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FEATURES OF THE WORK OF A SPORTS PSYCHOLOGIST WITH COACHES, ATHLETES AND PARENTS OF ATHLETES

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Abstract. Modern sport is focused on early specialization, especially hockey. In this regard the work of a psychologist with coaches, parents and young hockey players is essential. Coaches often face with the fact that parents of young athletes are more motivated on sport than children themselves. So it is difficult for coaches to build relationship with parents. The process of raising successful children in sports is complex so many parents have many questions about how to help children reach their potential in sports. In report will be presented the survey data of coaches, parents and young athletes, which can help sports psychologist better understand and plan work with all the participants in sports activities. As part of report it will be considered the requests of trainers to a psychologist, as well as will be given an example of working with parents in order to prevent aggressive behavior in children. We will also consider the areas of psychological work with young hockey players. A program of classes with parents and directions of psychological work with young hockey players are presented.

Keywords: psychology of children's and youth sports, psychological literacy, «coach-athlete-athlete's parents», aggression and aggressiveness, plan of work with athletes' parents.

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ОСОБЕННОСТИ РАБОТЫ СПОРТИВНОГО ПСИХОЛОГА С ТРЕНЕРАМИ, СПОРТСМЕНАМИ И РОДИТЕЛЯМИ СПОРТСМЕНОВ

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Аннотация. Современный спорт предполагает раннюю специализацию, особенно это касается хоккея. В связи с этим важным направлением является работа спортивного психолога с тренерами, родителями и юными хоккеистами. Тренерский состав часто сталкивается с тем, что родители юных спортсменов более мотивированы, чем сами дети. Тренерам зачастую трудно выстроить отношения с родителями и влиять через них на процесс воспитания юных спортсменов. В статье был оценен опыт работы спортивного психолога с тренерами по хоккею. Результаты анкетирования послужили ориентиром для планирования дальнейшей работы спортивного психолога. Что касается родителей, то процесс воспитания успешных детей в спорте сложен, у многих родителей возникает много вопросов, как помочь детям раскрыть свой потенциал в спорте. В статье рассмотрены запросы тренеров к психологу, а также примеры работы с родителями по профилактике агрессивного поведения детей. Рассмотрены результаты анкетирования юных спортсменов, по результатам которых проводится работа с тренерами и родителями. Представлена программа занятий с родителями и направления психологической работы с юными хоккеистами.

Ключевые слова: психология детско-юношеского спорта, психологическая грамотность, «тренер-спортсмен-родители спортсмена», агрессия и агрессивность, план работы с родителями спортсменов.

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Introduction. In children's and youth sports, there is a great need for high-quality psychological and pedagogical support for coaches, young hockey players and their parents [6, 8, 10, 11, 14]. It is often difficult for coaches to build relationships with parents and influence the process of educating young athletes through them. Coaches are often faced with the fact that the parents of young athletes are more motivated than the children themselves. As for parents, the process of raising successful children in sports is complex; many parents have many questions, in particular, how to help children reach their potential in sports.

On the one hand, the parents of hockey players are the main inspirers and support in children's sports, and on the other hand, this creates big problems [5, 6, 7, 11, 12]. It is important to realize that support for a young athlete will be effective when it is unconditional and does not depend on the results of his performance [2, 14]. When a novice athlete realizes that he will not, under any circumstances, lose the love and support of adults, their perception of defeat will not be associated with collapse or tragedy.

In most works of sports psychologists, it is concluded that it is necessary to harmonize the relationship in the system «coach-athlete-athlete's parents» and carry out in terms of their communicative culture and psychological literacy [5, 8, 10, 12, 14]. The purpose of the study is to study the features of the work of a sports psychologist with coaches, athletes and their parents.

Method. In order to better understand how a sports psychologist can work with coaches, athletes and their parents, I conducted a survey.

My recent survey assessed the experience of 40 hockey coaches, who regularly communicated with a sports psychologist. The results of the questionnaire are a guideline for planning the future work of a sports psychologist. The results of the questionnaire are a guideline for planning the future work of a sports psychologist. I will present the data of a questionnaire in which ice hockey coaches ($n = 40$), working with athletes aged 5 to 21. Coaches' work experience ranged from 2 to 40 years.

Results of the study and their discussion.

The results of the survey are a guideline for planning the further work of a sports psychologist.

When asked what are the results of your experience with a psychologist, the following answers were received: 42 % have positive experience of working with a sports psychologist, 20 % negative and 18 % of respondents said that they did not have any impact from an interaction with a sport psychologist.

When asked «For how long (months, years) does a sports psychologist work in a sports team?» – 79.3 % of coaches said that sport psychologist work with a psychologist from one month to several years 20.7 % answered that less than one month.

When asked: «What do you see as a positive influence working of a sports psychologist?». The answers were arranged as follows: 55.1 % indicated an improvement in the psychological climate in the team, 28.6 % noted the arrangement and usage of a psychology room, 10.3 % of coaches received some assistance in resolving conflict situations with parents of young athletes.

When asked «In what way is it advisable for a psychologist to work in a sports school or a team?», three answers were presented: «yes», «no», «he only interferes with the work of the coach». 95 % of the respondents answered positively.

Consequently, a large number of coaches understand the need to maintain positive psychological climate in the team and the psychological well-being of young athletes.

When asked «What tasks, in your opinion, should a sports psychologist solve?» – 40.7 % of respondents answered that it is necessary to increase motivation for the training process, improve the relationship between the coach and the athlete, 24.6 % reveal the positive qualities of the wards, self-confidence, 20 % conduct psychological preparation for competitions, a significant tournament, 14.7 % development of stress resistance of an athlete, the psychology of a winner.

When answering the following question: «What priorities should sport psychologists have when working with a team?», 59 % of coaches said that psychologists should provide individual support; 23.6 % team testing, 17.4 % suggested psychological skills trainings, and 14.2 % conversations and regular meetings with teams.

When answering the question: «What component of training allows an athlete to achieve success?», 72 % of coaches replied that all types of training are important, 15 % emphasize the technical training, and 13 % point to the importance of physical training.

I want to comment on why some coaches consider physical preparation to be important. It was previously believed that if an athlete is physically strong, then he does not need any psychology. Some coaches thought that sport psychology is required only by weakest players. Most coaches considered that all types of training are important. Therefore, they are aware that sports success consists not only of the physical, technical, tactical, but also the psychological preparation of the athlete.

When answering the question: «What 3 qualities should a perfect psychologist have to be effective?», 38 % of coaches replied:

- the most important qualities of a psychologist are: good manners, professionalism, judgement-free approach;
- secondly: qualities as the ability to establish psychological contact, love for life, children, communication skills;
- thirdly: such qualities as objectivity, a sense of empathy, knowledge of the specifics of sports, stress resistance. Some of the respondents believed that psychologists also needed such qualities as the ability to work in a team, and self-confidence.

When we asked the question: «Whom should a sports psychologist work with?» –61 % of coaches answered only with athletes, 28 % with parents of athletes; 11 % with coaches only. In the opinion of the coaches, it has become much more complicated to work with parents rather they athletes themselves. According to the coaches, the parents of young athletes are more motivated than the children themselves. This is due to the fact that:

- firstly, parents are the initiators of hockey lessons (almost 100 % of preschool and primary school age);
- secondly, the commercial component of children's sports (parents buy the most expensive equipment for children almost from start, and the program «How to Conceive a Successful Hockey Player» will soon begin to work). All this creates serious problems in the preparation and development of a gifted athlete.

The work of a sports psychologist is closely connected not only with the work of coaches, but also with the work of the parents of young athletes. The importance of working with the parents of young hockey players is related to the request from the coaches. According to the coaching staff, it has become more difficult to work not so much with athletes as with their parents. About 5 years ago, parents brought their children to a consultation and worried that the coach would not know about it. And now, more and more often, coaches began to advise their wards to work with a psychologist.

The importance of working with the parents of young hockey players is related to the requests from the coaches. Here is one real example when parents have unrealistic expectations about their children's results.

Case 1. A mom of an 8 years old boy Ruslan. Hockey club «Ak Bars». In hockey since 5 years old.

Inquiry. When will my husband and I see the result? We have invested so much in the child... When training, the child is a «king», during the competition he gets stiff and tight. Diagnostics. Projective methods (drawing), questioning of children. In youth sports, the role of parents cannot be overestimated. Parents play a key role in the development of a young hockey player. They are the first fans and, unfortunately, the first judges. In the course of work with the parents of the athlete, it was revealed that parents had unrealistic expectation of sports results. They were trying to realize their ambitions and unfulfilled dreams through a child. It was explained where the 8-year-old hockey player gets fears from? It all starts at home. When a child goes out on the ice, he is stiff because he is afraid not to meet the expectations of his parents. In the case of Ruslan, it was important for parents to be honest with themselves.

During the consultation, I emphasize that parents need to be a safety cushion while remaining mom and dad, providing motivation, emotional support and love for their child.

The disclosure of the potential of a young athlete is influenced not only by interactions with a coach, but also by parent-child relationships.

Case 2: Aggression of children. Emotional support in the family.

Recently, the facts of child cruelty and aggression in sports have become more frequent. Aggressive tendencies are formed long before a child enters sports. The origins of childhood aggression and aggressiveness should be found in the way they were brought up by their parents in the first years of life.

Long-term observations of young hockey players of senior preschool (3–7 years old) and primary school age have shown how many children are aggressive towards their peers on the team. An immature child's psyche is not able to cope with negative influences without competent help from adults.

The problem of parent-child relations and their influence on the development of the child has been repeatedly considered in the works of domestic and foreign psychologists and psychotherapists D. Vinnikot, Spivakovskaya, A. I. Zakharov, A. E. Lichko [2, 3, 4, 9].

As D. I. Feldstein, the problem of relations between adults and children is currently acquiring particular urgency and significance [13].

The purpose of my work is to study the causes of aggression, aggressiveness and the influence of parent-child relationships on the mutual relations of young hockey players in a sports team. The method of obtaining feedback – «Hedgehog» was used. This methodology is aimed at studying the aggression of young athletes through receiving feedback by immersion in a fairy tale. The technique is based on M. Plyatskovsky's fairy tale «The Hedgehog».

Getting feedback from young hockey players also begins with the fact that a sports psychologist invites the children to listen to an interesting story told by one little hedgehog. After that, the children are invited to

answer questions, according to the results of which it is possible to track the tendency of aggressive behavior of young athletes in the team.

All questions of the method of obtaining were divided into two groups.

The 1st group of answers, aimed at the degree of emotional support in the family, showed that 65 % of children have a positive attitude towards manifestations of parental love. It is the hearth that determines how happy and balanced a child will grow up, how he will be able to establish contacts with adults and peers on the team.

The second group of responses was aimed at studying aggression in the family and imprinting on relationships in a sports team.

We conducted a study of 80 young athletes aged 5–10 years.

As a result of our research, we found that to the question: «Does your mother often pat you on the head, press you to her, or does she not do this at all?» – 65 % of children answered that they often like it, 22 % of children are neutral about the manifestation of affection and care, and the remaining 13 % answered that they are only reprimanded. The children's answers were arranged as follows: if often, then draw the sun, if rarely, draw a Christmas tree, and if only scolds draw a cloud.

The degree of emotional support in the family showed that 65 % of children have a positive attitude towards manifestations of parental love. It is the hearth that determines how happy and balanced a child will grow up, how he will be able to establish contacts with adults and peers on the team.

To the question: «Do you want your mother to call you affectionately and tenderly?» – 68 % of young hockey players answered positively, 19 % – neutral, and the remaining 13 % do not want their mother's affection.

Thus, parents, emotionally rejecting a child, treat him dismissively or negatively, boys are especially affected by the lack of attention of the mother, which gives rise to fear, at the root of which is aggression. Sometimes parents fear to spoil their child and think that he/she is old enough to be praised. The child solves this problem in his own way. If he is not satisfied with the amount of body-stroking contact, he begins to manipulate the parents and the coach. Often, his emotional manifestations baffle adults.

Failure to understand children's needs in the future can lead to the formation of protective mechanisms of the child; one of them is the denial of his own needs, distrust of other people. Subsequently, in adulthood, this feeling of loneliness experienced in early childhood will entail a weakening of the sense of their own security.

To the question: «Are there times when everything around you annoys you and you don't like everything», a progression of aggressive behavior is clearly observed. According to the survey results, 51 % of young athletes are often annoyed by everything around them, 34 % have it sometimes, and only 15 % almost never do this.

The next question: «Do you have such «responses» that appear even when you don't want to, and they prevent you from being friends with the guys on command?» – shows that the percentage of sociability and

friendliness among young athletes of a given age is increasing. It is 50 %, rarely «needles» appear in 10 % of children. This fact indicates that children are becoming more liberated with their peers. However, the percentage of aggressiveness also increases and amounts to 40 %.

When answering the question: «When you come to training, are your team happy to see you, and are you happy to meet the guys?» – show how the young hockey player treats his teammates. Only 45 % of children are happy to see their team, 10 % are happy to see only some children, and 45 % do not want to see anyone.

As a result of processing all the children's answers, a colored field was obtained, which clearly shows what percentage of young hockey players and which of the children are more susceptible to aggression towards each other. In addition to the diagnostic nature, the technique is also of a psychotherapeutic nature, since the child involuntarily «trying on» the situation for him.

Thus, among the psychological characteristics that provoke aggressive behavior in children, we identified violations in relationships with peers. In the course of my work, I determined that at the senior preschool age there is a need for respect from an adult. The child is no longer enough just attention and joint games. He needs a serious, respectful attitude towards him, towards his questions, interests and actions.

At the age of 5–7 years, the need for respect and recognition by adults becomes the basic need of the child. In the behavior of children, this is expressed in the fact that they begin to take offense when an adult negatively evaluates their actions, scolds, and often make negative comments. It is important for them that parents not only notice, but also praise their actions.

The encouragement of an adult not only inspires the child with self-confidence, but also makes the activity for which he was praised important and loved.

From the age of 8 to 10 years old, it is vital for a young hockey player to feel their uniqueness and importance. He wants to be the best in his chosen sport, study, running, ride a bike better than others, to understand technology and study better than his classmates. After all, it only seems that being a boy is easy and fun, but in fact the competition in a boy's society is quite strong.

Whether he wants it or not, the child will have to answer the questions “who is stronger?” or “who is faster?”, and in this case it is very important to be the best – after all, the team is ruthless to the weak, quiet and clumsy [12].

When consulting parents with a “sharpening” for sports results, I pay attention to the following 3 aspects:

– the first is the focus on the process. More sports than victories. After the match, it is important to ask what interesting and useful you have taken for yourself. Debriefing usually begins immediately after the competition, in the car, which is highly undesirable. The child must be taught to analyze mistakes he made, as well as to comprehend not only victories, but also defeats, drawing correct conclusions from this. To do this, I ask the young

hockey player to divide the sheet into 2 parts, and on the one part of it, he should name 3–5 things that he accomplished successfully – during the day, what did right and on the other part, he should indicate what he failed to do you did and what he would like to change in himself. A mistake is not a sentence, but an experience.

It is important that the child is aware of what he is doing. When a child wants to do it himself, his eyes shine, his face is on fire, and he goes to every workout with pleasure!

– «step by step» the second task aimed at gradual improvement and builds their skills. It is important to teach a young athlete to understand what else he should work on and that he can achieve high quality of this process with small «baby steps».

For example, I want to be like my idol, Wayne Gretzky. But what exactly impresses me about him and what during training I do, like Wayne Gretzky? Fast decision-making, hard work, dedication. The young athlete needs to understand what he can control during training in relation to progress towards his goals.

The third stage of my work is «reflection». The key point of my work, I called reflection.

Having set a specific task, it is important to teach a young athlete to track his mistakes, small successes and small achievements by making notes in his sports diary after each workout.

This gives athletes the opportunity for introspection and self-improvement after training.

To carry out any activity, sufficient motivation is necessary. If the motivation is too strong, then the activity and tension of the athlete increases, therefore, the efficiency of work worsens, which leads to stress, excitement, and anxiety. Based on the Yerkes-Dodson Law of Motivation, the more we want, the less we get.

With the parents of young hockey players, I designed the following structure of work:

1. Individual counseling;
2. Discussion with parents of the results of psychodiagnostics of children that is related to the relationship between the atmosphere and emotional support in the family and the aggressiveness of children. Group counseling for parents;
3. Program of seminars for parents.

I conduct group work with parents in the form of lectures. Parent lectures using presentations, psychological games, exercises, classes with elements of training, testing and analysis of cases from practice.

Purpose: increasing the psychological competence of the parents of young athletes.

In a programme:

– acquaintance with the psychological characteristics and difficulties of athletes of various ages (preschool age – 3–7 years old, primary school age – 7–11 years old, adolescents – 11–15 years old);

- how sports talents are revealed;
- age characteristics of young athletes' motivation;
- the problem of the first competitions (sports fears: reasons, prevention, directions of work with them);
- psychological exercises to work with fears in sports;
- how is learning the basics of self-regulation and psychological self-help in childhood and adolescence;
- the triangle of relationships in children and youth sports;
- typical mistakes in communicating with children-athletes, and coaching staff;
- the crises of a sports career athletes go through and the ways to overcome them.

Thus, the child's relationship with parents and young team hockey players play an important role in their social and behavioral development. The aggression of the family itself leads to aggressive manifestations in the behavior of the child. Our work has shown that good family relationships protect children from aggressive behavior and attacks from other children.

In this regard, further development of the problem is necessary, aimed at psychological and pedagogical work with parents, where it is advisable to teach the parents of aggressive athletes specific skills, methods of communication with their own children, constructive ways of expressing their own feelings, since the ability of an adult to control himself is the basis for the adequate behavior of young athletes.

Purposeful work with parents of young athletes on the formation of a positive «I» is necessary, so that each young athlete has a lot of ideas about himself, was satisfied with himself and felt his potential, and he had the maximum opportunity to express himself as a person.

It is necessary to purposefully work with the parents of young athletes to form a positive self-identity, so that each young athlete could have a lot of awareness of himself and be satisfied with himself, feeling his potential, and maximum ability to prove himself as a person. A successful athlete is the one who achieves the goal, and not the one who is better than the other. Here is a good quote from a documentary *In Search of Greatness*: «Do not look for success in the genes».

The described work gives a positive response from the coaches, a positive result and a motivational charge not only for parents, but also for the athletes themselves who dream of being like their role models.

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