

THE MENTAL REQUIREMENTS IN THE SEAMANSHIP RACE FROM NAVAL PENTATHLON

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Abstract

The aim of this research is to highlight the role of mental preparation in optimizing the training of athletes who are part of the naval pentathlon team.

Identifying the mental demands generated by the programmed training process in order to acquire a higher motor baggage. Following the implementation of the training program proposed for the above-mentioned research, we obtained a significant improvement in motor skills due to the implementation of the mechanisms proposed by us, which acted on the mental demands that appeared during the preparation period for the seamanship race.

Key Words: *psychic demands, self-control, seamanship.*

INTRODUCTION

It is known that physical effort "presupposes the request of the body's organs, devices and functions, with energy expenditure and fatigue accumulations, involving special mental processes, in order to achieve a higher work capacity" [1]. In this context, the theories of sports training complement and strengthen the psychological training of naval pentathlon athletes, with the priority being, along with the development of courage, perseverance, discipline and combativeness-specific traits in the selection of military students, a series of characteristics of mental demands in competitive conditions: focused, distributive attention, resistance to stress, emotional stability, willpower, motivation, etc.

The mental processes involved in sports training and in the specific conditions of the seafaring skills test will be included in the psychological training of the athletes, which will use a "set of methods and means specific to learning, consolidation and improvement technical and tactical, carried out in the context of the education of intellectual, affective, volitional qualities and personality traits "[2].

The training process programmed for acquiring a higher motor baggage, specific to the applied-military tests in the naval pentathlon, is based on a series of psychological criteria, which govern the equation of marine engineer - performance athlete in the naval pentathlon and the way to overcome the difficult moments specific to the naval pentathlon trials. "Specialists in the field converge the theoretical statements regarding the content of psychological training" [3], insisting on the mental capacities that influence preparation and success in sports performance. The mental requirements in the preparation of the athletes for the seamanship skills test are governed by the method of intervention in psychological preparation in sports training specific to the naval pentathlon.

2. Research methods

In the training of military athletes from the seamanship skills test, the psychological training plan can be perspective (broad, multilateral, exhaustive) or per period, stage, cycle. "At the same time, the training aims will have to find their realization in the plan of each training lesson and be doubled by the control and appreciation of the application of the means and their effects" [4]. In line with the previously presented aspects, we propose a phasing of the psychological training plan of military athletes in the seafaring skills test, relying on the mental demands of the test (table no. 1).

Table 1. Framework training plan for the mental demands of the seamanship skills test within the psychological training of military athletes in the naval pentathlon (adaptation from Epuran M., Holdevici I., 1980)

Form of psychological training	Objective	Means of achievement
I. General psychological training - basic	a. intellectual training rewards, sanctions - education of attention -educating the spirit of observation - educating the ability to understand and discursive thinking	- concentration exercises; -sound attention games; -studying one's own movements in the mirror; -the study of chinograms of movement; -analysis of own executions and mistakes; -analysis of teammates' executions; -specialized theoretical readings; -mass media views
	b. volitional training -educating feelings of conviction	-personal responsibility for completing training tasks; -critical analysis of the level of achievement;

	c. educating tenacity	-execution of a fixed number of repetitions and resuming their number from the beginning in case of execution errors; -training in difficult conditions;
	d. educating the decision	- positioning the athlete in different competition situations, in which he will make his own decisions;
II. Psychological preparation specific to the seamanship race skills test	a. perceptive capacity -educating spatial perceptions; -education of time perceptions; -educating the sense of rhythm; - developing a sense of balance and body movements; -developing the perception of the movement of objects (sail, knot, oars)	- work in limited conditions - in the gym; -simulation exercises of moment 2 with changes in rhythm and tempo; -exercises on sound signal; -analysis of own execution; -psychomotor control based on the recorded and communicated results; - seafaring games in which applied-military motor skills predominate.
	b. Attention - ability to concentrate and distributive attention	-concentration exercises: maintaining the mental image of the moment of making the knot for as long as possible; - nautical games;
	c. Emotional balance	-psychotonic training; -sucking; -autosuggestion; -training under competition conditions.
	d. Motivation-emulation	-individual and group discussions based on the analysis of individual results; -comparing the results with the international ones on the sample; -training in the form of a competition; -participation in the competition with opponents of different values
	e. Personality traits - critical spirit - self-critical spirit -independence -Courage -creative attitude (winning attitude, desire for new)	- the analysis of some executions during the trials of the teammate and the discussion of the strong and weak points; -corrections and self-corrections; - forming the habit of making decisions by yourself; - practical application exercises specific to the test; - the original solution in the context of each moment of the test.
	f. Increasing emotional balance and resistance to stress in competition conditions	-psychotonic training; -suggestion; -individual discussions; - training under competition conditions; - participation in as many contests as possible.

III. Psychological preparation for the competition	a. Positive disposition for the contest	<ul style="list-style-type: none"> -fixing concrete tasks at the moments of the test, to be fulfilled; - overcoming psychological barriers through suggestive methods; - the belief that the athlete is in top form.
	b. Anticipation	<ul style="list-style-type: none"> -providing information about competition conditions, in this case own level of preparation in relation to opponents); - educating the ability to objectively analyze one's own activity; - developing the capacity for self-knowledge by analyzing the results critically and self-critically; - developing the capacity for foresight; - developing the capacity for observation and self-observation through special training exercises, as well as by comparing with the executions of others.
	c. Engagement: intellectual, affective; motive	<ul style="list-style-type: none"> - orientation of the content of thinking on the 5 moments specific to the test; - the creation of new perceptual sets, in relation to the sample; -mental training; - avoiding overexertion through psychotonic training (in which the mental representation will have an emphasis on technical elements, considering that the test is in this case a test characterized by technicality); - warm-up exercises are characterized by being performed based on representations.
	d. Modeling	<ul style="list-style-type: none"> - training under competition conditions; -mental training.

Starting from the idea that "Man can be considered as a complex, probabilistic cybernetic system, characterized by the capacity of self-regulation and self-organization, and the regulatory mechanisms of mental states are of particular importance both theoretically - applicatively, but also practically - applicatively" [5], we can say that maximum performance and optimal behavior in the seafaring skills test cannot exist without a capitalization of physical and mental resources.

The regulation and self-regulation of mental states involves a series of complex and interconnected processes that result in:

- controlling emotionality and implicitly educating mental stability;

- control and mobilization of rational capacities;
- maximum volitional employment capacity in the activity;
- general motivational and energetic mobilization of the body to respond as best as possible to the demands of the situation;
- motor mobilization corresponding to established tasks.

Regulating the mental states of athletes is achieved by two methods :

1. regulation by external intervention;
2. self-regulation.

Both methods aim at the following objectives:

- increasing the clarity and precision of movement representations for the development of an ideal mental model of correct execution, which has the role of unconsciously programming the mechanisms of executive processes;
- increasing the degree of concentration of attention and directing it;
- decreasing the stressful meaning of the competition;

Elimination of negative affective states, of overtension specific to the pre-start state;

- creating the habit of disconnecting from external disturbing factors;
- education of mental stability;
- quick and efficient recovery of nervous energy reserves after training and competition.

1. Method of regulation by external intervention

Within this method I used suggestion as the main means. In the specialized literature, suggestion is known as a normal phenomenon that can act on the individual in a state of hypnosis, relaxation, and wakefulness. For a correct direction of the subject's behavior, the suggestion will fulfill the following conditions in our research:

- to be accepted by the subject;
- to be consistent with the value system of the subject; and
- to integrate adequately into the training lesson;
- Follow the respiratory cycles;
- to be: positive, realistic, rhythmic, simple, and of medium duration;
- to be convincing and individualized by temperamental groups.

2. Self-regulation: method of self-regulation of mental states.

In training and competition, the method proves its indispensable role in ensuring the optimal level of the mental processes and states involved. In our study, the self-regulation method was verified using specific methods. As a method of self-regulation of mental states, I used the following:

A. Autosuggestion – the reflected form of suggestion.

It refers to influencing a psychological element to obtain an advantage. The application of self-suggestion in a positive sense, in terms of a better functioning of the body, a development and improvement of the skills, characteristic of the seafaring skills test, will affect an increase in the ability to concentrate, removing the negative effects of emotions and, last but not least, an improvement of some motor qualities simultaneously with the personality traits. It is known that autosuggestion, the ability to self-educate, is based on the level of self-awareness development; in our case, the extent to which the athlete is aware of his qualities and flaws.

Thus, he will have the opportunity to foresee the direction in which his training can evolve. In this sense, I used the word autosuggestion method in which the athlete must be able to tell himself "I can", "I want", "I must", but at the same time know the precise direction in which he is going to act. In this sense, the athlete must learn to know himself, to become accustomed to self-observation of his own states and processes, and to follow the effects of autosuggestion.

Self-regulation by word is part of autosuggestive training, which in our case consists of focusing attention on a mental image, through an association of words thought by the subject (an internal language) - "I am good"; "I am strong, capable"; "I'm better than I thought" - after solving the motor task and before the next repetition.

This form of suggestive training can be applied in the context where the subject accepts the idea that a mental concept, a suggestive-imaginative training, associated with the effort of permanent control achieved, can influence to a relationship between the physical and the psyche, which creates an availability for the effort. Simultaneously, the desire for originality and search creates a creative emulation of the subjects. Self-regulation by suggestion is important in this phase of personality formation. In this

sense, self-knowledge, in its bodily and mental unity, the health of the body and thought, are gains that influence to the highest form of cosmic life: consciousness.

B. Psychotonic training is a form of self-suggestion that is a method of regulating and self-regulating the mental state of athletes, optimizing the mechanisms of adaptation to training and competition situations. Psychotonic training creates physical and mental states of relaxation. The goal of psychotonic training is to obtain an optimal level of neuropsychic functionality. The psychotonic training method is an effective method for calming the athlete and saving his nervous energy to obtain the most effective and implicit rest, a conservation of mental energy. The method used includes two phases: relaxation and activation. Progressive relaxation, as the name suggests, involves tensing and relaxing different muscle groups. Although it is a relaxation technique, it begins with tension because most individuals find it easier to transition from a state of tension to a state of relaxation than to simply relax the muscles.

When applying this method, the following positive effects are observed:

- balancing muscle tension;
- quick and efficient recovery after exertion;
- increasing the ability to concentrate;

Effective control of emotionality;

- increasing resistance to stress;
- increasing self-confidence;
- getting in shape for training and competition.

C. Autogenous training – I.H. SCHULTZ represents a method by which muscle and visceral recontraction balanced with adequate breathing becomes a means of mental relaxation.

CONCLUSIONS

The high level of performances, which are in continuous growth, recorded by the military athletes participating in world and international competitions, obliges the Romanian military athletes to a scientific training, in accordance with the rigors of high-performance sports training.

The results obtained by the military athletes in the general psychomotor tests (neuropsychomotor skills, sensory skills, rational skills - focused attention), compared with the assessment scales described by us, showed statistically significant differences, at $p=0.05$. The percentage increases from the initial testing to the final testing confirm the fact that through the structure and content of the training macrocycle elaborated for the experimental group, the regulatory mechanisms of the mental states of the military athletes were stimulated in a practical-applicative way, through the two methods used: self-regulation (through suggestion and autosuggestion) and regulation through external intervention (through the specific means of mental training).

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