The role of motivational and affective factors in optimizing sports performance

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Abstract

The two aspects of work, motivation and affectivity in the training process will be found in the experiment, trying to contribute to a training process conducted scientifically. The purpose of this research is oriented towards knowledge factor motivational psychological and emotional aspect of children new to the game of football practice and how these factors contribute to optimizing sports performance. Research results will be checked and entered in the training process, specifically as an original contribution made in football performance. Applying the model centered on controlling affective and motivational factors leading to high sports results for subjects undergoing research.

Problem Statement

Requirements to obtain great performance, the need for direct confrontation, prestige, resulting in remarkable achievements of all participants in major sports competitions. The competition is formidable and wish all those competing seeking means changing strategies and resources, surprising to optimize sports performance. On this basis the athletes and spectators to experience the same emotions, seeking together to achieve personal and team satisfaction.

Deep knowledge of the physical, mental and social training of athletes in the sport during each performance, allows the teacher to develop training programs appropriate level of performance. The two research subject, motivation and affectivity in the training process, contribute to a process conducted in a scientific training, are priorities of the psychological preparation of athletes.

Purpose of Study

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The purpose of this research is oriented towards knowledge factor motivational psychological and affective aspect of children new to the game of football practice and how these factors contribute to optimizing sports performance. Motivations and affection is different for each individual, but for the training process is to create a team where each of the components may wish to make their intended purpose, winning competitions and at the same time achieving a balance of each and all combined. It is known that during the training process are not all motivated and keen affection for the club, coach and colleagues will be in high performance sport. Some leave and others come, until the coach fails to make a homogeneous team, physically and mentally prepared to accede to the great performance.

The contribution of this paper is in preparation, implementation and use of training programs focused on the psychological model based on motivational and emotional factors that will optimize the training process the children start practicing football game and the development and reasoning methodology specific training children and juniors from the base table football performance.

Methods.

Research was conducted at a group of children begin to practice the game of football, and was to develop customized training programs to age and period of training a priority role it had motivational and affective factors. Means of operation have been adapted and assayed according to the age and education of children and in full accordance with the structure of the game of football motor echelon training of children. Research methods used were: bibliographic study method (the study of works of literature and interdisciplinary with a high applicability to the topic under research), observation (in games and training); experiment (conducted during a competitive year); statistical and mathematical.

Findings and Results

Practical engagement forms motivational and affective factors in the football game consisted of: training lessons modeled, in which tasks players are similar to official games (arbitration hostile atmosphere, coach behavior, equipment, rules, etc. bench.); training lessons held under stress the psychological demands are high intensity nerve - to solve new tasks under time pressure and confined spaces, tactical outnumbered, held training classes as a race or contest.

During the research program to achieve motivational factors had the following structure (Table 1):

| No. | Operational objectives | Means used                          | Rhythms / Dosage | Indications methodological          | Representations          |
|-----|------------------------|-------------------------------------|------------------|------------------------------------|--------------------------|
| 1.  | Social integration (ambition) | Games as a preparatory race       | Permanently      | Respect the game, with emphasis on combativity | Viewing sports competitions |
| 2.  | Escape the monotony    | Games of attention                  | The introductory part of the lesson | Complementary exercises, diversified | Previous sensory evoked mental representation |
| 3.  | Creativity and self-realization | Games with disabilities             | Depending on the theme | Solving new situations, satisfaction of success | Video Viewing and analysis |
| 4.  | Emulation              | Games as competition                | Permanently      | Means adapted features teams of similar values | Previous perceptions, views |

Timetable of the factors affecting the course of the research was structured (Table 2):
Table 2. Timetable of the affective factors

| No. | Operational objectives | Means used                        | Rhythms / Dosage | Indications methodological                                      | Representations                  |
|-----|------------------------|-----------------------------------|------------------|-----------------------------------------------------------------|----------------------------------|
| 1.  | Sentiments             | Exercises for couples of players  | Permanently      | Stimulating faculty of feeling, knowledge assessment            | Analysis and discussion before and after training |
| 2.  | Passion                | Mobilizing exercises, highly attractive | Permanently | Communication positive for correct execution                     | Communications, video              |
| 3.  | Preference             | Means sports development aspirations | Permanently | Stimulating the right actions                                     | Analysis and introspection          |
| 4.  | Emotional balance and stress resistance | Games with disabilities | During games as competition | Creating improper conditions of work | Simulation of disturbance          |

Research results have been checked and entered in the training process, specifically as an original contribution made in football performance limits where all factors contributing to a capacity increase performance and skill permanently. In the process of training and transfers were made positive vertical and horizontal. Horizontal transfers were made especially in specific motility as indicators of research subjects have significantly improved the final components of the experimental group. Transfers were made vertically through the side effects that occurred on other categories of aims of the educational process. Thus, for example, achieved the objectives of force indicators were positively impacted due to the efforts of will is taking a toll on other motor skills, speed and resistance respectively, and especially effective positive motivational factors moved vertically on all affective states imposed practice a proper game of football.

After running the experiment conducted by us, we highlight the behavior of subjects undergoing research and directional motivation stimulating role as an essential feature of sports training, which is mainly due to the specific attitude of the child in the race.

Once known physical features of each sport, should their confrontation with the specific demands of playing football, summarized as psychological monographs and specific analysis of the game.

These monographs and psychological analysis by industry form the basis of generalization sports coaches and sports leaders experience and qualities based on the experimental study of high-performance athletes.

Application of a training program focused on the psychological model (based on motivational and affective factors) obviously leads to increased learning speed and efficiency of training. In this respect, as a result of a survey can shape psychological dimensions of the model based on effective motivational and affective factors in the training programs implemented in practice.

Conclusion and recommendations

Complex of needs is a motivational and pedagogical untapped resource in the initiation into the sport. This resource has a amplifier of the scale of mental and psycho-motor learners, respectively, activation, awareness, arousing interest concerns auto telic transformation in extrinsic motivation intrinsic motivation, etc.

Psychological profile to be compared with the profile "model" which summarizes the highest requirements of the football game to determine the level of skills and attitudes of its qualities, the extent to which they have developed and the features, weak or negative to be corrected or eliminated.

Training in children selected for the game of football, should be based on early identification of the corresponding initial selection requirements where to find qualities, skills, abilities, predispositions somatic, functional, motor, mental, including the assessment tests and standards required performance at different ages. Applying the model centered on controlling affective and motivational factors leading to high sports results for subjects undergoing research.
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