

- The composition of physical training programs should be considered that in this preparation are two aspects of motor qualities: the player's driving skills forwards: speed, strength, endurance, skill; specific motor skills of the players forwards: mobility, flexibility, balance, expansion, coordination.

- Training in modern game aims two fundamental aspects: prepare as close to the game (global models);

- for matters that should be improved training method using individual parts, the quality, the factors, elements and processes.

- I propose increasing the number of hours of individualized training on the qualities and deficiencies, with a line adapted to the peculiarities of modern methodology athletes.

- I suggest using those exercises that give structure to the game transfer.

- I propose the use of exercises to achieve automatisms game between midfield - attack or attack each other.

- I suggest practicing kick down the door of the box to ensure a higher success rate of other executions.

- I suggest practicing on line methodical completion of head of different areas and angles, in conditions of adversity.

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INDIVIDUALISATION DU FORMATION DES ATTAQUANTS (ÂGÉ DE 17-18 ANS), DANS LE FOOTBALL

Résumé:

Cet article sélectionne un ensemble de moyens techniques - tactiques à haute efficacité conduisant à accroître la valeur individuels des juniors I.

But: Le but recherche est de vérifier et de mieux comprendre le rôle et l'implication des structures techniques - norme de formation tactique des assaillants I juniors, à augmenter leur valeur individuelle et d'accroître l'efficacité dans le jeu.

Méthodes et procédures: Nous avons utilisé les méthodes suivantes de la recherche: la documentation expertise scientifique, les méthodes statistiques, la méthode de l'observation, la méthode d'étude expérimentale.

Résultats: Cette recherche reflète les résultats de la batterie de tests suivante dans les assaillants préparant: la vitesse de 30 m; test de Cooper, la durée de la place; navette; introductions; tractions; abdomen 30 "; technico-tactique complexe.

Discussions: étude graphique de test d'arithmétique de ces échantillons pour chaque niveau de développement des qualités physiques, en particulier d'énergie, nous avons un chemin vers le haut, ce qui montre que les moyens utilisés étaient l'efficacité opérationnelle, notamment celles relatives au saut en longueur et le test de Cooper.

Conclusions: la formation de modélisation, de l'utilisation de l'individualisation, sont les conditions de base dans la formation des jeunes attaquants qui, peuplant la défense présenté par les systèmes actuels doivent être en mesure de le faire très rapidement dans de petits espaces offerts par ces systèmes et le degré de l'adversité de plus en plus grande de s'opposer à défenseurs.

Mots clés: les attaquants, la modélisation, de l'individualisation, la formation, des moyens de base, les compétences, la préparation physique.

THE EFFECT OF BASIC PSYCHOLOGICAL NEEDS ON UNIVERSITY STUDENTS' SELF-CONFIDENCE

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Abstract:

This study aims to find out whether the satisfaction of the basic psychological needs for autonomy, for competence and for relatedness contributes to self-confidence.

232 participants (136 males, 58.6%, and 96 females, 41.4%) participated in the study. The participants were chosen from the students of a state university in Turkey. The Self-confidence Scale and the Basic Psychological Need Scale were used for data collection. Pearson's correlation analysis revealed a negative significant correlation between self-confidence, on the one hand, and the needs for autonomy, competence, and relatedness, on the other hand ($p < 0.00$); the need for autonomy and that for competence; the need for autonomy and that for relatedness ($p < 0.00$); the need for competence and that for relatedness ($p < 0.05$). The need for autonomy and that for relatedness significantly explained almost 35% of the total variance in self-confidence ($F = 60.28$; $p < 0.00$). Results suggest that the satisfaction of basic psychological needs enhances self-confidence of university students.

Keywords: Basic psychological needs, self-confidence, university students.

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INTRODUCTION

People try to meet their needs in their life. There have been various human need theories trying to explain people's needs (e.g. Maslow, 1970; Murray, 1938, etc.). According to these, people have needs and their behaviors are based on these needs. People behave in a certain way in order to meet their needs. For example, if an athlete tries to interact with significant others (his coach, his parents or his close friends, etc.) it could be interpreted by some theories that this athlete interacts with them in order to meet his belongingness (or relatedness) need. Shortly, need theories try to explain human behavior by some certain human needs which should be met.

Self Determination Theory, one of these theories, proposes the three basic psychological needs: the need for competence, the need for autonomy and the need for relatedness (Deci & Ryan, 1985; Deci, Ryan & Williams, 1996; Deci & Ryan, 2000; Deci & Ryan, 2002). The need for competence is the perception of an individual about their abilities. If they think they are capable of successfully accomplish certain activities, their competence need is met. The need for autonomy is a human need to feel autonomy, for having the possibility to make one's own decisions. The need for relatedness refers to people's need to feel attached and loved by others, as the human being has propensity to make strong affectional bonds to particular others (Bowlby, 1977).

Although some studies consider that these needs might change according to culture (Markus, & Kitayama, 1999), others suggest that satisfying these needs promotes motivation and mental health across cultures. The results are consistent with the view that these needs are universal (Deci et al. 2001). Moreover, it was also suggested that not satisfying these needs will result in ill-being (Ntoumanis et al. 2009), whereas satisfying these basic psychological needs will result in positive outcomes (Reis et al. 2000; Williams et al. 1994; Koestner et al. 1984; Scanlan et al. 1986).

Self-confidence is the perception and the belief to successfully accomplish a behavior (Feltz, 1988). Self-esteem was also defined as "a driving power that

results from positive and affirmative emotions towards oneself" (Şahin, 2006). Moreover, self-confidence was proposed to be related to positive performance outcomes (Martin & Gill, 1991; Tavani & Losh, 2003; Chamberlain & Hale, 2007).

As explained above, self-confidence is positively related to sportive performance and it as stated that the satisfaction of the basic human needs contributes to various desired outcomes. In this sense, it could be questioned whether the satisfaction of the basic psychological needs affects self-confidence. The need for competence was defined above as the perception of an individual about their abilities. As it could be understood from the definition, self-confidence could relate to the satisfaction of the need for competence. When this need is satisfied, people's self-confidence might get higher. Moreover, satisfying the need for autonomy and that for relatedness could also provide a psychological state which strengthens one's self-confidence. However, this relationship between the above mentioned variables could be affected by cultural and individual factors. Shortly, the perception of the basic psychological needs and self-confidence might differ depending on various environmental aspects such as country, culture, family, friends, etc. For example, a child might feel higher levels of self-confidence when he receives much assistance from his sport coach in his basketball exercises. However, another person might consider too much assistance as restricting his freedom and his self-confidence could get lower. He could also interpret that too much assistance indicates his inability to practice basketball exercises without help which results in decreased self-confidence. This is due to the fact that people are different and attribute different meanings to similar situations. At this point, the importance of such research studies in different environments and with different samples in order to discover human psychology can be seen. Therefore, the aim of this study was to find if the satisfaction of the basic psychological needs for autonomy, for competence and for relatedness contributes to the increase of self-confidence.

METHODOLOGY

2.1 Participants:

232 participants (136 males, 58.6%, and 96 females, 41.4%) participated in the study. The participants were students of different departments of a state university in Turkey.

2.2 Data collection tool:

Self-confidence was measured by 19 questions answered on a 5 point Likert scale developed by Tokinan (2008). Higher scores of this scale indicate higher self-confidence. The scale was tested for 278 university students. The validity and reliability of this scale for the Turkish participants were reported by Tokinan (2008).

The basic psychological needs of the participants were assessed using the Basic Psychological Need Scale described by Ilardi et al. (1993) and used by Gagne (2003) and Kashdan et al. (2006). The language adaptation of the scale was made by Kesici et al. (2003). The scale has 3 subscales and 21 items scored on a 5-point Likert scale. A higher score on this scale represents higher needs of individuals.

2.3 Data collection:

The questionnaires were obtained from the students in the classrooms in face to face interactions. The students were informed that the participation in the study is voluntary, and the data obtained from the participants will remain anonymous.

2.4 Data analysis:

The SPSS.17 package program was used for data analysis. Descriptive statistics techniques, Pearson's correlation analysis, regression analysis were used in order to analyze the data. The level of significance was determined to be 0.05.

RESULTS

The demographic information for the 232 participants in the study (96 females, 41.4%, and 136 males, 58.6%) is listed in Table 1. Male students constitute most of the participants. Concerning the age distribution of the students, as it can be understood from Table 1, it ranges between 20 and 24. Students aged 21-23 constitute nearly two thirds (58.6%) of the total number of students.

Table 1. Respondents' demographic profile

		Frequency	Valid Percent
Gender	Male	136	58.6
	Female	96	41.4
Age	< 20 Age	50	21.6
	21-23 Age	136	58.6
	24 Age <	46	19.8
Year of Study	1	59	25.7
	2	88	38.3
	3	61	26.5
	4	22	9.6
Income	< 1.000 TL	85	38.8
	1.001-1.500 TL*	62	28.3
	1.501-2.000 TL	27	12.3
	2.001-2.500 TL	18	8.2
	2.500 TL <	27	12.3

TL: Turkish Lira

Table 2. Descriptive statistics of variables

	N	Minimum	Maximum	Mean	SD
Need for Autonomy	232	7.00	28.00	15.68	3.86
Need for Competence	232	10.00	23.00	17.29	2.60
Need For Relatedness	232	8.00	33.00	16.97	4.77
Self-Confidence	232	48.00	95.00	75.32	9.24

Table 3. Differences of variables according to gender

	Gender	N	Mean	SD	p
Need for Autonomy	Male	136	15.80	3.75	0.56
	Female	96	15.50	4.02	
Need for Competence	Male	136	17.17	2.70	0.39
	Female	96	17.47	2.45	
Need For Relatedness	Male	136	16.54	4.68	0.10
	Female	96	17.58	4.86	

Self-Confidence	Male	136	74.98	8.94	0.51
	Female	96	75.79	9.68	

T-test analysis revealed that there was not any difference between males and females for the variables of need for autonomy and need for competence, need for relatedness and self-confidence ($p > 0.05$).

Table 4. Correlations between self-confidence and basic psychological needs (for autonomy, for competence & for relatedness)

		Need for Autonomy	Need for Competence	Need For Relatedness	Self- Confidence
Need for Autonomy	r	1			
	p				
Need for Competence	r	0.38	1		
	p	0.00			
Need For Relatedness	r	0.58	0.16	1	
	p	0.00	0.02		
Self-Confidence	r	-0.56	-0.26	-0.46	1
	p	0.00	0.00	0.00	

Pearson's correlation analysis revealed a negative significant correlation between self-confidence, on the one hand, and the needs for autonomy, competence, and relatedness, on the other hand ($p < 0.00$); the need for autonomy and that for competence; the need for autonomy and that for relatedness ($p < 0.00$); the need for competence and that for relatedness ($p < 0.05$).

Table 5. Regression analysis of the basic psychological needs predicting self confidence

Variables	B	Std. Error	β	t	p
Need for Autonomy	-1.06	0.16	-0.44	-6.79	0.00
Need for Relatedness	-0.40	0.13	-0.21	-3.15	0.00
R=0,59	R²=0,35				
F=60,28	p=0,00				

The regression analysis on the needs for autonomy, relatedness and competence to predict self-confidence showed that R^2 was 0.35 for the model. The need for autonomy and that for relatedness significantly explained almost 35% of the total variance in self-confidence ($F=60.28$; $p < 0.00$). The need for competence was not a significant contributor to the model.

DISCUSSION

The aim of this study was to find if the satisfaction of the basic psychological needs for autonomy, for competence and for relatedness contributes to the increase of self-confidence. When examining the results of the t-test analysis for the basic psychological needs and self-confidence according to gender, it could be seen that we could not find any significant difference. This shows that males and females perceive the satisfaction of their psychological needs similarly. Moreover, males and females were also found to be holding similar levels of self-confidence. These results might also lead to the interpretation that cultural aspects and environmental factors provide similar opportunities for males and females to satisfy their need for

competence, relatedness and autonomy, and to have a certain level of self-confidence.

The correlation analysis showed that there is a positive significant correlation between the need for autonomy, that for competence and the need for relatedness. These three needs are proposed by the Self Determination Theory as the basic psychological needs and this positive correlation was actually expected. This result shows that when one of the psychological needs is satisfied, other needs are satisfied too. Namely, the satisfaction of the need for autonomy will be accompanied by the satisfaction of the need for competence or autonomy.

The regression analysis showed that 35% of the variance in self-confidence was accounted for by need for autonomy and that for relatedness. While this result is not surprising, the need for competence was also expected to predict self-confidence. Because it was initially thought that when people feel more competent and perceive themselves as more capable, their self-confidence eventually gets higher. However, our model suggests that the satisfaction of the need for competence does not contribute to the increase of self-confidence. Only two subscales of the basic psychological needs (the need for autonomy and that

for relatedness) predict self-confidence. The regression analysis points out that when people meet their need for relatedness by satisfying relationships with others and when they have freedom and autonomy in their life, their self-confidence gets higher. This result is consistent with the relevant literature (Deci & Ryan, 1985; Deci, Ryan & Williams, 1996; Deci & Ryan, 2000; Deci & Ryan, 2002).

Moreover, it is suggested that as water, minerals, and sunshine are crucial for plants to blossom, Self Determination Theory puts forward that the satisfaction of the basic psychological needs is essential for humans to actualize their potentials, to flourish, and to be protected from ill health and maladaptive functioning (Broeck et al., 2008: 279). Our results on the positive effects of satisfied human needs are similar to those of Broeck et al., (2008).

According to specialized literature, self-confidence is related to gender (Olgletree & Williams, 1990), standard of knowledge and experience (İşman & Çelikli, 2009) and culture (Li & Kirkup, 2007). The results of this study contribute to the relevant literature through the focus on the positive effect of the satisfaction of basic psychological needs on self-confidence.

Furthermore, Kurtuldu, (2007) suggests that higher self-confidence strengthens people and make them put more effort in their activities. Higher self-confidence also results in successful outcomes (Kurtuldu, 2007). Therefore, the basic needs of people (more specifically athletes) should be met in order to increase their self-confidence. This study could be accepted as an original study contributing to specialized literature due to its being one of few studies which examine the relationship between the satisfaction of basic psychological needs and self-confidence.

CONCLUSION

The results of this study show that female and male participants did not differ in terms of their psychological needs (for autonomy, for competence and for relatedness) and self-confidence. We also found significant correlations between the satisfaction of basic psychological needs and self-confidence which indicates that when people's psychological needs are satisfied, their self-confidence increases. In addition, regression analyses revealed that the satisfaction of the basic psychological needs contributes to self-confidence. In light of the results of this study we could suggest that environments in which people satisfy their psychological needs could result in higher self-confidence. In this context, the behavior of people working in certain positions such as sport coaching, preceptorship, management, etc. and teaching or leading people should be such as to fulfill the basic psychological needs of people around them.

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**L'EFFET DES BESOINS PSYCHOLOGIQUES
FONDAMENTAUX SUR LA CONFIANCE EN
SOI DES ETUDIANTS UNIVERSITAIRES**

Résumé: Cette étude vise à déterminer si la satisfaction des besoins psychologiques de base

(besoin d'autonomie, le besoin de la compétence et la nécessité de parenté) contribue confiance en soi. 232 participants composés de 136 hommes (58,6%) et 96 femmes (41,4%) ont participé à l'étude. Les participants ont été choisis parmi les étudiants d'une université d'Etat en Turquie. La confiance en soi échelle et l'échelle Besoin de base psychologique ont été utilisées pour la collecte des données. L'analyse de corrélation de Pearson a révélé une corrélation négative significative entre la confiance en soi et la nécessité de l'autonomie; la confiance en soi et le besoin de compétence; la confiance en soi et le besoin de parenté ($p < 0,00$); besoin de compétence et la nécessité de parenté ($p < 0,05$). Besoin d'autonomie et le besoin de parenté expliquée de façon significative de près de 35% de la variance totale de confiance en soi ($F = 60,28$; $p < 0,00$). Les résultats suggèrent que la satisfaction des besoins psychologiques de base améliore la confiance en soi des étudiants universitaires.

Mots-clés: Les besoins psychologiques de base, confiance en soi, des étudiants universitaires

**THE OBJECTIVES, FUNCTIONS AND ROLE OF JUDO IN THE
CONTEXT OF CONTEMPORARY EDUCATION**

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Abstract:

In the present conditions of continuous development of society, sports successfully contribute to fulfilling the general tasks which should not be regarded unilaterally through the prism of its role in physical development and health improvement. Sports exert a multilateral influence on athletes as it is correlated to the other dimensions of education: intercultural education, aesthetic education, moral education, etc. Judo, by its content and means may support the global phenomenon of including education in creating a better world able to meet the requirements of development.

Key words: Judo, objectives, functions, education, contemporary.

INTRODUCTION

Starting from the analysis of "the concept promoted by A. Peccei, the president of the Club of Rome, under the title *Problems of Contemporary World*" (P.L.C.), a concept evincing the universal character of these problems, the global character of manifestation, the fast evolution and difficult to foresee, the pluridisciplinary character, as well as the priority or impending character" (Rassekh, 1987: Mihăilescu L., Mihăilescu N., 2009, p. 2), it may be

said that judo attempts at contributing to the solution of these problems in today's world.

The new problems have triggered a rethinking of the directions of education as a process of formation for youngsters and adults all around the world, and in our country, in point of becoming responsible and participating in solving the problems confronting humanity and the modern society.

HYPOTHESIS

It is considered that judo, through its content and means, may support this global phenomenon of