

## The Application of Questionnaire on Reflection in Sport

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**Abstract.** The article substantiates new approaches to the study of factors that determine success in sport. The central position of new approach is given to social rather than psycho-physiological characteristics of athletes. In this regard, the study of reflection of athletes is at the leading edge. The purpose of the research was to develop and test the questionnaire on studying of reflection of athletes. The girls who are the members of the team of Major League in mini-football participated in the research. In total 15 girls footballers were involved in the research. It is proved that the application of the questionnaire on reflection can stimulate the athletes to understand their goals, strengths or weaknesses in the preparation and performance in the competitions, their motives and long-term perspectives of sport activities. The application of the questionnaire also allows coaches to obtain necessary information in order to build optimal relationships with athletes and team management, which is ultimately a factor of athletes' success. Further researches on this issue are related to the study of conditions providing the development of reflection of athletes at different stages of sport career.

### Introduction

The problem of studying reflection in sport is obviously paid insufficient attention. The reason of this, in our opinion, originated in the 1980s that the personality characteristics of athletes were first studied in psychology, such as temper and mental state, whether they contributed the successful athletes' performance in competitions. In the focus of sport psychologists, the researches on the development of self-regulation were dominant, which were oriented to the regulation of psychic state of athletes in stress-competitive conditions [1, 2].

In a long period of time, the methods of psychological diagnosis and the training program of exercise psychological adjustment have been developed, and a psychological preparation system based on personality characteristics, psychological process and psychological state model has been established [3].

Accomplished work in a certain extent has contributed to the transformation of sport psychology into a practical discipline. However, this approach did not solve the main problem of sport – preparation of athletes to successful and stable performances in the competitions. Due to this, psychologists had to change the direction of their researches, with slightly different views on athletes and their mental work methods.

Thus, new approach was based on the perception of athlete rather than on a set of positive and negative characteristics which contribute to or complicate the performance of athletes in the competitions, but as an integral personality, that is a personality with motivation, goals, attitudes, and the ability to act independently, including solving their psychological problems, displaying activities and adjusting themselves at will [4, 5].

Beyond that, it was proved that psychoregulating training (mental training) is impossible to solve the problem of comprehensively measuring athletes' success during the competitions. The reason is that it is directed to a greater extent to the regulation of vegetative systems of organism, psychic processes and states, without affecting the motivation, attitudes and goals of athletes, which are the main determinates of athletes' successfulness [6, 7].

Consequently, since new approach in sport psychology is heading for research frontiers, the reflection of athletes can provide the ability of athletes to conscious actions and attitudes in sport.

On the basis of analysis of philosophical and psychological literature, we understand the

reflection as a kind of research act directed by a person to himself as a subject of vital activity.

Scientists believe that reflection is related to self-regulation of behavior, consciousness, subject's estimation of their behavior. Simultaneously the number of authors consider reflection as a mechanism of influence on oneself with subsequent change and coordination of one's activity, emotions, thoughts in accordance with one's value-semantic bases [8,9].

S.L. Rubinstein defined reflection as a person's ability to observe things from the outside, spiritually transcending the limits of the immediate life process [10].

All of the above allows to consider reflection as one of the sides of self-consciousness. The ability of a person to see himself from different positions allows for a more adequate estimation of the existing situation and to initiate action.

The role of reflection can be concluded as follows: it depends entirely on the arbitrary activity of the personality which provides the conditions for the achievement of goals accepted by athletes.

It can be considered that in a certain extent reflection is an important factor in creating those value-semantic formations that provide a stable and sustainable personality in a certain activity, in our case, in sport activity.

Conducted theoretical analysis has demonstrated the importance of studying reflection, on the one hand, and insufficient development of questionnaires for studying athletes' reflection, on the other hand.

Based on the above, the purpose of the study was determined: to develop a questionnaire for studying athletes' reflection and explore the possibilities of its application in coaches' work with a women football team.

## **Research Methods and Organization**

In the research, the girls who are the members of the team of Major League in mini-football participated in the survey. In total 15 girls footballers were involved in the research.

In order to study and reflect, a questionnaire was compiled, including 4 basic questions and 20 clarifying questions, each 5 questions correspond to each basic question. The basic questions that girls should answer are as follows: "What do I want? What can I do? Am I ready to do the things to transform I can to I want? What am I doing for this?"

The questionnaire was developed to determine the girls' attitude to sport activity, to determine their estimates of the capabilities and abilities, and also personal readiness to solve problems and difficulties which appear in the process of sport activity. Thus, answering the questions, the athletes could understand and reflect the peculiarities of their activity.

All the answers in accordance with ethical requirements were analyzed by inductive and deductive methods.

## **Results and Consideration**

We need to consider the results obtained in the basic analysis process and clarify the problem through our questionnaire.

For the first question "What do I want to achieve doing sport?" 80% of the girls replied that they wanted to achieve high sport results, 20% wanted to get pleasure from the process of training.

This data should be taken into account by the coach because in first case athletes are motivated to achieve high results, and the main task of a coach is to convince the athletes in the possibility of achieving these results. And for this the coach should formulate specific work plans for each athlete and provide the necessary means for him to achieve the established goals.

In the second case, participation in sports is enough for the athletes, and the result is not crucial to them, so it can be assumed that they will not be always ready to show effort in training and competitions because the result is not sufficiently important for them.

For the second question "What can I do?", which is understood as the estimate by the athletes of their technical and physical characteristics, only 3 people answered affirmatively. The rest 12 people felt they did not have enough faith in their strengths and ability to achieve those results that

they would like to achieve.

The complexity of the situation is that, firstly, if an athlete thinks that his level of technical and physical parameters is insufficient to achieve high results, his motivation may not be very high to solve stated goal because his desire diverges to his estimate of abilities to achieve stated goal.

Therefore, the coach in this situation should specify what can help athletes solve this problem, determine the criteria for evaluating the effectiveness of athlete's activity, and formulate the short- and long-term goals of improving sport mastery.

Herewith the coach should convince the athletes that low level or physical and technical parameter is related to the lack of experience or insufficient level of conducted training work, but not to their abilities. This is more likely because 90% of these athletes believe that they have enough will to overcome the appeared difficulties.

During the work with the second group, the main focus of a coach's job is to make sure that players recognize that besides fun, they have responsibilities for the team and the coach, so with them it could be concluded the contract with mutual obligations for a specific period of time, for example, for a year, which can be prolonged by mutual agreement.

For the third question "What should I do to achieve my goal?" 75% of athletes answered that they had to be prepared for all the workload, but at the same time 25% noted that they were prepared to train based on their abilities (here it affects the fact that many athletes combine sport with learning, and also work), and exactly these athletes showed not high level of motivation to the achievement the high sport results.

In the case when the coach is faced with an objective situation in which an athlete is unable to complete the training load, he should search for a compromise with athletes and give them the opportunity to train on an individual schedule, in this case, all athletes in the team will know that the preparation of all players is performed in full measure, so there will be a higher motivation both in the trainings and in the competitions.

The interesting information we received on such clarifying questions is "What will I do in order to I want transforms into real I am doing?"

A positive aspect is that 80% of the athletes believed that they were responsible for the performance, only 20% believed that it depended not only on themselves, but also on the coach.

It is very important for the coach to take into account such a controversial fact that 90% of the athletes think they should know and understand what they need to do for achieving high results, but only 10% of the athletes consider it necessary to take part in the planning of training work, the rest hold an opinion that the training plan and process can be adjusted.

It indicates that the athletes do not want to be merely performers, but active participants in the performance of training work.

For the forth question "Is an athlete ready to subjugate his life to the achievement of high sport results for a period of 2-3 years based on the preparation to the championship in Russia and the championship in Europe?", only one of the girls athletes answered affirmatively. This question was raised in order to understand in what extent the level of girls' motivation is limited by sport. The results showed that for this team the motivation is not sufficiently high, this is due to the fact that many athletes are students who study and set for themselves professional and family goals as the most significant. The coach who works with this team should take this fact into account in his work, and he should build relationships with the athletes in the way that sport activities are not obstacle to their success in other areas of activity. In this case the coach can save the players and develop their potential, otherwise the excessive requirements to the players can lead to the breakup of the team.

Therefore, after answering the clarifying questions, it was discovered that only 10% of the athletes were ready to leave sport if it became a burden for them, the rest did not know how they would act in this situation (30%) or continue the sport activities. Although most of the athletes do not build long-term plans in sport, sport has become an essential part of their present and likely future life. So the coach has every reason to count on sufficiently long-term cooperation with these athletes.

## Conclusion

The change of views in sport psychology is related to the perception of athletes as personalities who have certain social motives and attitudes, because athletes are at the forefront of their ability to reflect their activities.

In this regard, the questionnaire developed by us for athletes that reflect their sport activity and themselves in this process allows, on the one hand, to develop reflection on athletes and, on the other hand, to help the coach better understand athletes' motivations and goals which are the basis of sport activities, understand how athletes perceive themselves in sport, what is behind their goals that they set for a specific period of time, and consequently correctly build their relationships with certain athletes and more successfully manage sport collective which is ultimately a factor of team's success and coach's work.

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