

Sports Psychology

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Abstract

Sports psychology is the biggest area of the study and application of psychological principles of human performance to help people consistently perform in the upper range of their capabilities. sport psychology may include work with athletes, players, coaches, and parents regarding injury, ,rehabilitation, relaxation technique breathing technique , cognitive ability, attention, concentration, imagery technique ,visualizations, self talk , self motivation ,adjustment ,control of emotions , communication, team building, and career transitions also. Improve capability to perform up to the potential by helping them develop the mindset and mental/emotional skills to improve in personality development.

KEY WORDS: cognitive ability, rehabilitation ,imagery technique, visualizations, self control

Introduction:

Cognitive Performance Cognition refers to mental activity, describes the acquisition, storage, transformation and use of knowledge which includes attention (tonic and phasic alertness, and selective and sustained attention), working memory (phonological, used for speech, reading and writing; and visuospatial, used for spatial processing, drawing, and mathematics), and executive function including initiative, decision making, and problem solving.

In cognitive psychology, the term 'performance' refers to the measurement of several processes that can be represented both in cognitive and somatic functions of the brain. "The term performance denotes abilities and skills from the psychological functional ranges of perception, attention (concentration), learning and retention, thinking and intelligence, and psychomotor activity, all of which can be assessed by test". So, cognitive performance is not

defined by a single value like the intelligence quotient but rather as a combination of performance of several cognitive functions and processes.

Tonic alertness:

The capacity to respond to events in the environment; it reflects the arousal level, general alertness, or activation of the organism at any time, and it is also the most primitive component of attention. The level of tonic alertness determines the capacity for, and speed in processing information.

Phasic alertness:

The capacity to respond to an event after a warning signal-it is crucial to be ready and respond to a change in the environment.

Selective attention:

is the capacity to produce a specific response to a specific stimulus and a different response to another stimulus; it involves filtering out irrelevant information from the environment.

Sustained attention:

(Vigilance) refers to the capacity to continue responding efficiently for sometime (minutes to hours).

Phonological storage:

Is crucial for verbal comprehension, speech production, reading and writing. The phonological storage component depends on the activity of the temporal lobe of the left hemisphere.

Visuospatial storage:

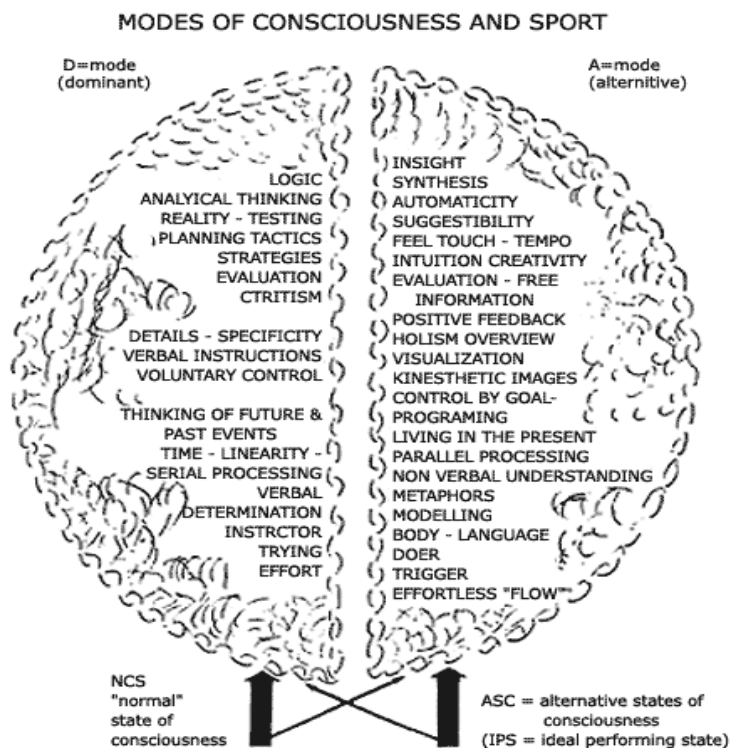
Is relevant for image and spatial processing as well as for drawing and mathematical ability. The visuospatial storage component depends on that of the occipital lobe of the right hemisphere.

Rehabilitation:

Rehabilitation Psychology is the study and application of psychological principles On behalf of persons with physical, sensory, cognitive, developmental or emotional Disabilities. People with disabilities, including those with loss of function due to Chronic illness, may face personal, social, or situational barriers to healthy and Satisfying lifestyles. Some barriers are inherent in the disabling condition, while Others arise from the environment, including social myths that contribute to Devaluation of persons who are different.

The Ideal Performance State (IPS) as an Alternative State of Consciousness (ASC)

Consciousness, the frame of reference or the information-processor, which structure and color Experiences, is sometimes compared with a computer-program. One difference, however, is that consciousness is changing and varying all the time depending on the situation. Most of these changes are quantitative in nature and can be included in the "normal" or the dominant mode of consciousness (D-mode). Sometimes, however, more of qualitative changes happen, mental processes disappear or appear, and we can talk about a more radical shift in the consciousness (ASC, A-mode).



Mental imagery technique

Mental imagery differs subtly from mental rehearsal. Nideffer describes imagery as “ ... the ability to develop an image without necessarily analyzing its content.” This procedure involves seeing an image in the mind’s eye as if watching a movie.

- Mental imagery rehearsal is simply a mental technique that programs the mind and body to respond optimally.
- By using mental imagery rehearsal as a mental training tool, athletes have the capacity to see and believe, which gives them the confidence and focus to perform successfully.
- Many athletes use imagery, but they do not use it systematically and often are unable to control their images.
- Mental imagery involves the athletes’ imagery themselves in a specific environment or performing a specific activity.
- Mental imagery rehearsal to take their game to the next level.
- Different uses of imagery in sport include: mental practice of specific performance skills, improving confidence, and positive thinking, problem solving, controlling arousal and anxiety.
- And analysis, preparation for performance and during imagery.
- Sport psychologists have attempted to understand the exact mechanism that causes mental imagery to work.
- Numerous theories exist to support that mental imagery rehearsal is a veritable tool in enhancing sport performance.

Visualization technique:

“Cognitive” means the techniques focus on an individual’s thoughts and perceptions. For instance, sports visualization is a method essentially aimed at building up the athlete’s confidence and self-belief to overcome performance anxiety. It is designed to remove negative triggers and replace them with positive thoughts, which can sharpen a person’s focus and create more confidence. Some athletes, especially professional and collegiate athletes, have been known to use imagery and visualization techniques as an advantage during training and competition. Cognitive training include: cognitive restructuring, mental rehearsal, rational-emotive therapy, cognitive appraisal, meditation, positive self-talk and self-efficacy statements.

Visualization Visualization has also been called guided imagery, mental rehearsal, mediation, and a variety of other things -- no matter the term, the basic techniques and concepts are the

same? Generally speaking, visualization is the process of creating a mental image or intention of what you want to happen or feel in reality. An athlete can use this technique to 'intend' an outcome of a race or training session, or simply to rest in a relaxed feeling of calm and well-being. By imagining a scene, complete with images of a previous best performance or a future desired outcome, the athlete is instructed to simply 'step into' that feeling. While imagining these scenarios, the athlete should try to imagine the detail and the way it feels to perform in the desired way.

Self control:

The strength model of self-control assumes that all acts of self-control (e.g., emotion regulation, persistence) are empowered by a single global metaphorical strength that has limited capacity

Self control is the ability to not show your feelings or not do the things that your feelings make you want to do. The ability to exercise restraint or control over one's feelings emotions and reactions.

1. Try to control your temper by bringing your positive traits into play. Personal characteristics such as patience, cheerfulness and sense of humor are very valuable in helping you to react properly.
2. Learn to "count to 10" before responding--Wait until you are in control of your negative emotions.
3. You must depersonalize the situation and not let things "get under your skin," or bother you.
4. Try to view the bright side of every situation.
5. Learn to laugh at yourself and your mistakes.

The Nature of Self-Control

All behavior is learned. The behavior that is shown in a given situation is influenced by that person's learning experiences in similar situations. Thus, your ability to control your temper is a learned response. In order to achieve self-control, you need to learn new behaviors appropriate for the situation. It is possible to develop techniques to decrease undesirable behaviors.

Self-Control Techniques:

1. **Self Observation**--In order to change a behavior, you must monitor yourself and collect information about your problem behavior. It is very helpful to keep a chart or a notebook and record the situation and results when your control is tested.
2. **Reward Technique**--Reward yourself when you exhibit the desired behavior. Make sure the reward is meaningful to you, is readily available to you, and provides a strong incentive for you to maintain self-control.
3. **Punishment Technique**--Penalize yourself each time you exhibit loss of control.
4. **Extinction**--Stop providing a reward for the desirable behavior. For example, if you lose your temper, don't pamper yourself after work to feel better. Directly face your incorrect response and deny yourself the pampering.
5. **Alternate Behavior**--Train yourself to turn to an alternate behavior when you are confronted with a problem where you would normally behave poorly.
6. **Stimulus Control**--Learn to recognize the stimulus which triggers your negative behavior. Then try an alternate behavior, as in step 5, each time the stimulus, appears. Also, use rewards or punishments as appropriate. Eventually this will help bring your behavior under control.

Planning Your Self-control:

You must develop a plan of action to achieve your goal of eliminating an undesirable action. The following steps will guide you in developing your own personal self-control plan.

1. Identify the undesirable behavior.
2. Begin self-observation--Chart the behavior and include the following information: a. When does the behavior occur? b. What are the circumstances surrounding the behavior? c. What are the consequences that follow the behavior?
3. Use the self-control techniques previously listed.
4. Monitor your progress.

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