

Assessment of the knowledge of the subjects of the training process about psychological preparation in sports

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Dr. Med., Professor **I.L. Levina**^{1,2}

PhD, Associate Professor **A.A. Artemiev**²

¹Kuzbass Institute of the Federal Penitentiary Service of Russia, Novokuznetsk

²Kuzbass Humanitarian Pedagogical Institute, KemSU, Novokuznetsk

Corresponding author: levina_i@mail.ru

Abstract

Objective of the study was to assess the level of knowledge about the process and content of the psychological preparation of athletes among the subjects of the educational process, including athletes, coaches and parents of athletes.

Methods and structure of the study. An online survey of 195 people was conducted, of which 98 athletes, 35 coaches, 62 parents of young athletes. To conduct the survey, questionnaires were used to identify knowledge about psychological preparation and its content.

Results and conclusions. The survey revealed that the level of formation of ideas of coaches, athletes and parents of young athletes about the content of psychological preparation, ways to control the psychological state of an athlete in the process of training activities, preparation and participation in competitions, is low. Testing of the pre-start state has never been carried out in the majority of the athletes surveyed or was carried out using ineffective methods of suggestion and self-hypnosis, coach's settings and self-orders.

In practice, coaches pay little attention to the issues of goal-setting, familiarization with the tasks and plan of the training cycle, pre-competitive preparation, the composition of the participants in the competition, seconding on the eve of the competition, analysis of the results of the competition. The results of the study actualize the development of a system of psychological preparation for all subjects of the training process, including coaches, athletes and their parents.

Keywords: athlete, psychological preparation, subjects of the educational and training process.

Introduction. The psychological training of athletes is a powerful tool for achieving high results, as well as a means of individualizing the training process [4]. In the course of the psychological preparation of an athlete, the mental qualities necessary for the sport [4], stable professionally important features of perception, attention, emotional and volitional processes [6], psychophysical properties and functional characteristics that ensure effective training and success in competitions [8] develop.

At the same time, the analysis of the literature indicates a lack of attention on the part of the subjects of training activity, including athletes, coaches and parents of young athletes, to this component of sports training [1-6].

There are no studies in the literature devoted to assessing knowledge about the psychological preparation of parents of young athletes. But at the initial stages of sports training, it is the parents who play the leading role in psychological support and assistance to young athletes.

Objective of the study was to assess the level of knowledge about the process and content of the psychological preparation of athletes among the subjects of the educational process, including athletes, coaches and parents of athletes.

Methods and structure of the study. In the course of the work, methods of conversation and questioning were used, in particular, "Questionnaire for revealing knowledge about psychological prepara-



tion" and "Questionnaire for revealing the content of psychological preparation" [7]. 195 people took part in the survey using the online resource bizon365.ru, of which 98 were athletes, 35 were coaches, and 62 were parents of young athletes.

The survey made it possible to assess the level of ideas of the survey participants about the psychological preparation of an athlete and its content.

Results of the study and their discussion. To the question of the first questionnaire, "How important is the psychological preparation of athletes?" the vast majority of respondents (92.3%) answered "very important". This allowed us to assume that the majority of respondents not only have a positive attitude towards this component of sports training, but are also familiar with its structure and content. However, analysis of answers to other questions showed a slightly different situation.

First of all, it turned out that the amount of time allocated for psychological preparation is clearly not enough. This was indicated by 63.6% of respondents. Another 30.7% of respondents doubt that the time spent is enough to prepare the athlete psychologically. And only 5.6% of all respondents consider the time devoted to psychological preparation in the training process to be sufficient. Accordingly, athletes and parents of young athletes are most dissatisfied with this amount of time.

Testing the psychological readiness of an athlete for a competition has never been carried out in 92.8% of respondents. Only six people, of which four coaches and two athletes, indicated the regularity of this procedure before each competition. In the remaining 4.1% of cases, such diagnostics are performed sporadically, from time to time.

To the question "How often is the mental state of an athlete managed during competitions?" 13.8% answered "regularly", 32.8% "sometimes" and more than half - "never".

Only 35.9% of respondents know the signs of an optimal pre-launch state; 32.8% do not know at all, and another 31.3% know approximately.

According to respondents, the most common pre-competition state of an athlete is pre-start fever, which was indicated by 56.9% of respondents. The second place in terms of frequency of occurrence (24.1%) is occupied by prelaunch complacency. Prelaunch apathy occurs in 10.3% of cases. The optimal prelaunch state was found only in 9.3% of cases.

The answers to the question of whether work is carried out before the competition if the athlete experiences an unfavorable pre-start condition were logical. Only 18.9% of the respondents answered this question in the affirmative, among which the parents of young athletes predominated. In this case, 17% indicated episodic work, and the majority of respondents (64.1%) answered that such work is never done!

At the same time, all subjects of the educational and training process have an idea of the means for the athlete to enter the optimal pre-start state. Suggestion (37.9%) and self-orders (32.8%) are used most frequently. Autogenic training is used by about 10% of respondents, and psycho-regulatory training - by just over 7%. About half (40%) of those surveyed use other means (without specifying which ones).

The total score by the sum of answers to the questions of this questionnaire indicates the level of formation of the idea of the athlete's psychological preparation. None of the respondents scored 10 or more points, which indicates the absence of persons among them with a fully formed idea of the psychological preparation of an athlete. 17.4% of the respondents have less than 3 points, which indicates the absence or extreme insufficiency of understanding about this process. For the remaining 82.6% of respondents, the level of ideas about the psychological preparation of an athlete is very mediocre and requires purposeful formation. This is also evidenced by the average score for the entire group - 4.62 ± 0.56 . The lowest value was found in the parents of young athletes - 2.98 ± 0.31 points; athletes - 4.47 ± 0.48 points. Coaches scored higher - 6.21 ± 0.73 points.

Thus, the use of the questionnaire to identify knowledge about psychological preparation showed a very mediocre level of formation of ideas about psychological preparation among coaches, athletes and parents of young athletes.

With the help of the second questionnaire, knowledge of the content of psychological preparation was assessed. According to 100% of respondents, a positive emotional background during direct preparation for competitions predisposes to the fulfillment of the load, increases the desire to train and compete.

More than half of the respondents (58.5%) are sure that the presence of coaches at competitions



has a positive effect on the pre-start condition of athletes. However, 10.8% of them believe that this increases the excitement of the athletes. The remaining 30.7% did not indicate any noticeable impact on the state of the athletes of the presence of a coach at the competition. For all respondents, it is very important that the coach conducts a systematic analysis of competitive activity.

Several questions of this questionnaire related directly to the activities of a coach in the psychological preparation of an athlete, in particular, in matters of goal setting. To the question "Does the coach's setting goals and objectives for this competition matter to you?" only 55.8% of the respondents answered in the affirmative. For the remaining 43.2%, the setting of goals and objectives for the competition by coaches matters only sometimes. But to the question "Does the joint (coach and athlete) goal setting for this competition contribute to the optimization of the pre-launch state?" Already 76.9% answered in the affirmative.

For 79.5% of respondents, familiarization with the plan of training sessions at the stage of pre-competition preparation is not very important. Only 20.5% consider it important for themselves.

Information about the upcoming opponent before going to the start is not important for 56.9% of respondents versus 43.1% for whom this information is very important.

It turned out that familiarization with the referee protocols, the composition of the participants before participating in the competition is not important for 65.6% of the respondents. And only a third of them are interested in such information.

Two more questions related to the impact of difficult relationships with the coach and teammates on the condition of the athlete during pre-competition training. It is natural that for 81.5% of respondents such a situation worsens their attitude to the competition, but for 18.5% it does not have any effect.

Interesting were the answers to the question: "In your opinion, what influence does the feeling of readiness for competitions have on the athlete's attitude?". It turned out that for 10.8% of respondents this feeling leads to a weakening of motivation.

According to 44.1% of respondents, financial incentives increase the motivation of an athlete. At the same time, 24.1% of respondents believe that this has no effect, and another 31.8% - weakens sports motivation.

According to the key of this questionnaire, the number of points scored indicates the quality of the content of the athlete's psychological preparation.

So, if the number of points is 18 or more, this indicates a good content of the athlete's psychological preparation. Among the analyzed questionnaires, only 30.7% of them turned out to be such.

If the number of points is from 10 to 17, then the content content of the athlete's psychological preparation is insufficient. Questionnaires with answers to 10-17 points were 40%.

If the number of points is less than 10, then the content of psychological preparation is extremely insufficient, there are only individual elements of its structure. There were 29.3% of such questionnaires.

Thus, the use of the second questionnaire showed an insufficient level of knowledge about the content of the psychological preparation of an athlete in 70.7% of the respondents.

Conclusions. Despite the understanding of the importance of psychological preparation in sports, the level of formation of ideas about its content, ways of managing the psychological state of an athlete in the process of training activities, preparation and participation in competitions, among coaches, athletes and parents of young athletes is low. One of the possible reasons for this situation is the insufficient amount of time allocated for psychological preparation, which in the vast majority of cases is carried out sporadically or not at all.

Alarming, in our opinion, is the lack of knowledge about the signs of an optimal pre-launch state in the overwhelming number of respondents. Testing of the pre-start state has never been carried out in the majority of the athletes surveyed or was carried out using ineffective methods of suggestion and self-hypnosis, coach's settings and self-orders.

As for the ideas about the content of the psychological preparation of an athlete, the respondents agree on the usefulness of creating a positive emotional background in direct preparation for competitions, as well as a systematic analysis of competitive activity. However, in practice, coaches pay little attention to the issues of goal-setting, familiarization with the tasks and plan of the training cycle, pre-competitive preparation, the composition of the participants in the competition, seconding on the eve of the competition, analysis of the results of the competition. Moreover, for 40% of respondents, the very presence of a coach at competitions is disput-



able from the point of view of the effectiveness of competitive activity.

The results of the study actualize the development of a system of psychological preparation for all subjects of the training process, including coaches, athletes and their parents.

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