



PÉCSI TUDOMÁNYEGYETEM
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR

Sports psychology III.

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Children in sports



What is the goal?

- child's / parent's / coach's goal-
COOPERATION
- open communication, setting goals, clarifying questions
- what is needed? what do I decide? And why?
- transparency, clear boundaries
- opportunity to motivate

Should children already push themselves to the maximum?



false conception of victory (Martens, 1978)

- friendliness, and generosity towards the opponent = weakness
- joy = lack of competitive spirit
- execution of coaching instruction, that gives „unfair advantages“
- encouragement of substance use
- victory is more important than anything – friends, family, confidence, other skills, health, proper self-esteem

BUT! goal:
!health- physical and
personal
development!

-> *everything else (also victory!)-
secondary*

-> *focus: gathering experience*



Benefits of youth sports

- development of sports skills
 - establishment of the foundations of a healthy lifestyle
 - psychological skills such as discipline, respect, competitiveness, cooperation, confidence
 - youth sport = social activity -> new friends + parents can also join
 - **FUN!**
 - **Smoll, 1998- motivational goals of young athletes**
 1. fun, joy
 2. skills development, learning new skills
 3. excitement
 4. time spent with friends, making new ones
 5. success, victory
- > **COLLABORATION (parents- child- coach)**

Benefits	Disadvantages
development of right skills	development of wrong skills
improvement of endurance	injury, illness
learning the right strategies, rules, tactics	learning and applying incorrect rules, strategies, tactics
fair play, respect and compliance with rules	unrealistic or negative self-esteem
realistic and positive self-esteem	distorted: self-, body image, self-awareness
self-awareness	turning away from sports
realistic body image, body awareness	incorrect use of rules in order to win
long-term sports motivation	lack of enjoyment, fear of failure
enjoyment	harmful social skills, psychological vulnerability
improvement of personal, social, and psychological skills	loss of time that could be spent on other activities

Erikson (1991)- stages of psychosocial development



1. Infancy (0-1 year)	trust-mistrust
2. Early childhood (1-3 y)	autonomy- shame/doubt
3. Play age (3-6 y)	initiative-guilt
4. School age (6 -11 y)	industry (performance) – inferiority
5. Adolescence (12-18 y)	identity – role confusion

<https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Sports psychologist- children I.

Application:

- **competition anxiety** - before the performance situation
- **psychosomatic symptoms**- e.g. head- / stomach ache
- **attention problems, lack of concentration**- distraction, freezing after instruction
- **adolescents acting out** impulsive actions, behaviours
- **nail-biting**- anxiety, frustration - action visible, motivation behind it not conscious -e.g. trying to meet others' expectations
- **enuresis**- anxiety
- **tics, stuttering**- behind it: often conflict with the environment, suppressed anger
- **eating disorders**- especially athletes competing in weight categories are at risk!
- **sleep problems**- e.g. poor sleep quality before competition

Sports psychologist- children II.

- communication** with parents, coaches
- first steps- **consultation with the parents**
- clarification of the **framework**- parents, coaches, child
- feedback!**- **confidentiality**
- child's symptoms = family's symptoms**
 1. diagnostic stage- define the most important psychological factors
 2. consultation - collaborative work



An aerial photograph of a soccer field with white boundary lines. Several players in various colored jerseys are scattered across the field. The text "Team sports" is written in a large, white, sans-serif font in the center of the image, partially overlapping a white circle that is centered on the field's center circle.

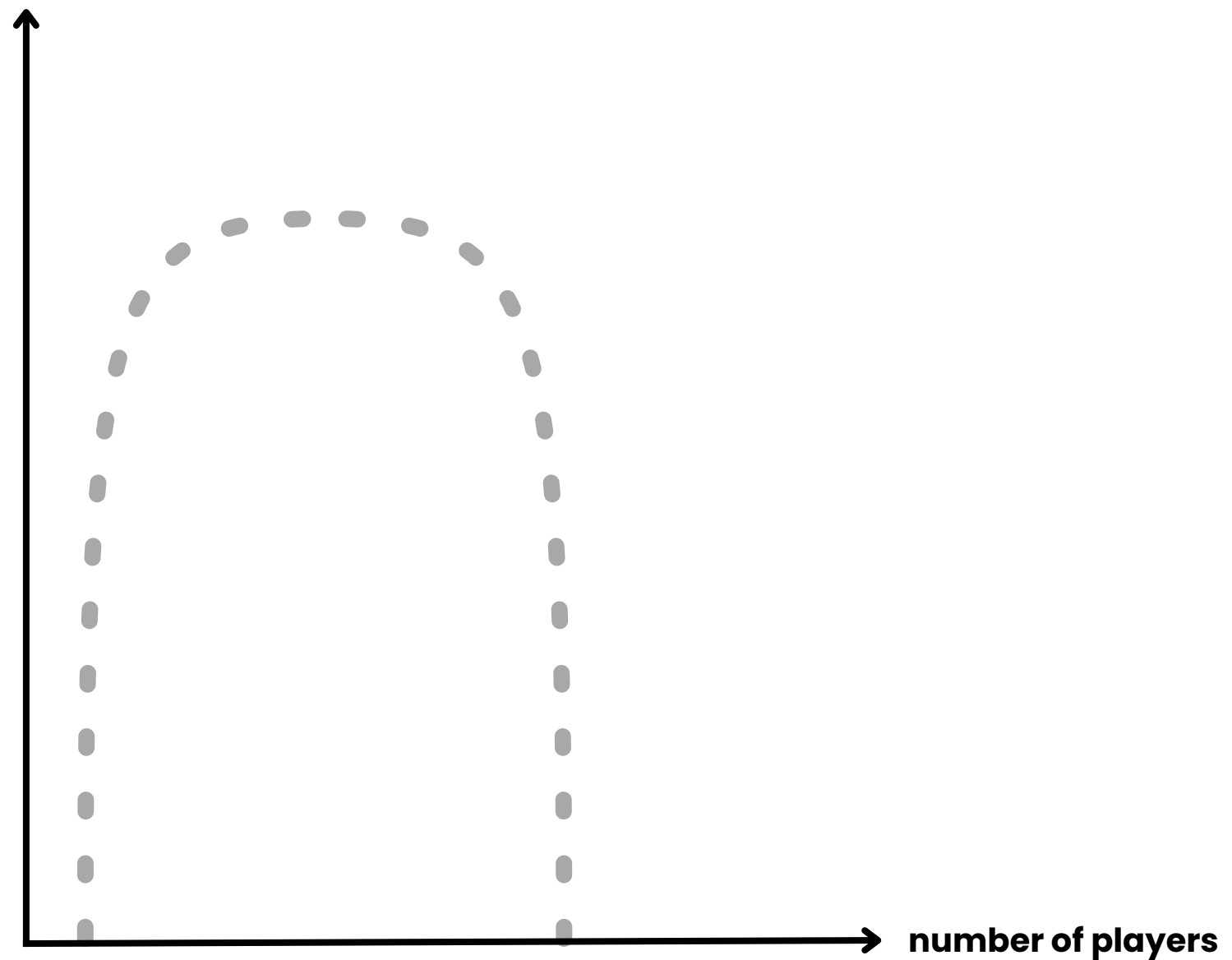
Team sports

Team as a whole

- physically **near** to each other within the team- connection, **distancing** from others - **increases the sense of belonging to the group** (at the organizational level: logo, symbol, uniform etc.)
- group **dynamics, cohesion**-> how **successful** the team
- **individual achievements <-> group**
- psychologist: team collaboration, performance optimization
- number of members: What is good, many or few?



Wildmeyer et al. (Gill, 2000): performance



few: more opportunity: playing time, experiencing; less chance of group conflict, decreased positional battles BUT! difficult replaceability

more: safety (injury/ illness), internal conflicts, maximum training sessions, more participation -> promotes healthy competitive spirit but! fear, uncertainty -> does not promote cohesion - communication is difficult!

In a team...

- **successful** players- communication and cohesion are stronger > less successful individuals/teams
- **leader**: at least one is always needed! but multiple- for different roles

leader's personality: charismatic, directive, open to learning and reactive to the players

leader's behaviour - what is advantageous in one situation is inhibiting in another

(e.g. generally positive if he listens, asks for the team members' opinions - democratic style, but! in crucial situations (competition) - looks like uncertain, indecisive - authoritarian behaviour is more advantageous.)





In a team...

- **Position:** generally clear (coach, positions)
- **Norm:** stable, long-term; persist across generations (Jacobs and Campbell, 1961); negative norm e.g. offensive behaviour towards external individuals or teams; lack of trust in the team- for a long time, active steps are needed to stop it
positive norm: leader accepts it, others also (rare)-
questioning the coach's decision?
- **Role:** expected behaviour. E.g. coach = training athletes, working on strategies, and tactics, organizing tasks, communicating with parents, media, and audience.

- **Role: formal- informal** (Mabry, Barnes, 1980) e.g. formal: captain of the team; informal: the result of the communication within the team: social leader, "clown"
- **Role-clarity:** individuals understand their roles, and accept them = role adoption, to the best of their abilities, they try to meet these (role performance), and group efficiency improves (Schriesheim, 1980)

BUT! often it is not clear. . e.g., a team captain does not know what informal tasks- formal tasks for example shaking hands with the referee <-> forgetting to communicate with the team - tasks are not described, or precise, they vary everywhere.

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Thank you!



potecho: PTE509



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Literature

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