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## TRAINING OF NOVICE ATHLETES IN INTERDISCIPLINARY COACHING

LARION Alin<sup>1</sup>, POPA Cristian<sup>1</sup>, MELENCO Ionel<sup>1</sup>, CAZAN Florin<sup>1</sup>

### Abstract

*Objective.* This paper brings to the fore appropriate ways to initiate psychological skills that can determine in a relatively short time the transition from the age of initiation in athletics to novice athletes through theoretical knowledge at a higher level of practicing a sport. of performance. The various techniques that can be incorporated in the activity of a high-performance coach that makes distinct reference to the activity of a high-performance coaching can represent role models in this part of sports psychology that can be successfully applied to novice athletes.

*Key words:* athlete, psychology qualification in competition, psychology qualification in training.

### Introduction

Regardless of how it has been defined, the essence of sports psychology is the study of the person who practices physical exercise at the limit of his physical and mental possibilities, for which he consciously and voluntarily undergoes intense training in order to achieve valuable performance in competition.

Sport psychology is, at the same time, situational psychology. Despite the strict regulations of the conditions of competition (fight), the "originality" of the personality of the competitors makes none of the sporting events resemble another. The sports show is thus a result of the variety of particularities and strategies used by them and, at the same time, a social phenomenon that generates specific motivations for most athletes.

The psychology of sport is presented today as the most receptive to the new and the most creative discipline. Driven by the need to achieve and exceed performance, she innovated model training, psychotonic training, mental training, psychological assistance techniques for athletes, thereby contributing to the enrichment of psychological science. (Dragu, 2003)

Based on the above, we believe that without a thorough psychological preparation for both training and competition, exceptional results will be delayed.

### General framework of research

Psychological preparation in training

Training is preparation, training, education, short training and, obviously, the condition of performance. This is now common. We will show in

the following what are the psychological efforts of training athletes in training.

Sports performance is multiple times determined and it is very difficult to determine which of the actors has the highest share, when its figures are at the upper limits of the individual's ability. It is clear that, by definition, sport is competition, competition with space, time, gravity, nature, others and / or oneself. Performance sport is a specific activity that limits the physical and mental possibilities of the individual. It is a social experiment in which a large number of scientific sciences and disciplines check their strengths, not infrequently registering failures due to dysfunctions of the application of the laws of these sciences. (Epuran. et al, 2001)

Like the one that achieves it, the sports performance is the result of the reunion in the system of three components: biological, psychological and social. The biological component is somatic, biochemical, physiological in nature; the psychological component includes the entire personality of the athlete, ideals and aspirations, will and creativity and much more; the social component encompasses the entire culture and civilization, science, technology, culture, and especially human relationships (Roychowdhury, 2019).

Increasing the human performance capacity is the main goal of the complex process of training and sports assistance, training that includes not only the training activity, but also all the measures of its scientific organization. Even the competitive system is designed to give athletes the best conditions to achieve the desired performance.

It is natural that, together with other specialists, we pay attention to training because,

<sup>1</sup>“Ovidius” University of Constanta, Faculty of Physical Education and Sport, Romania



through content and duration, it achieves almost entirely the training of athletes. It is at the same time an instructive activity, with the most effective formative valences. Aiming at the progressive adaptation of the human being to the demands of sport, the training teaches the athlete to self-regulate, to move from the stage of associational conditioning to that of rational decision, to the regulation of optimization and development to the stage of creation.

And even if the training cannot model by analogy the competition and its specific requests, it enables the athlete to prepare in advance the events of the competition.

Aiming to maximize the physical and mental capacity of the athlete, the training aims at behavioral objectives similar to those formed by modern psychopedagogy in the so-called "didactic design", namely:

- objectives of the psychomotor field, which aim at motor learning and the development of the psychomotor aptitude system (coordination, speed, strength, endurance, mobility etc.);
- the objectives of the cognitive field, which aim at theoretical learning - the acquisition of technical, tactical, biomechanical, physiological and psychological knowledge, regulation, which optimizes the entire behavior; (Dragnea, 1996)
- objectives of the affective field that aim at moral formation, emotional balance and maturation, motivational activation, acquisition of a system of values etc.;
- objectives of the volitional field related to the psychomotor field but, through the specifics of the sport, these objectives aim at developing the ability to pursue perseveringly, tenaciously and stubbornly the proposed goals, developing courage, ability to bear pain, independence in activity, mastery of self etc.

It is clear that all these goals are interconditioned, as they seek to develop subsystems of the entire mental system of the athlete.

It seems curious that the theory of training did not integrate the taxonomy of educational objectives until later. To our knowledge, they were first mentioned in the textbook on sports training by Weineck (1983).

The taxonomy of training factors (also called "sides" or "types of training") allowed specialists a more in-depth analysis of the means of training. Most of the time, in the approach of each of the factors (physical, technical, tactical, theoretical, psychological, artistic, recovery), the relationship of reciprocity was developed and emphasized mainly for the first three and partially for the last. This time we intend to look only from a psychological point of view at these training factors, in order to emphasize once

again the presence and significance of the psychological in all sports training.

An individual's sporting life can begin at an early age and end at an advanced age. However, the individual remains the athlete who needs to be "helped", "changed", "prepared", regardless of his age and experience. (Gevat and Larion, 2001)

That is why we will distinguish three stages of mental training:

1. basic mental training includes - as a requirement - the formation of the personality of the athlete-citizen. It consists mainly of his characteristic and attitudinal formation. Child, junior or senior, the athlete must show that he is a citizen aware of his duties, with a correct attitude towards work and towards his peers, punctual, serious, modest, eager for progress and self-improvement; child or adolescent, must learn well, qualify for a useful profession; young or adult - be an example at work and be fair in social and family relationships. Against this background of moral-characteristic qualities, it will be possible to form and develop others that are "closer" to the immediate sports needs.

2. the mental training specific to the branch or the sports test consists in the development and improvement of those qualities that directly condition the performance. Performance athletes are known to be highly gifted. Sports performance is conditioned not only by physical and motor skills, but also by mental ones. Each test requires a different skill set. The psychological analysis of the tests highlights precisely those psychic qualities that condition the great performance and that must be evaluated, developed and perfected in each athlete according to his profile and his current level and perspective.

3. mental preparation for the competition. The two previous stages also aim at the competition, but, as I said before, they provide the psychological basis of the entire sports activity as a performance-enhancing social activity at the same time.

From the first contact with the sport, the child learns to compete. The coaches' concern to form from the very beginning a system of attitudes and behaviors specific to participating in competitions will save both him and the athletes from further troubles and efforts. The competition is the main feature of the sport. The athlete trains to perform well in competition with others. Each test also has a specific mental preparation for the competition, which must be formed early in athletes. Acquiring general attitudes and behaviors is the essential condition for preparing for a particular competition.

Specialists in the field of sports psychology claim that it is difficult to conceive of the existence of psychological training for the competition outside the



general psychological training of the athlete, given that this ensures the very premises for successful preparation for the competition.

At the same time, the close and precise purpose of preparing for the competition gives the other a specificity fully present both in its content and in its methodology. (Colibaba and Bota, 1998).

These two types of training regard the athlete as a unique person and that their effects are also unitary, integral, grouping and structuring in the end in ways of behavior specific to the individual, so that appreciating his activity in a competition, it will be difficult to separate what is related to the general preparation and what is related to the preparation for the competition. The latter is considered to be the highest stage of the athlete's psychological training, based on basic and branch training. (Weineck, 1994)

Ravizza (2002) observed the limitations of conventional sport psychology approaches in addressing the spiritual elements in sport and exploring aspects of personal meaning in the lives of athletes. Ravizza also noted the effectiveness of certain elements of Zen philosophy and Hatha Yoga to assist athletes transcend their ego, become engrossed in their task, and experience a state of relaxation. This is of paramount importance for athletes, especially in competitive contexts.

Miller and Kerr (2002) observed that traditional views on performance excellence has been limited to focusing on the physical, psychological, and social elements within the context of athletes' overall health and welfare. As such, it should also be noted that essential life skills such as moral, emotional, spiritual, and intellectual aspects play a significant role in the overall performance and should also be considered.

To enhance skills training in traditional sport psychology consultancy, athletes are often provided with mental preparation tools, especially in competitive contexts. The level of mastery of a mental skill usually depends on the amount of practice and on personal characteristics of athletes.

In order to scientifically prepare for the competition, the specialist must consider the following three steps:

1. first of all, the psychological preparation for the competition must be based on the effects of the basic and specific training, assuming the existence of the psychic qualities, developed at an appropriate level;

2. secondly, in this training the aim is to "grant" the level of general and special psychological training of the athlete to the requirements of the respective competition;

3. Thirdly and most specifically, the preparation for the competition aims at creating specific attitudes (cognitive, effective, volitional) grouped under the term of preparation.

These three characteristics determine the content and methodology of the psychological preparation for the competition, materialized in conditions of competition on the speed of reaction, mastery of emotion, concentration of attention or other qualities required by the special tasks of the athlete's activity. Like physical skills, mental abilities require practice, exercise, training, and so on. Some individuals will learn more easily than others to use their own mental abilities. Before approaching any psychological training methodology, the coach must know perfectly, in relation to his athletes, their personality as well as the motivation or goals pursued by athletes.

In terms of personality, psychologists have tried to measure it in various ways. The most important conclusion of all the studies is that no two people are alike. For the coach, this finding is very important because it means that:

- people will interpret the same information differently;
- people's reactions to the same situation will be different and even more, the same person will react differently in different situations.

Regarding motivation, it should be specified that the basic meaning of the term is the degree of will that an individual gives to achieve his goal. In order to understand what motivation is, one must know in depth what the goals of the individual are. When practicing athletics, individuals pursue different goals.

The most common reasons are:

- to have fun;
- to acquire new skills;
- to enter competitions and win;
- to make friends;
- to be in good physical condition;
- to feel emotion and exaltation.

The coach's ability must be complemented by certain traits, at the aptitude level, called stylistic traits (Dragu, 1996): empathy, sensitivity, affectivity, ability to organize the activity in conditions of open psychosocial field, the art of anticipation that synthesizes the teacher's availability the coach to be permanently creative in terms of the prognostic decision, specific to the management of education by setting clear goals and the potential of the athlete. Athletes need well-defined goals, which are the goals they will set. Setting the exact goals strengthens the motivation and makes the athlete confident in his strength.



In establishing them, the key to success is to focus the athlete's attention on a goal that suits him. If the athlete is not convinced of this, the goals will not be able to motivate and guide his behavior.

It is known that one success leads to another and athletes will get better results if they are helped to experience that success. If the goals cannot be achieved, the athlete has every chance of failing. To be effective, the athlete must consider the object as an achievable goal, but difficult enough to be worth the effort and easy enough to achieve.

In order to approach a competition in optimal conditions, an athlete must have a very good emotional control, ie to be able to control his anxiety. This simply indicates the degree to which an individual is ready to deal with a situation. Regardless of the circumstances, anxiety is always present, even when, due to the very low level, it is not noticeable.

In the face of a competition, the symptoms of anxiety can be classified into anxiety and physiological arousal. Anxiety refers to ideas or imaginations about what might happen in an imminent situation, while physiological arousal is the body's natural preparation and is manifested by sweating, tachycardia, or the present need to urinate.

There are athletes that nothing seems to bother them. They are relaxed and have very low anxiety levels, unlike others whose anxiety levels are very high. Of course, personality influences the way athletes see things and behave in competitions, but through scientific training, anxiety reactions can be kept under control because performance is too high or too low is not as good as at an optimal average level. It may differ from individual to individual or differ, within certain limits, in the same individual depending on the situation. For example, an athlete may be in an ideal situation, in terms of psychological parameters, when the competition in which he takes part takes place on the track on which he usually trains, but he must be careful that his level of anxiety not be too high during a competition in a very important championship, which will take place in an unfamiliar environment.

The performance that is expected to be achieved at a certain competition can be influenced by those achieved at the previous competition or competitions, if the coach does not have the pedagogical mastery to make comparisons and analyzes with positive influences on the mind of the athlete in question.

A special situation, from a psychological point of view, is represented by decathlonists who must understand that decathlon is practically learned, the athlete must know, for example, how to approach a height competition after three more tests or how to

run in the 110m fences, at 8 o'clock in the morning, after a hard night that followed a day in which he competed in only less than five races.

### Conclusions

Thus, it is often found, especially in beginners, that a counter-performance will be followed by a collapse or even an abandonment. Conversely, a good performance, poorly managed psychologically, becomes too euphoric and can cause in the next stage, through a lack of psychological training and concentration, a counter-performance or even a failure.

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