

**Psychopedagogical actions to control negative emotions in Sports
Shooting coaches**
**Acciones psicopedagógicas para el control de las emociones negativas en
los entrenadores de Tiro Deportivo**

Alsuris Alfonso-López ¹, Miroslava Agüero-Faunier ²

¹Univ. Provincial Sports Medicine Center, Guantánamo. Cuba. alsurisal@cug.co.cu

²Dr.Sc. Guantánamo University. Guantánamo. Cuba. miroslavaaf@cug.co.cu

Date of reception: november 16, 2021

Date of acceptance: december 15, 2021

ABSTRACT

The present investigation has as objective the elaboration of a set of psychopedagogical actions for the control of negative emotions in Sports Shooting coaches, for which a pre-experimental study was carried out, where research methods and techniques were used such as analysis- synthesis, historical-logical, systemic-structural-functional, observation, interview and psychological tests. This proposal will allow to regulate the negative emotions in the coaches of this sport in order to improve their interpersonal relationships and the sports performance of the athletes.

Keywords: Psychopedagogical actions; Emotional control; Mental stress; Negative emotions; Sport's shot.

RESUMEN

La presente investigación tiene como objetivo la elaboración de un conjunto de acciones psicopedagógicas para el control de las emociones negativas en los entrenadores de Tiro Deportivo, para lo cual se realizó un estudio pre experimental, donde se utilizaron métodos y técnicas de investigación tales como análisis-síntesis, histórico-lógico, sistémico-estructural-funcional, la observación, entrevista y los test psicológicos. Esta propuesta permitirá regular las emociones negativas en los entrenadores de este deporte en aras de mejorar sus relaciones interpersonales y el rendimiento deportivo de los atletas.

Palabras clave: Acciones psicopedagógicas; Control emocional; Tensión psíquica; Emociones negativas; Tiro deportivo

INTRODUCTION

Sports Psychology, as a special branch of psychological science, essentially promotes the achievement of objectives within sports performance, in its actions through intervention or psychological guidance, with methods and techniques, in studies of mental processes, for example. affective experiences, meaning emotions, which influence not only preparation as an athlete but also coaches as a determining factor in that training, as well as personal life, marked by its ethical and moral values.

It is of vital importance to point out that it is impossible for a sports shooting athlete in a competition to achieve an optimal sporting result without first not having adequate control of his emotions. This is the reason why we see ourselves in the need to focus our research work on developing a set of actions aimed at favoring the regulation of the emotions of sports shooting coaches during training and sports competitions.

Consequently, the problem is complicated when supposedly the athletes have a good psychological preparation to face a certain competition, but nevertheless this does not correspond to the psychological preparation of their coaches who participate with them in these events and this negatively influences their performance. the sports results of said athletes.

Likewise, in research carried out by González (2004), García (2004), Ros & Garcés (2013) it is stated that feelings and emotions are part of the psychological components, and these to a greater or lesser extent influence sports results, signifying the role of the emotional for the athlete and his coach when configuring the personological characteristics in their involvement in the activity.

García (2004) highlights the role of the emotional in sport, before, during and after the competition, closely linked to the processes and qualities of the personality, emphasizing negative states and their regulation through psychological interventions based on to empower athletes and coaches to control them. The above constitutes essential background for this study.

In addition, Galgueras (2014) refers those negative emotions *"are those that inhibit behavior and produce unpleasant emotional experiences in the subject.* The

presence of negative emotions such as anxiety, apathy, anger and frustration can significantly affect sports performance. (p.159)

To elaborate the system of actions, the systemic approach proposed by Álvarez (1995, p. 2) is assumed, where he refers that the system of actions is "the set of components that are separated from the environment and strongly interrelated among them, whose operation is directed to the achievement of certain objectives, which makes it possible to solve problematic situations."

Thanks to the progress achieved by science, the human being controls to a great extent the variables that configure the external world. On the contrary, the progress is much less in the control of internal variables, such as, for example, the emotional aspect.

Several investigations have been carried out in relation to achieving greater effectiveness of athletes in sports shooting. Most refer to emotions as a fundamental element in sports performance, but those that address the role of coaches' negative emotions in the sports performance of shooters have been insufficient.

The fundamental problem is that coaches and athletes during sports training, no matter how demanding they may be, is incomparable with the psychological pressure they experience during competitions. It is precisely in this scenario where they experience all those emotions at their best. And it is where the proposal of psycho-pedagogical actions to achieve control of negative emotions in sports shooting coaches comes to play its role.

METHODS

The sample is made up of 9 coaches from the school and youth shooting sports category of the EIDE Rafael Freyre from the Guantanamo province of the 2018-2019 academic year. The average age is 28 years.

Instruments used

- State Trait Anxiety Inventory (IDARE)
- Observation
- Structured interview
- Self-assessment scale

Type of study

The characteristic of this research are descriptive studies. The objectives declared in them are aimed at measuring a group of variables, describing their behavior and knowing the relationship that exists between them. These relationships are based on hypotheses that are tested.

Procedures

One day before starting training in 2018, an interview was conducted with one of the shooting athletes, then the next day the same interview was conducted with another 5 athletes and on the remaining days the same interview continued until reaching 12 interviewed athletes, from the school and youth category.

After concluding the interviews with the athletes, a week later the 9 coaches began to be interviewed to corroborate the opinions and points of view of the athletes in relation to the conduct of the coaches during the competitions. Later, about 15 days later, we applied the Anxiety Inventory (IDARE), to find out the states of anxiety as a trait and as a state of each coach.

Finally, a few days later we applied the Self-Assessment Scale to the coaches, to find out the assessment that each coach has of himself regarding his conduct in training and competitions.

RESULTS

For the elaboration of the psycho-pedagogical actions, some communication techniques were used that have great influence with the leadership techniques developed in companies and emotional intelligence. It constitutes a set of actions that emphasizes the practice of social skills that develops in the practitioners a well-being that favors their interpersonal relationships, provided that they comply responsibly with the demands.

For the proposal, it was decided to develop a set of psycho-pedagogical actions that are made up of 7 sessions in the form of workshops for the Sports Shooting coaches.

The set of actions is structured as follows: theme, objective, means, person in charge, place, evaluation time, methods, participants, and instrumentation.

Example of the sessions of this set of actions

Session 1

Topic: Presentation and familiarization of the topic. Negative emotions in coaches.

Objective: Identify the negative emotional states that most influence coaches during competitions and the importance they have on the sporting results of their athletes.

Means: Blackboard, cards, pencil, sheets and videos of previous competitions and the use of slides with the main symptoms and characteristics of the emotions that most affect the coaches.

Participants: Coaches

Method: Discussion

Responsible: Psychologist

Venue: Sports village classroom

Time: 1 hour

Assessment: NIBP

Pedagogical instrumentation:

Through the projection of a video of some previous competitions, with the objective of marking the behavior of the coaches, meaning the cases with the greatest manifestations, in their behavior, based on their criteria those who were excessively nervous, as well as sweating and expression of anger. disgust face.

Questions for discussion:

What are the emotions you know?

Which emotions do you consider negative and which positive?

What are the negative emotions that appear in the video?

What negative emotions have you experienced during the competitions you have participated in? Give examples of the moments in which you experienced these emotions

Session #2

Topic: How to regulate anxiety and help coaches to be empathetic?

Objective: Develop the ability to regulate the state of anxiety and communicate better with their athletes and other coaches

Media: Paper and Pencil

Participants: Coaches

Method: Discussion

Responsible: Psychologist

Place: Classroom of the sports village

Time: 90 minutes

Assessment: NIBP

Pedagogical instrumentation:

To introduce the topic, we all sit in a circle, ask a question, when do we feel that we are anxious? which allows trainers to identify the main symptoms of anxiety and how to regulate them with light breathing exercises of 5 to 10 repetitions.

The session is then continued with the following sentence "No one likes to receive orders, save the pride of others, give them a sense of importance." It is necessary to make a good impression on our athletes and the people around us, for this it is important to always call people by name, smile whenever possible, show sympathy for the ideas of others. Ask questions instead of giving orders, be a good conversationalist, that is not synonymous with talking more, but being a good listener. In addition to taking into account that the only way to win an argument is to avoid it, since this is a sure way to conquer enemies.

To close the session, the coaches are explained that communication skills are more important in competitions than their own technical-tactical skills, and they are given examples of real situations that have been experienced in competitions.

We conclude with the PNI technique (positive, negative and interesting)

Session #3

Topic: How to self-regulate anger and negative emotions in competition?

Objective: Learn to control anger and develop in coaches the ability to self-regulate during training and competitions

Media: Video bin, Paper and Pencil.

Participants: Coaches

Method: Discussion

Responsible: Psychologist

Place: Classroom of the sports village

Time: 90 minutes

Assessment: NIBP

Pedagogical instrumentation:

To start the session, the coaches will be asked the following questions, in which each one must write their point of view on a piece of paper. How would I like to be treated?

How are my relationships with others?

Each one reads aloud what has been written and then we make some reflections in the group in relation to what was written by the coaches.

Coaches are already supposed to have been trained to see things from their athletes' point of view. It's time to put it into practice, put yourself in the shoes of your athletes. Take a deep breath and think positive.

Aspects of communication to take into account to solve the examples: These aspects are projected in the classroom, so that the trainers can visualize them and make it easier for them to work during the session.

-What is the emotion I felt?

Fear of failure, anxiety, anger or psychological tension

-No one likes to take orders, ask questions instead of orders

Listen more and talk less, be a good listener

Avoid arguments

Remember that in competitions communication skills are more important than technical and tactical knowledge

-A drop of honey kills more flies than a gallon of gall

Always show respect for the opinions and feelings of others, to achieve this it is important to always put yourself in the other person's place

When you see things from someone else's point of view, you avoid being in a bad mood.

Every person needs to feel important, always highlight the points of agreement

Call attention indirectly, no offense

-The state of mind decides the luck of a person, it is not luck that decides the state of mind

People are like a magnet, we attract what we have in our minds, whether positive or negative, and those are the energies that we radiate around us.

It is impossible for our athletes to have good results if we doubt that they can achieve them

To continue, each coach will give an example of one of the situations where they have experienced negative emotions with their athletes in competition and they did not know how to handle them properly. To give a solution in the group, identifying the errors and give it an adequate outlet with the communication resources learned in previous sessions

To end the session, the group will be divided into two teams and the discussion of a case of a competitive situation where the coach manifests many negative emotions will be presented. Identify the errors that were made in the case, focus on alternatives to eradicate them, how to solve these errors?

Case: In the first category national sports shooting competition, a coach with great sports results in the pistol specialty, with high expectations of his great team in competition, specifically of his leader and best athlete, who he had already been in the previous two years national champion. This athlete starts his first 5 shots with very low scores. This unexpected situation for the coach irritates him and leads him to yell and verbally insult the shooter, who continues his shooting sequence with much lower scores and ends the match in last position.

For the closing of the session, we give way to the PNI technique (positive, negative and interesting)

DISCUSSION

This research work offers a set of psycho-pedagogical actions for the control of negative emotions in Sports Shooting coaches, which has not been previously addressed.

In this work, the studies by González (2004), García (2004) and Ros & Garcés (2013) were taken regarding the influence of emotions, to a greater or lesser extent, on sports results, although with the difference that it is specified in the emotions of the coaches in sports shooting.

It is also assumed from García (2004), the role played by the emotional factor in athletes before, during and after competing and its link with the processes and qualities of personality. As well as the role of psychological interventions to promote the control of negative emotions in coaches and athletes.

The definition of negative emotions proposed by Galgueras (2014) is also assumed because it is asserted that they reduce appropriate behavior and create sudden emotional experiences that negatively influence sports results.

These criteria made it possible to determine the necessary elements to elaborate the psycho-pedagogical actions in a way that favored the control of negative emotions in the Sports Shooting coaches. In addition, the systemic approach of Álvarez de Zayas (1995) was assumed, which allowed the correct structuring of the system and its functionality to achieve the proposed objective.

After carrying out the investigation, it can be concluded that the study carried out on emotions is based on the characteristics of the physiological, psychological and behavioral symptoms that affect the insecurity of the coaches, in addition to highlighting that the development of a system of actions Psychopedagogical, from its structure, allows coaches to control their emotions that affect the sporting result of their athletes.

BIBLIOGRAPHIC REFERENCES

Álvarez, C. (1995). Metodología de la investigación científica. Santiago de Cuba: Centro de Estudios de Educación Superior "Manuel Fajardo Gran".

Galgueras, A. (2014). Caracterización de las respuestas emocionales de los jugadores de Tenis de 9-10 años, del municipio 10 de octubre. (Trabajo de Diploma inédito en opción al título de Licenciado en Cultura Física). Universidad de Ciencias de la Cultura Física y el Deporte "Manuel Fajardo". La Habana.

García, F. (2004). Herramientas psicológicas para entrenadores y deportistas. La Habana: Editorial Deportes.

González, L. (2004). La respuesta emocional del deportista. La Habana: Editorial Deporte.

Ros, A. & Garcés, E. (2013). Inteligencia emocional y deporte: situación actual del estado de la investigación. *Cuadernos de Psicología del Deporte*, 13(1), 105-112. Recuperado a partir de <https://revistas.um.es/cpd/article/view/177241>