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Session

Physical Education and Sport

Comparative study concerning training methodical line to junior I athletes of 400m flat running

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Abstract: Training planning and scheduling to athletes performing the 400m flat running trial should consider the training factors, and the physical training should solve in an individualized and, at the same time, balanced way, the development of basic motor skills. The athletes on 400m flat sprint need skills, such as: speed, specific endurance, force, joint mobility and muscle flexibility.

Key words: *methodical line, training sessions, sportsmen, results.*

Introduction

The performance sport is correlated to intense physical effort which is materialized through the achievement of sports results in training and, mainly, in competitions.

Sports performance determines the validation or the cancellation of applied methods and means during the training sessions, having the opportunity to discover the optimum aspects or the gaps in sports training, which involves the completion or the optimization of the applied training methodology. Without a diligent work from the sportsmen and a rigorous elaboration and control of training schedules, the sports performance can not be achieved. Only through a combination of the biomotor, bioenergetic and biomechanical parameters as part of a well-planned training sessions, we may achieve remarkable performances in sprint trials. In order to underlie the scientific-methodical aspects of the research, it is mentioned in the studied field literature that the athletes, practicing the 400m flat running, register the following essential characteristics: time reaction to the start, which is the time collapsed from the start command and the runner's first movement (value of the start time reaction), ability for burst of speed assessed as the necessary distance for reaching the maximum running speed (ability for launching from the start point), maximum running speed and ability to maintain it as long as possible and ability to prove high efficient actions in order to cross over the finish line. These characteristics differ from one athlete to another, considering certain individual features, the running distance and the sportsmen's level of training [5,8,11].

Research Purpose

The research purpose consists in pointing out the training particularities (methods and means used during the training) applied for sprinters on 400m flat included in our research, as well as how these particularities comply with the methodical line enforced by the Romanian Athletics Federation for this specific trial according to the level of age.

Research Hypothesis

The research aims at finding new solutions of improving the training process, through the elaboration of new methods and means concerning the education of high motor skills able to provide a continuous increase of sports performances.

Research means: the training planning elaborated by us for 12 runners on 400m flat, attending —Petrache Trișcu” Sports Program High School of Craiova and the planning proposed by the Romanian Athletics Federation, according to the training methodical line for junior I category.

Research theoretical substantiation

The multilateral training and development are important aspects in the athlete's practice, and there is a correlation between these aspects [1,4]. The general physical training is in direct ratio to the technical aspect of the trial, to the time interval between the training stages and the peak competitions (indoor and outdoor competitions), and in inverse ratio to the level of sports skills reached by the sportsman [7].

The physical training “*provides the energetic background of the performance through stimulating the evolution of functional and morphologic indices (joint, ligament strengthening, muscle development) and, consequently, of motor skills, the enhancement of the strain general ability of the body which allows the acquirement of technical-tactical knowledge necessary for the practiced trial*”[2].

The use on a large scale of different training drills specific to other sports and their application in practice may provide the evaluation of dissociated and integrative effects on the body, as well as the selection of highly efficient exercises according to the sportsman's age, sex and level of training.

According to I. Șiclovan [9], the physical training implies:

- the improvement of motor and coordination skills;
- the formation, consolidation and improvement of basic and specific motor skills and abilities;
- the development of morpho-functional and psychical indices.

Considering an organized training program (Table 1), the physical training has the following structure [3]:

- *general physical training (GPT);*
- *specific physical training (SPT);*
- *improvement of specific biomotor skills.*

The first two stages are included in the pre-training period, when a strong basis is needed, the third phase is specific to the competition period, when the objective is to maintain and to improve the level of training achieved following the pre-training period.

Table 1. Sequential approach of the physical training evolution according to the annual planning of training [3, p.49]

| Training stages | Pre-training stage | | Competition stage |
|-------------------|---------------------------|----------------------------|---|
| Development stage | 1 | 2 | 3 |
| Objective | General physical training | Specific physical training | Improvement of specific biomotor skills |

The main objective of the general physical training is to improve the strain ability necessary for the sports performance practice. For the young promising sportsmen, the GPT is very important as it generates subsequent performances. For the high performance sportsmen, the GPT is correlated to the trial demands and to the sportsmen's individual features. The general physical training implies exercises used during the specific training, namely, exercises for developing endurance, force, take-off and speed. The young sportsmen practicing the 400m flat gradually pass to the specific training. The specific physical training is built up on the basis of the GPT. The main objective of this training is to provide the sportsman's physical development according to the physiological and methodical features of the sports trial. The GPT needs a high volume of training which becomes possible only through a decrease in intensity.

The improvement of specific biomotor skills begins when the pre-training period ends, and the objective of this phase is to develop the specific biomotor skills and to adjust the sportsmen's potential in order to satisfy the specific demands of the practiced trial.

The 400m flat trial represents a speed trial as considering its particularities specific to the strain which can be of physiological and biochemical nature [6]:

- an increased deficiency of oxygen following the physical strain – 92%;
- the deficiency of oxygen generates an important debt of lactates -84%, as compared to that of alactates – 16%;
- the highest concentration of lactic acid in the blood

Table 2. Training staging according to the sportsmen's age [10]

| Age | Juvenile training stages | Level of refinement | Training for competitions | Indices for the training task |
|---------------|--------------------------|---|---|---|
| 10 - 14 years | Basic training | All the athletic trials adjusted to the age category; mainly combined trials. | Completely useless | Multilateral task, but focused on all sportsmen's demands |
| 15 - 18 years | Development training | Refinement in a group of trials. refinement in a certain trial. | General introduction in the competition training. Introduction in the competition training for a certain trial. | Partially multilateral functional level of a group of trials. Functional level specific to a certain trial. |
| 19 - 20 years | Link-up training | Complete refinement in a trial (competition and training). | Specific training for a trial. | Specific functional refinement; functional level for high performances of a trial. |

—“lent” hunting in sports, in default of a well-developed system of juvenile training, represents an error which highly afflicts and quickly eliminates

(277mg%).

Considering the 400m flat running trial, good results may be achieved by the sportsmen having special abilities, through different methods of training.

Training staging considering the sportsmen's age:

- the basic training structures the functional support for the training focused on the systematic development of future maximum performances, therefore, the biological and pedagogical standards for children development, as well as the main exigences of the discipline will be considered;
- the training generates specific suppositions related to the potential (trial technique, limited coordinate conditioning ability, knowledge and conduct) of the background in a group of athletic trials and, later, in a single trial; sports performances should be still the prevailing result of the multilateral training;
- the connection training develops exigences specific to the practice of a certain trial; the practice derives from a particular planning; the athlete heads from a high level to competitions meant to allow him/her the inclusion in the national team. The determining factor for reaching the adequate level of potential and involvement necessary for the junior category is the process of “refinement” for the trial during the juvenile training period. This process is reflected by the correlation between the general and the specific training.

Taking into account the fact that the sports training focused on the efficiency always represents a refinement stage, this process should be divided as in the following outline (Table 2) [10]:

young gifted individuals interested in athletics. Given the rivalry existing between different sports branches, the system does not afford to reject young individuals

willing to practice high performance sport. Sprint trials training constitutes a delicate and complex issue, because there is a high risk of being wrong about the strain dosage considering the practice volume and intensity. In sprinters' training, the running technique occupies the first place and it should reveal a perfect accuracy as gesture, a very good neuromuscular coordination, amplitude and a high level of relaxation. The sprinter should have a very well trained —sense of speeding up” which involves a developed —speed ability”, both aspects contributing to the maximum improvement of the individual's speed potential. The second aspect of great importance is the sprinter's force training which contributes to the individual's speed potential improvement; as well, an inappropriate force training may —strangle” this potential.

The force training is also focused on the appropriate development of the muscles at the level of the abdomen and on the hip lifting, and concurrently, it provides the coxofemoral joint flexibility.

A third important aspect is the development of the endurance against a speed background, which should provide the maintenance of the maximum speed or of the performance speed (for long distance running), as long as possible.

Following-up the research, we have tried to compare the level of general indices to that of specific ones complying with the training methodical line enforced by the Romanian Athletics Federation and that applied by us including the sprinters on 400m flat running selected for the experiment group (Table 3).

Table 3. Pattern of the main training indices to junior I runners on 400m flat

| Code | Indices | | F.R Athletics methodical line | | Personal training |
|------|----------|---|-------------------------------|-------------|-------------------|
| | | | 15-17 years | 17-19 years | 16-19 years |
| 1 | General | Period of training (no of days) | 272 | 290 | 277 |
| 2 | | Training sessions (no of sessions) | 250 | 280 | 277 |
| 3 | | Training hours (no of hours) | 556 | 670 | 518 |
| 4 | | Starts (no) | 14 | 21 | 30 |
| 5 | Specific | a. start from stnding for 60m 95-100% (km.\) | 20 | 25 | 25.8 |
| 6 | | a. start from stnding - 80m ≥ 95% (km.) | 20 | 32 | 39 |
| 7 | | a. start from stnding - 100m ≥ 95% (km) | 20 | 35 | 57.1 |
| 8 | | a. start from stnding – over 100m 80-90% (km) | 210 | 250 | 248.1 |
| 9 | | a. start from stnding – over 100m ≥ 75% (km) | 26 | 125 | 79.8 |
| 10 | | a. long distance trial, a.Fartlek type (km) | 100 | 160 | 708 |
| 11 | | Force (exercises with weights) (tones) | 120 | 180 | 150 |
| 12 | | Take-off (detachment from the ground) (no) | 6000 | 8000 | 8450 |

Analyzing the values indicated in Table 3, one may observe that the training program conceived by us for the sportsmen group, all runners on 400m flat, presents numerous similarities with the methodical line required by the Romanian Athletics Federation for the junior I category. Our training program includes the same values as those registered by the sportsmen aged between 17 and 19 years and pretty significant differences as compared to the group including sportsmen aged between 15 and 17 years. Therefore, we will consider the group made up individuals with ages varying between 17 and 19 years – the methodical line required by the Romanian Athletics Federation and the values achieved by our sportsmen group.

Almost even values are indicated for the number of training sessions (280-277), for the standing start for 60m 95-100% (25-25.8 km), for the standing start for over 100 m 80-90% (250-248.1 km), for the take-off

(ground detachment) (8000-8450 no of repetitions).

On the other side, we register differences for the following trials, such as: the long distance trial, Fartlek type (160-708km) and the standing start for over 100m ≥75% (125-79.8km) and the number of training hours (670-518).

The general indices of training are somehow similar for both training categories due to the planning structure applied for junior I training when dealing with the 400m flat running trial.

For the specific indices, there are significant differences due to the fact that the training planning conceived by us is focused on the running speed on distances of 100m and 80m with short active rest periods. As well, the training sessions oriented on the development of the specific endurance, we register significant increases for the type Fartlek running with changes of rhythm and on various distances. The trials

consisting in sprints on 500m and 600m, register reduced values due to the fact that they have been performed mainly during the pre-training winter stage and less during the pre-training spring period.

Conclusions

The parameters volume-intensity considered for the young individuals' training, play an important role according to the effects they generate. The intensity parameter produces long-term effects as a main characteristic, and as a secondary one, immediate effects, while the intensity parameter registers opposite features, meaning, immediate effects and as collateral features long-term effects. The two parameters are distinctively combined according to the young individual's level of training, and, as the athlete evolves, they tend to reduce the importance of the long-range training, while the training focused on immediate objectives gains value.

For the training planning to junior I category, we should consider the following requirements: the physical training optimization through the increase of the motor skill indices specific to the trial; the optimization of the selective development of motor skills applying the most efficient means and methods; the improvement of the performed trial technique following two main ways: through global physical exercises with variable intensity and using special double-oriented exercises (technique and motor skills); the optimization of the competition tactics; the improvement of the level of field theoretical and methodical formation.

During this training stage, various standards and norms specific to the high performance sports training are

enforced, though, we should consider that high performances to the junior level should result from a multilateral training focused on performance and an early specialization of the training leave irreparable traces for the next stage oriented on higher performances.

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Coaches' personality and its role in high performance sports activity

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Abstract: Knowing the personality of the coach is very important, first of all due to the need of forming specialists according to the needs of the upgraded model for athletes capable of performance and high performance, secondly for the fact that the coach is the educator who should form the athlete, the coach is responsible for sportive performance.

Keywords: *personality, coach, model, abilities, sports performance*

Introduction

Sports training is a complex process having a systematic and continuously gradual development providing the adaptation of the sportsman's body to intense physical and psychical strains, its objective being the achievement of exceptional sports performances during the competitions. Seen as a pedagogical, instructive-educational process in the past, the modern sports training tends to become more complex through its organization, content and development, offering the image of a particular interdisciplinary process.

The coach who quickly intuits the evolution orientation and the rhythm of that particular sport, who applies in practice, in a creative way, the knowledge acquired and correlates it to the discoveries of other sciences, he/she provides the premises for a real performance activity.

The reason for the coach's and sportsman's efforts is not exclusively of educational nature, the purpose being also the achievement of sports performance.

The **coach** is *that person responsible for the elaboration, planning and directing the process of training young individuals for developing their performance ability and achieving victories in competitions* [2].

His/Her status includes managerial, projective, instructive-educational, scientific research and consultancy activities.

Taking into account the research activities [9], **coach's personality** is characterized as it follows:

- the coach is the individual manifesting an obvious wish to register successful results with the sportsmen trained by him/her;
- the coach is a good organizer;
- the coach has a fair attitude towards people;
- the coach estimates to an appropriate level the cultural values;
- the coach manifests a strong self-control of feelings;
- the coach is a sincere person;
- the coach proves a leader's ability;
- the coach is altruist;
- the coach has a constant behavior.

The research **purpose** consists in investigating the coach's personality features, as well as his/her role in sports performance.

The personality analysis plays an important role in theoretical, as well as in applicative researches. Though, except for the "intelligence", any other concept of psychology is not so complex and undetermined as that of "personality". In 1931, G.W.

Allport details 50 definitions [1]. Certain authors try to express in definition the complex character of the personality structure, stressing the order and the rules of forming certain elements distinctive in kind: biological, physiological, psychological and social-cultural. Therefore, Niculescu M., defines the personality as a group of bio-physio-psychological features which allows the adjustment to the environment. Following the same idea, that of defining the personality, we should also mention:

- bio-psycho-social and cultural, individual structure, in full process of development [5];
 - macrosystem of informational and operational invariants constantly expressed in conduct, defining and characterizing the subject [7];
 - specific structure of attributes which determines a form of personal conduct in contact with the surrounding reality [4].
 - relatively stable and general characteristic of an individual's way of being, his/her reactions according to different situations [10];
 - series of conducts, skills, motivations, etc., whose unity and constancy represents the individuality and the singularity of each person [11];
- Despite the dissimilarities between the starting points and the analysis methods, most of the modern authors point out as a common radical in defining the personality, the unity attribute, thoroughness, structurality.

Material and Method

Approaching the idea that *coach's personality* as an over-ordered dimension, having an integrative-adaptive function, is propelled by tendencies and, according to the diversity of their combinations, it involves the presence of the other dimensions: biological and physiological.

Coach's personality consists in two basic features [3]:

- stability, a way of outward expression and of inner personal undergoing which remains relatively unchanged in time;
- integration, through the creation of a psychical unity and totality.

Through observing certain *objective factors*, which determine the individual's activity, it is stated that the personality is not simple concept, but a proven reality [5,6]:

- the genetics, the genes are considered material supports of the morphological, physiological and psychological nature of an individual;
- the social factor in its entire complexity and diversity.

The society has a huge influence on the individual;

- the motivational factor, the desire to win, the determination, the aggressiveness, the leadership, the ability to respect and to consent to the coach;
- the emotional factor, the emotional stability, the self-respect, the mental rigidity, the moral sense, the social confidence, the individual's responsibility for his/her

action.

The personality, as a complex system, includes the dynamic-energetic aspect – *the temperament*, the relational-value aspect – *the moral quality*, the instrumental-value aspect – *skills* and it represents the stable feature of the individual's conduct, as well as the original, unique element [8].

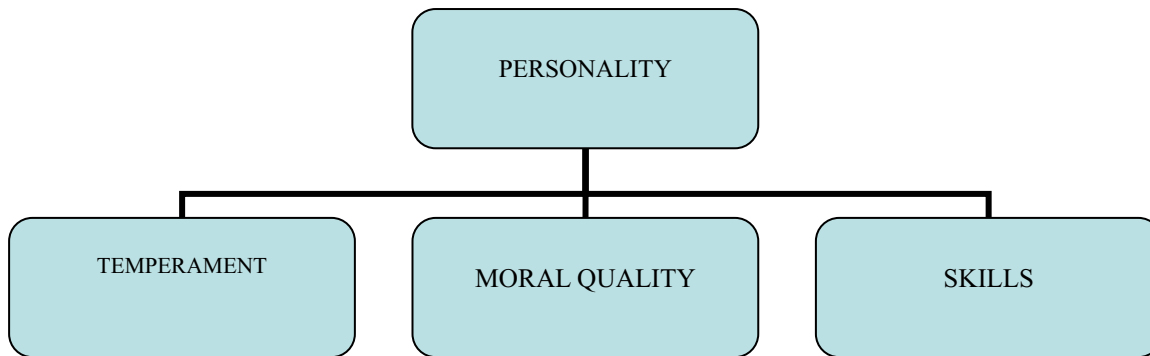


Figure 1. Personality components (7)

Coach's temperament expresses the ease or the slowness of developing psychical processes, the strain endurance, the balance of emotional processes, the dynamics of affective processes. Temperaments are classified as it follows:

- choleric;
- phlegmatic;
- sanguine;
- melancholic.

The defining elements of the temperament are:

- pure temperaments do not exist, the prevailing type of temperament being the intermediary one placed in the proximity (between the choleric and the sanguine, between the sanguine and the phlegmatic etc.);
- considering the determining factors of the personality (the genetics and the environment), the temperament is prevalent hereditary;
- the temperament do not change, it is just influenced by the social conditions or the self-control;
- the temperament expresses the attitudinal aspect of the personality, being the most accessible observation, in this sense expressing the individual's form of manifestation;
- the temperament is not reported to the human value, so it can not be appreciated as good or bad;
- the temperament analysis is necessary for the sports orientation and it is not a selection criteria.

Coach's abilities constitute the operational-instrumental aspect of the personality and represent the psychical and physical characteristics which are relatively stable and allow the coach to successfully perform certain forms of activity.

The *abilities* are divided into:

- simple-basic abilities (absolute eyesight and hearing);
- complex abilities, through their interaction leading to the style creation;

- general complex abilities (intelligence or sense of observation);
- specific complex abilities (didactic, artistic).

Coach's character: constitutes a relational-value aspect because it expresses a set of stable attitudes towards the reality, and any manifested attitude is constant, lasting in behavior acts, representing the relational quality me - the other and the value aspect generating the conduct. We may speak here about a good or bad character.

The characteristics of the moral quality are:

- the moral quality is considered the conscious control instance;
- the moral quality is the expression of the personality content and value;
- the moral quality is that aspect of the personality which is more acquired than inherited;
- the moral quality expresses the education and the formation availability.

Considering the —philosophical” meaning, the personality shapes the individual gifted with a series of superior qualities and features, for which he/she contributes in a crucial way (during his/her activity as a sportsman) through special creations and results, to the development of sports, of certain sports disciplines.

From —moral” considerations, sportsmen playing beneficial roles in the group activity (high performance sportsmen) are considered as personalities.

From a —psychological” point of view, the personality represents the hyper-complex organized, structured, dynamic system made up of all relatively constant features and qualities psychically specific to each sports branch, according to which the sportsman adapts to the training and competition requirements.

As a **conclusion**, avoiding the polemics of different authors concerning the definition and the components

of the personality in sports, we believe that for a successful training and educational activity, the coach should admit the existence of the following components of the human being:

- a) sano, the body with its physical and sensory abilities: force, speed, skill, agility, endurance;
- b) the intellectual abilities characterized through the quality of moral processes, everything that the memory collects, including the capacity of using in a creator, reasoned way the theoretical-tactical material;
- c) the emotionality and the temperament: totality of emotions, factor which depends on the inherited temperament of the sportsman, correlated to, intensified and enhanced by the competition experience;

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