



# Psychological and pedagogical support service to martial arts coaches

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PhD, Associate Professor **N.I. Khokhlova**<sup>1</sup>

PhD, Associate Professor **T.A. Rodermel**<sup>1</sup>

<sup>1</sup>Surgut State University, Surgut

Corresponding author: fizkult@teoriya.ru

## Abstract

**Objective of the study** was to assess the specific nature of coaching activities in martial arts as a basis for the development of the psychological and pedagogical support program.

**Methods and structure of the study.** The study was conducted in two stages: 1) definition of the cognitive and emotional components of coaching activities; 2) development of the psychological and pedagogical support program for martial arts coaches. The methods applied during the study were as follows: the Buss-Perry Aggression Questionnaire; the Viability Test (adapted by D.A. Leontiev and E.I. Rasskazova); the C. Riff Psychological Well-being Rating Scale (adapted by T.D. Shevelenkova and P.P. Fesenko). The mathematical and statistical data processing was carried out using the non-parametric Mann-Whitney and Fisher tests.

The specific nature of coaching activities was assessed based on the results of the questionnaire survey of 50 martial arts coaches in kickboxing, hand-to-hand combat, MMA, etc. (21 subjects, hereinafter - Group 1) and coaches in individual sports such as swimming, ski sports, tennis, track and field athletics (29 subjects, hereinafter - Group 2). The survey was conducted in the sports institutions of Surgut, Nizhnevartovsk, Langepas both online and during immediate interaction.

**Results and Conclusion.** Based on the data obtained, the activities of martial arts coaches will be characterized by such aspects as communication problems, a high level of autonomy; the ability to influence others. The support service to martial arts coaches should be focused on building communication processes with athletes and colleagues, finding different ways to resolve conflict situations and increase (mainstream) their self-reflection level.

**Keywords:** *coaching activity, martial arts, psychological factors, goal-setting, aggression.*

**Background.** Modern sports require from its participants maximum physical, mental, and emotional fitness levels. This necessitates a permanent psychological and pedagogical support service to both athletes and coaches. In the field of sports, the support service shall be understood to mean a method that makes it possible to create favorable conditions for the subject to make optimal decisions in various life situations [1, 4, 5].

The psychological and pedagogical support service is based on the unity of four functions: diagnostics of the essence of the problem; identification of the ways to address the problem; development of the problem-resolution process; initial assistance at the plan execution stage [2]. The purpose of psychological support

in sports is to ensure the mental and psychological well-being of athletes and coaches, i.e. to create favorable conditions for the subjects' comprehensive mental development at all stages of their professional journey. «In this regard, the center link of psychological support is psychological preventive measures including: prevention of mental health disorders (reduction of anxiety and aggression among them); prediction of possible deviations in the subjects' becoming within their professional journey; increase of the coaches' resilience» [7, p. 97].

It is customary to distinguish between three types of support: permanent, phased, situational [5]. At the same time, it is particularly important to pay special attention to two coaching activity domains: needs and



motivations formation and operational and technical aspects of training (goals, task, action and operation, control).

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**Results and discussion.** Group 1 was made of the subjects aged 24-53 years whose coaching experience ranged from 3 to 35 years; Group 2 - of the subjects aged 23-49 years whose coaching experience ranged from 3 to 32 years. Given in the table below are the collective test results.

According to the Buss-Perry Aggression Questionnaire, aggression was more pronounced in Group 2 (45% of the respondents were found to have a high level), which differed statistically significantly from Group 1 (Fisher criterion at  $p \leq 0.01$ ). The aggression factor is a marker of difficulties in solving communicative problems as well as in regulating own psycho-emotional state.

To assess the coaches' ability to cope with stressful situations, the C. Riff Psychological Well-being Rating Scale and Viability Test were used. D.A. Leontiev believes that resilience is a generalized personal quality, which makes it possible to cope with stressful situations at an optimal level of working capacity

[3]. Resilience can be seen as a professionally significant characteristic of a coach's personality, enabling to overcome professional difficulties and risks by transforming them into a development situation, while keeping up health and maintaining tolerance to emotional burnout and job satisfaction. Resilience correlates with individual well-being, which includes environmental mastery, self-acceptance, life purpose, positive relations with others, and personality progress. It should be noted that Group 1 was found to have a high level of viability and no low rates. At the same time, 30% of the group subjects had a low level of involvement, and high levels of self-control and risk taking. In Group 2, 10% of the respondents had a low level of resilience, indicating their inability to cope with stressful situations, low levels of involvement and self-control, and a high level of risk taking. It should be noted that both groups were characterized by the low levels of involvement, passivity, poor fixation on personality progress (lack of personal development, lack of interest in life), and average level of stress tolerance.

**Table 1. Mean group values (in points)**

Methods	Group 1	Group 2
<b>The Buss-Perry Aggression Questionnaire</b>		
Physical aggression scale	23.7	30.5
Anger scale	14.7	22.7
Hostility scale	13.5	25.2
<b>The C. Riff Psychological Well-being Rating Scale</b>		
Positive relations scale	68.2	63.7
Individual autonomy scale	71.5	63.7
Environmental mastery scale	73.7	62.4
Personality progress scale	52.7	51.9
Life purpose scale	50.4	48.3
Self-acceptance scale	57.2	59.2
<b>The Viability Test</b>		
Viability scale	80.2	68.6
Involvement scale	28.8	27.6
Self-control scale	36.8	23.4
Risk taking scale	18	17.5

According to the data correlation analysis, the psychological and pedagogical factors that drive coaching activities in martial arts, as opposed to those of coaches in individual sports, would be characterized by such aspects as: high degree of difficulties in building positive relations with others (46.6% of the respondents, which differed statistically significantly from Group 2 according to Fisher's criterion -  $p \leq 0.05$ ); high level of coaches' autonomy (40% of the respondents, which differed statistically significant from Group 2 accord-



ing to Fisher's criterion -  $p \leq 0.05$ ); pronouncement of indicators on the Environmental Mastery scale (59.4% of the respondents, which differed statistically significantly from Group 2 according to Fisher's criterion -  $p \leq 0.01$ ). Among the common factors contributing to the activity of coaches in martial arts and individual sports were: poor fixation on personality progress (lack of personal development, lack of interest in life) - 50% and 60% in Group 1 and 2, respectively; low level of involvement - 20% and 40% in Groups 1 and 2, respectively.

Therefore, the support service to martial arts coaches should be focused on building communication processes with athletes and colleagues, as well as on finding different ways to resolve conflict situations [6]. Given the high level of autonomy of martial arts coaches, consideration should be given to the increase (mainstreaming) of their self-reflection level.

Within the framework of the psychological and pedagogical activities coaches, we designed a development course (8-10 meetings, 2 hours each) consisting of several thematic clusters. Subjects: 1) Types of martial arts. History of martial arts. Philosophy of martial arts; 2) Image of a modern coach - a mentor and a trainee; 3) Perspective planning of trainees' personal development and sports activities; 4) Psychological and pedagogical components of training activities.

In the process of course implementation, relationships with coaches are built up. At the same time they can act as experts of coaching activity and mentors to younger coaches, performing the only task – to teach others. It is important to identify the most important issues in order to discuss them further and find a solution. Then follows a long-term planning, which is important to develop a goal-setting system, first by the example of the coach's personality and his activities, and then by the example of the athlete's personality and activities. Special attention is paid to the coach's psychological portrait: analysis of his strengths and weaknesses based on the examination of archetypes in the context of psychoanalytic theory (K. Jung), creation of a real and ideal image of a coach. What is important in adjusting the ideal image are the teamwork methods (analysis of unusual situations in the training process, films, experimental research, survey

of athletes), resolution of conflict situations from the perspective of different roles, for example, in the logic of a transactional analysis (E. Bern), and actualization in psychology and martial arts of the system of methods that enable to normalize coaches' emotional state in stressful situations. It is important to emphasize the participants' attention on the philosophical context of martial arts. At the end of the course, a briefing is organized and a situation analysis (video episodes filmed by each course participant) is carried out during a training session.

**Conclusion.** Based on the data obtained, the activities of martial arts coaches will be characterized by such aspects as: communication problems, a high level of autonomy; the ability to influence others. The support service to martial arts coaches should be focused on building communication processes with athletes and colleagues, finding different ways to resolve conflict situations and increase (mainstream) their self-reflection level.

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