

RESEARCH ON EXPERT OPINION ANALYSIS ON THE INFLUENCE OF MOTIVATION FACTORS ON SWIMMING AND PERFORMANCE AT THE AGE OF 9-10 YEARS

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Abstract: The review of the findings of some studies carried out in the last 5-10 years has brought to attention various information about the training process and the physical preparation of children. Previous similar approaches have often been briefing in relation to children's motivation for swimming, at least from the point of view of character. If there were some effects of motivation, they are either irrelevant or you didn't target 9–10-year-old. Taking into account these aspects and based on the analysis of specialized literature, the present research started from the premise of promoting effective methods and techniques to stimulate the motivation of children aged 9-10 years to practice swimming.

Introduction: Sport is one of the most dynamic social activities, which aims to improve the human being. For this reason, it appears justified the concern of specialists to periodically carry out forecast analyzes in order to detect evolution trends [7]. Studies focused on the development of self-confidence through swimming have highlighted that the emotional benefits that swimming entails are very important, especially in the conditions where, from a psychological point of view, the child at the age of 9-10 is developing [2, p.102]. Swimming can improve your emotional state, help reduce anxiety and is a major factor in increasing self-confidence [1,3, 13]. This is due to the fact that if the little one learns to swim, he overcomes his fear of water and additionally gains survival skills. Moreover, swimming can help the, child to socialize and form a new group of friends among the children who go to the pool. Some theorists [5,8] state that the child's effort in training will turn into performance if a few essential rules are followed: there is agreement between the child's abilities and motivation for swimming; there should be a direct link between intrinsic rewards and sports performance; rewarding good performances by swimming clubs. We believe that the coach's relationship with athletes also affects their psychological responses, such as enjoyment and perception of sport. Coaching has a significant impact on psychological development, affecting traits such as self-esteem, satisfaction, happiness and resilience [5,9]. Coaching behaviors that have a positive impact on children's psychological development

include occasional reinforcement and appreciation, encouragement after mistakes, and future-oriented coaching. Key methodological concepts in sports swimming include swimming techniques, training and planning, nutrition and physical training, technology and equipment, and psychological aspects. These methodological concepts are essential in the development and progress of athletes in sports swimming, contributing to improving performance and results in competitions [12]. Competitive training is not just about exercise, it also requires a specific psychological aspect. It aims to assist the athlete in overcoming personal limits, controlling the body and managing emotions to achieve success on all levels at the end of the competition [10]. Theory and practice in water sports are interdependent and essential to the progress and success of athletes. The combination of theoretical knowledge and its practical application is essential for achieving superior performance in competitions held in aquatic environments. This process also involves learning and applying swimming procedures correctly, being one of the fundamental elements for performance [11].

Material-method: Children's performance in swimming depends on the level of training, the coach's attitude, the children's motivation. In the present study, we , were interested in the opinion of specialists regarding the influence of motivational factors in practicing this sport at the age of 9-10. For this purpose, we designed a questionnaire with 10 questions, intended for coaches, through which they expressed their opinions regarding the issue we addressed. The data collected following the application of the questionnaire were analyzed statistically and are presented in the continuation of the present research. Sample research: - 50 swimming coaches (group made up of 16 female subjects and 34 male subjects).

Results The results obtained indicate that the aspect that seems to be a strong motivating factor for achieving performance at the age of 9-10 in swimming is the atmosphere during training, with a weight of 38% of responses. This atmosphere includes factors such as the enthusiasm of the coaches, positive interaction with peers, and group activities that can make training more enjoyable and motivating for children. The coach's skills are considered a motivating factor by 18%, self-confidence by 22%, and parents' support and encouragement by 14%, rewards and praise have a weight of 8%. According to the data collected following the application of the questionnaire, the majority of specialists (52%) state that they use methods to strengthen children's motivation quite often during swimming training. Also, 20% of coaches say they use these methods very often. However, there are also trainers who use methods to strengthen motivation to a lesser extent, with 18% stating that they do it very rarely and 10% with the answer quite rarely. There are no trainers who say there is no way to build motivation into their training programs. These results indicate the importance given by coaches to strengthening motivation in the training process, in order to develop children's performances.

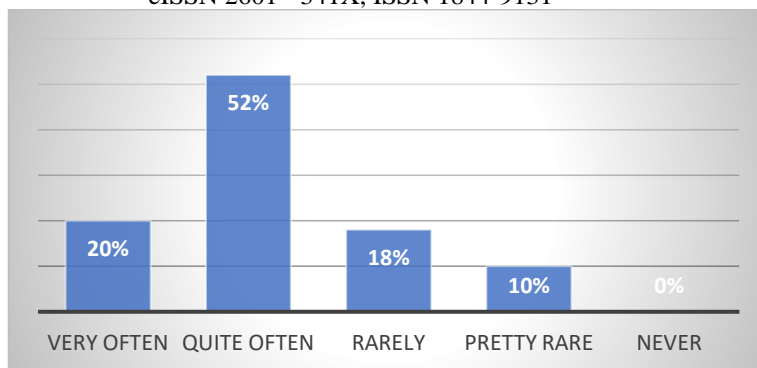


Fig. 1 Frequency of using motivational reinforcement methods

The surveyed coaches, in a percentage of 96%, affirm the need to include in the training program some activities aimed at increasing the motivation for swimming in children. This finding underlines the importance given by coaches to the development of children's motivation in swimming training. Only 4% of coaches denied this need, suggesting a less common or different perspective on the importance of motivational activities in the training program (Fig. 2).



Fig. 2 The need to include activities aimed at increasing motivation in the training plan

Regarding rewards, 40% of coaches consider that prizes (e.g. medals, diplomas) are very important motivating factors, followed by financial rewards 24%, celebrating successes with teammates, 26% and choosing activities for future training 10%. The atmosphere during swimming training plays a crucial role in motivating children to achieve in this area. A percentage of 68% of coaches believe that the atmosphere during training should be friendly and relaxing, 28% opt for the very competitive and challenging option, 2% for discipline and demand, no respondent chose the arrogant and intimidating option.

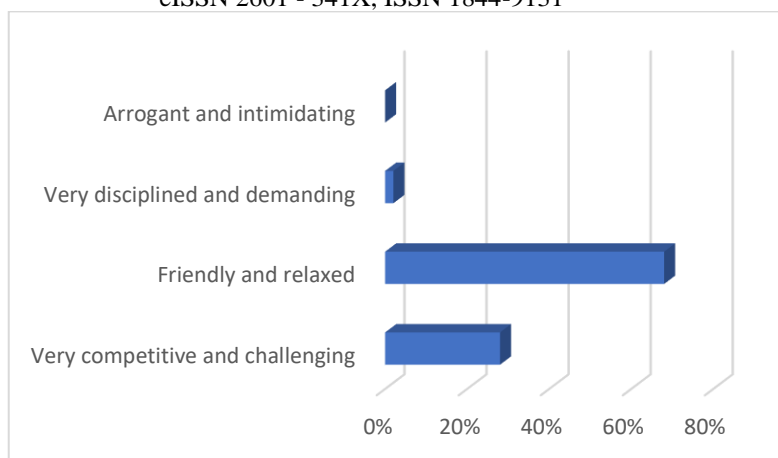


Figure 3 Atmosphere during swimming training

The demotivation of children to achieve success and performance in swimming, in the opinion of 72% of the coaches included in the research claim that it is generally influenced by low self-esteem, in percentage 16% state that these children do not receive the support of their parents, 10% claim lack of rewards and praise, and 2% ineffective communication with the coach (Figure 4).

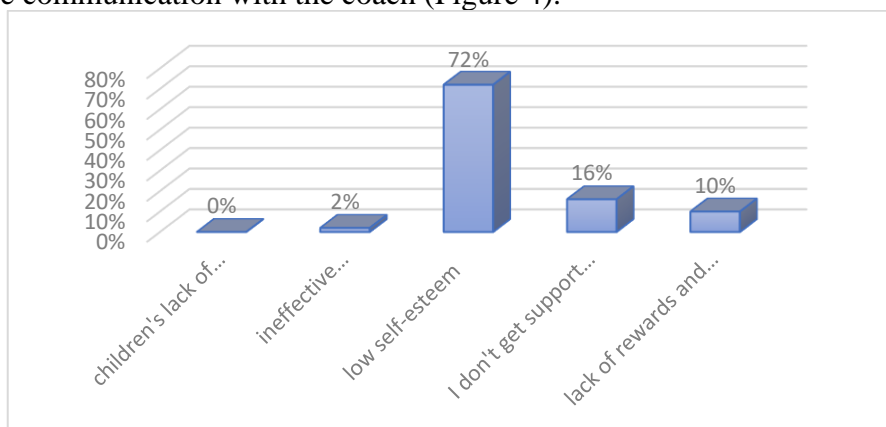


Fig. 4 Demotivating factors for practicing swimming at the age of 9-10

An aspect considered relevant for the present research is the identification of factors that contribute to children's success and performance. According to the results of the questionnaire, 84% of the coaches included in the sample state that constant, sustained effort and perseverance are decisive factors in achieving exceptional sports performance. At the same time, 72% of the surveyed coaches believe that swimming skills are also determining factors for success in this sport. These findings underscore the importance of both effort and constant dedication, as well as natural talent or physical skills in achieving outstanding sports performances. The quality of training, mentioned by a percentage of 36% of coaches, and the financial support of parents, in the opinion of 8% of respondents, should not be neglected either.

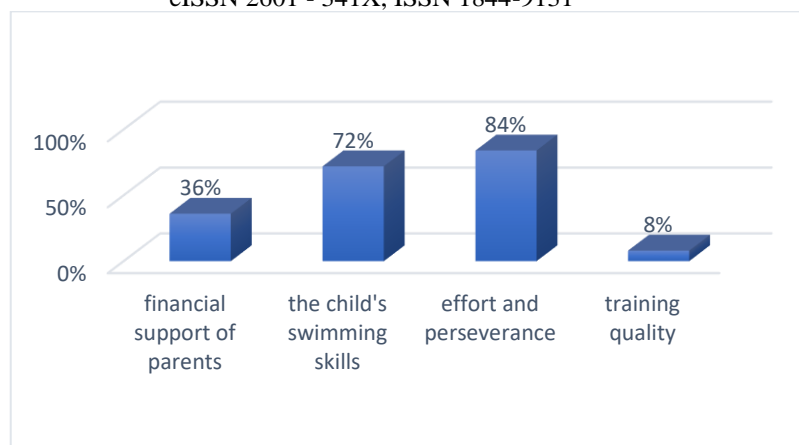


Fig. 5 Conditions contributing to swimming success and performance

Then, the majority of coaches believe that at the age of 9-10 children correctly assess their skills for the sport they practice, they choose the option to a large extent (56%), in percentage 40% to a moderate extent, 4% to a very large extent measure and 10% to a small extent. Regarding the importance of a sports career, 78% of the interviewed coaches believe that children aged 9-10 are aware of it to a great extent and 22% to a moderate extent. Only 4% of the respondents stated that the importance of a sports career is widely recognized at this age. Also, to a large extent, the team motivates the child to practice swimming, support 58% of the coaches, to a very large extent in the opinion of 24% of them and to a moderate extent according to a percentage of 12% of the respondents.

Discussions From the analysis of the opinions of swimming specialists, the key motivational factors for achieving outstanding performances are outlined, such as the atmosphere during training and the competence of coaches. At the same time, demotivating factors such as low self-esteem are also identified. Constant, sustained effort and perseverance are considered essential factors in achieving exceptional sports performance, but it is necessary to include some activities aimed at increasing motivation in children's training plans. It is very interesting to note that coaches claim that team performance is an essential motivating factor in swimming activities. This highlights the importance of team spirit and achieving collective results in stimulating children's motivation (more than 80% of the surveyed subjects affirmed this aspect). One study concluded that among students involved in professional sports, the motivation to participate is different, with intrinsic motivation being particularly highlighted, goal-oriented and task-oriented. The main reasons in this context are the desire to have a good physical condition (fitness) and the release of energy [4]. Another study believes that psychological tests can demonstrate flexibility of mind, distribution of attention, orientation and concentration [6]. An analysis and optimization in the training of top athletes in the pre-competition phase,

focusing on outstanding performance in swimming is also found in the authors' study [15].

Conclusions Swimming coaches always aim to identify different methods and means to improve children's performance in contests and competitions, to develop effort capacity and less to develop motivation to face sports training and competitions. Also, the surveyed subjects paid special attention to increasing the motivation for swimming because, in their opinion, it is necessary to include activities of this kind in the training program. This is an effective way to encourage engagement and progress in swimming. The main demotivating factors identified are low self-esteem. On the other hand, the aspects that can contribute to achieving sports performance are effort and perseverance, swimming skills (in the opinion of 84% of coaches), self-confidence, training quality, parental support, effort and perseverance (in the opinion of parents) . We observe a common aspect, effort and perseverance, mentioned by both categories of subjects, coaches and parents. Din The authors of the study confirm that scientific research in the field of sports training shows that achieving high-level sports performance is closely related to an adaptive multi-year training management, which is based on new fundamental concepts from systems theory, cybernetics, information theory, along with physiological and biological knowledge [14].

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