends at a point not too far from where they started.

The existence of a precise goal gives us greater efficiency and perspective of our activity and life in general, by comparing our real possibilities with personal representations. Personal capabilities should not be underestimated, as this behavior will only make use of some of the available potential without knowing the real resources we have.

Another factor essential to the training of athletes is their desire, enthusiasm, passion and then the joy of success. These qualities are specific to young athletes. At the turn of the career, a champion, no longer shares the joy of victory as he did in his youth. The first aspect that gives up is not determined by the physical capabilities of the athlete, but by the psyche of the athlete!

Desire is the driving force that helps the athlete to reach higher heights, to destroy psychological barriers, and even to defeat with dignity;
generates enthusiasm, without which real progress is not possible, being the quality that can be developed and intensified; its degree of development must be a decisive factor in the basic psychological training of athletes.

The purpose of special psychological training in the sporting field is to train the special psychic qualities necessary for the practice of different sports branches.

Thus, shooting, for example, is a static sport from the point of view of physical effort, however, it requires a great concentration of attention and a good control of emotivity; appeal to courage, initiative, independence, while sports games imply a complex of intellectual qualities: visualization, field orientation, imaging, mental repetition of game schemes, goal setting, cognitive activation in general (Williams, 1986) , as well as qualities of will.

In sporting disciplines such as: skating and artistic gymnastics, which require aesthetic character, psychological training becomes more complex, requiring closer co-operation between the coach and the athlete regarding the regulation of his psychic system.

Psychological training must be analyzed from the point of view of its contribution to achieving sport performance. Therefore, establishing the necessary psychological training in various branches of contemporary sport requires a specialized analysis of the conditions, the stage and the purpose pursued by the organization of the sports activity.

A major psychological problem can be, for example, a low concentration of attention, caused by a failure, and, on the other hand, by the inadequate psychological interaction between the coach and the athlete. However, there are obvious differences between boys and girls as to the ease with which they perform the free exercises where, in the case of females, the situation is better, with a better concentration and ease in achieving aesthetic aspects of the motor act.

However, lacks some psychological support point, a benchmark, which may be, for example, the presence of parents during competitions. In general, however, the beginner athletes are not able to find their own support point alone, so they often feel the need for breaks, so as to improve their execution.

In the free exercises, however, the situation is as follows: during the execution, the athlete manifests greater psychological relaxation, but being aware of the effort he has to make regarding the aesthetic aspect of his sporting activity.

The establishment of the structure of psychological training in various sporting disciplines and especially in those with a pronounced
aesthetic and artistic aspect requires a certain theoretical conception determined by the requirements of the ever increasing sport performance, the tendency of perfection, relaxation, harmony, aesthetic and artistic expression of individuality, who knows no limits. That is why we try to discover every individuality, even in the early childhood, seeking to cultivate it and always train it in a new, original, personal form, asking the question of the typical qualities of the skater, skier, gymnast, etc., with the goal of their creative development and transformation into sporting performance qualities.

Regarding the psychological training for the competition, we can say that it forms athletes specific guidelines and attitudes for each individual contest, called "preparatory states" (Epuran, 1971), which ensures the selective updating of the qualities needed to adapt to the conditions and demands the fight.

The specific preparation to the psychological training for the competition are: layout, anticipation, employment-modeling and analysis of the athlete's evolution in the competition.

Layout is a positive orientative state based on the understanding of the task, which has the role of encouraging, persuading and fixing motives. It is manifested by the desire to participate in the contest, as well as by the strength of not yielding to the opponent.

Anticipation is a mental process to predict the results of an action based on the theoretical and practical knowledge from previous experience. The number and variety of situations that may appear in the contest impose the need to establish some types of forward-looking reactions, algorithms (more general tactical schematic schemes that help in adopting the optimal solution, the transition to concrete practical actions).

Being a general feature of reflection, it always has a component to overcome the stimuli and situations by developing schemes, patterns, representations, in which the action or the image that triggers before the conditions that cause it are distributed in the repeated retroactivity circuit. Thus, athletes make a representation of the target issue.

The features or components of this representation, by activating the similar resolving characteristics or components in memory, in turn determine various analogous sports situations.

A form of sporting anticipation is the dramatic anticipation that underlies the aesthetic aspect (when the athlete plays the theater and creates a certain aesthetic impression of his sporting behavior).
Engagement-modeling is also a state of preparation in order to train athletes in concrete tactical actions and to develop skills and abilities appropriate to the competition situation. Modeling has emerged from the need to reproduce some processes, functions, and mental states that can not be triggered directly.

Two fundamental conditions underpin the realization of the mental models of sports action:
- a neuro-functional condition of synthesis of nerve connections in the temporal lobe of the brain, where some selective mechanisms appear to work, which would update and integrate past records, but which have little scientifically proven data;
- the driving condition of effective action, on the basis of which the motoring scheme of the sporting action is structured and which is then reproduced whenever the given sporting situation is updated.

We understand that updating (passing from a potentially latent state to an active state) is made according to the personality of the athlete, such as a self-actualization, a tendency towards personal expression and the realization of identity, the objectification of intentions, projects, sports models.

Application-adjustment

Psychologically analyzing sport activity emphasizes the importance of sensory orientation, motor skills, resistance to fear, impediments, stressful situations and intense demands, as well as tenacity, discipline, courage, etc. These attributes must be stable so that they can be reproduced with ease and accuracy, then applied without difficulty under any circumstances.

At the same time, however, some sporting branches require creative expressions, strategies and tactics in each competition. Contemporary sport therefore sets conditions, a system of evolving sporting values that corresponds to the technical and tactical aspect. Thus, the team assumes a perfect tactic, but if it does not capitalize on the specific conditions of the sport competition, it is no longer able to proceed creatively. In this situation, the athlete either reproduces blindly the learned system or is confused and disorganized.

Athletic adaptation to playing conditions is a complex phenomenon, including mental adaptation based on the interdependence between the athlete’s previous experience and his intelligence.

J.Piaget (1971) addresses intelligence as a superior form of optimal, effective adaptation to new situations. In turn, adaptation is the result of the
interdependence of two components: the assimilation of new information and accommodation, which involves a restructuring of the models of knowledge, the overcoming of the previous state, the transformation of the cognitive experience, in accordance with new situations.

Often, the players leave the tactical conception and the leadership of the game only to the coach, thanks to the execution of his instructions. The reverse situation occurs when the coach enforces his technical advice during the competition.

Tactical thinking is subordinated to the performance goal of applying the quality of thinking, of those dominant and constant traits in the development of thinking, which play a special role in the effectiveness of sports activity. These include:
- the speed of decision making;
- independence in thought and action;
- perspicacity, agility;
- the subtlety of thought expressed in the ability to understand the intentions of the adverse team, etc.

An important role is the logical character of the athlete highlighted in the precise direction of the thought and action process. Logical thinking is a correct thinking, allowing the athlete to know the past of sporting events and to make a correct analysis of future events. In addition, sports tactics also have profound psychological implications, in that the psychological states produced by the game play a direct influence on tactical behavior of players and team (Epuran, Horn, 1985).

In individual sports, the specific character of the training leads to the formation of coaches intended for individual athletes. This system, however, puts athletes in a position of dependence, although the athlete, scientifically directed towards success, loses its originality and ability to self-shape.

Conclusions

However, the sport activity, by its specific nature, puts us in situations in which we must proceed unusually, originally, elastically, without templates, inventive, creative, personal.

Thus, the athlete's ability to create depends on many psychophysiological, social and economic factors. It is, however, certain that this ability can be cultivated and the analysis of how the athlete behaved in the contest serves as a means of clarifying and strengthening the creative events for their future use.
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