

Sports performance: a reflection on the start-up and the development of Brazilian soccer players

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Abstract:

This study aimed to analyze the perception of children and adolescents on the emotional states with emphasis on the motivational aspect as well as its related in the involvement in soccer with a team that pursues the sport as performance. The sample consisted of male children and adolescents (n = 30), age range was limited to the minimum of 8 years and a maximum of 14 years with a mean age of 12.03 (± 1.94) years. A questionnaire containing closed questions directed to children and adolescents was used. Findings showed that children and teenagers who plays soccer with the goal toward high performance report the existence of a reinforcing emotion when they receive "praise from the coach" a factor that generates pleasure and satisfaction.

Keywords: Soccer; Sports Initiation; Motivation

Introduction

In the life formation of soccer players, should highlight the dream and the reality of vocational training. Thus, the training of soccer player is a process of learning, theoretical and practical discipline in which, apart from talent, everything is taught and enhanced through training. It is the basic divisions of professional clubs that is the teaching/ learning of the soccer player in this mode and hence its professionalization (Rodrigues, 2004). In its initiation and specialization the future of soccer athlete receives professional training, which is disciplining product, training and development of their genetic capabilities. For this, it is necessary to attend specialized schools for the improvement of soccer techniques.

Brazilian's soccer players are born not done. They are made in specialized institutions (Rodrigues, 2004) and from childhood is linked to the cultural significance of the practice (Cavichioli et al., 2011). This Brazilian soccer talent selection process is structured, controlled and managed according to the marketing objectives that involve the formation of these players, as a product to be absorbed by the market (Paoli et al., 2010). Therefore, according to Hirota et al. (2013) motivation in the sports context is necessary for learning and improvement of technical, tactical and physical performance of the player, and the pursuit of self-overcome.

Consequently, the aim of this study was to examine the perception of youth on emotional with emphasis on motivational aspects and their relations in participation in soccer, in a team that pursues sport performance.

Method

The sample consisted of convenience and made up of male children and adolescents (N = 30, age average 12.03 \pm 1.94 years to 16.12% coefficient of variation), belonging to a soccer team from the City of São José do Rio Preto, São Paulo, Brazil. This team collaborates with several professional soccer clubs, with the main objective of promoting the selection process in all grassroots soccer levels. The systematization of the work was carried out with daily training, friendly matches, championships and team championships for the dispute of the Federation and League Rio pretense Soccer. Athletes were pre-evaluated by clinical and physical ability tests, technical skill and in relation to tactical understanding.

The protocol was approved by the Research Ethics Committee in accordance with the report number 237.707/2013. Preceding data collection was requested permission to develop the research, by the responsible professional participant location and presented the objectives and methodology to be used during the study. The researcher collected data and in contact with the participants; they were informed about the conditions for entry in the search. The criteria for children and adolescents participate in the research, was the return of the Post-Informed Consent form signed by their parents. Children and adolescents, that met the criteria for participation in the research, were interviewed "in loco" and asked to answer the questionnaire.

The interviews were conducted by drawing up and applying a questionnaire with closed questions for children and adolescents, which was related: the sentiments expressed regarding victory and defeat; Motivation to soccer practice and importance attached to sports and competitive games. Data were organized into charts to facilitate presentation, providing a better understanding of your items with descriptive analysis of the frequency of occurrence absolute and relative of the responses.

Results and Discussion

It was observed that children and adolescents enjoy the activities that are offered to them during training. Most of the respondents opined in this research was that "yes, they are important" (90%) consider the proposed activities in training are "important", only (10%) believe that such activities provide pleasure. In most cases, children and adolescents engage with training systems considering important, however, these were often made mandatory manner, thereby restricting the instinctive need for pleasure was manifested by playful practice. The American Academy of Pediatrics (AAP, 2000) considers that adverse effects on health (physical, physiological and psychological stress), acquired in the short and long term training in young athletes, need more research and in depth.

According to Arena and Böhme (2000) sports specialization is the result of specific training in only one mode at which children and adolescents favored a better physical condition and motor often participate in competitions organized by the various sports federations. However, the frequency of weekly training, whether in relation to hours and weekly frequency of training should be increased gradually and not abruptly, just because the child has chosen and has been selected for a specific training aimed only championships (Arena and Böhme, 2000). It considered that playing and learn soccer must be actions which are understood as a free activity, pleasant and enjoyable. On the other hand, guide the sport with the aim of facing the performance through the process, which children were subjected to training and heightened competition before the appropriate age for that, so despise the wealth of recreational practices in the name of preparation future athletes (Ramos and Neves, 2008). The environment in which the survey was conducted has a systemized training proposal specifically for soccer, and the case of a soccer club with the primary aim of selecting young talent, combines the characteristics that make up the sports specialization as focused methodology for income, selective and exclusive competition, imposing rules and consequently imposing the lack of free time, so that these young athletes can perform other activities. The systematization model and sports specialization in childhood and adolescence, may constitute factors that generate stress, which in turn would cause aggressive behavior, due to the lack of playfulness, and may cause frustration and even early withdrawal of sports.

Note that on the current soccer there is a need for early selection of new talent, this reality is imposed by own clubs and entrepreneurs involved in professional soccer. Therefore, what was observed in practice is that teachers and technical personnel transfer training methods used by adults for children (Fechio et al., 2011). With respect to proposed activities, children need training, very different from the needs of adults (Weinberg and Gould, 2008). If necessary, build and solidify renewing proposals in Sports of Education, to be able to meet in its fullness the person who plays, we need to enhance their capacity to produce, process and solve problems in different environments (Reverdito et al., 2009).

For the child, "playing soccer" is pleasurable, the very "game" sets out the opportunities necessary for the maintenance of basic skills and acquisition of specific soccer skills, valuing the imagination of a spontaneous and creative way. The involvement of children in sports must be assessed in relation to the physical, social and cognitive readiness. Children and adolescents should be encouraged to participate in different activities and varied movements, generating extensive motor skills development.

The young athletes who specialize in only one sport can be deprived of the benefits of a variety of activities across the physical, physiological and psychological demands from intense training and competitions (AAP, 2000; 2001) these data were found in a recent study with 328 elite soccer players, aged less than 16 years, belonging to several countries such as Brazil, England, France, Ghana, Mexico, Portugal and Sweden (Ford et al., 2012). Thus, the adaptation to the soccer practice should be requested and stimulated in situations simultaneously, adjusted to the development level of the practitioner and demands of the game.

For most (63.33%) of young athletes that brings more pleasure and satisfaction are the coaches high praise. A total of 13.33%, says that the important thing is the praise from teammates, 20% what interests are family or applause of the crowd and only 3% say that the important thing is to win medals. These technical encouraging states to the athlete that he is on the right path for their professionalization, in which situation this professional helps the athlete to develop their full potential, so that he can become a great player, thus these athletes deposit in great confidence on the coach figure (Marques and Samulski, 2009). For children and adolescents, the coach has a key role in games and sports competitions, especially when considering the manner in which both relate during games (Verardi and De Marco, 2008). Bebetso et al. (2014) in recent study implies that parents' directives affect their children's motivation and embraces the assumption that they are the "significant others" in sport.

Costa, Samulski and Costa (2009) in order to analyze the leadership profile of the coaches of the basic categories of Brazilian soccer, observed that regardless of the category that these coaches analyze that they

always exert an authoritarian leadership focused on educational conduct and education. Hirota et al. (2015) in a recent study with basic categories soccer coaches in Brazil, infer that the predominant behavior of coaches consists of the adoption of positive reinforcement and training-instruction. Souza et al. (2009) report that in many soccer teams, scolding, insults, withdrawals of privileges and use of threats, occur frequently by the coaches. Depending on the frequency and intensity with which they were used in practice, these behaviors may lose their aversive character. It is possible to create a favorable sports environment, but for this to occur certain coach behaviors should be associated with positive psychological development of children. These strategies should provide realistic expectations, with the use of positive feedback techniques, encouraging, sincere and accompanied by a positive approach to error correction. (Weinberg and Gould, 2008).

According to Baxter-Jones and Maffulli (2003) the involvement of young athletes in high-level sport, initially relies heavily on their parents, sports clubs and coaches are an important role at a later stage. Given this context, it is understood that the coaches are mediators between the style of play built and what still needs to be developed (Casarin et al., 2011).

During a soccer match, emotion phenomena like happiness, sadness, fear, pleasure and anger are present, contributing to the emotional experience. Sports competitions of any level can cause both positive and negative emotions, which in turn will positively or negatively influence the athlete's performance (Gonçalves and Belo, 2007). There was the experience of negative feelings such as sadness and discouragement (73.33%) due to failure that was caused by defeat and a soccer match; 10% feel angry when they lose a game and 16.67% do not mind losing a game in this research. It is appropriate to highlight the effects of immaturity and sport participation and competitiveness, as because of the need of the sports demands victories become elevated to the level of physical and cognitive development in which the child is. The defeat may develop especially in young athletes, feelings of failure and frustration.

For Carli et al. (2009) the immediacy for victories in the youth, contributes to be considered talented children who stand out shortly. Thus, exclude children who do not stand in the same period, this form of conduct soccer for beginners can result in the loss of prospective talent. It was understood that the aesthetics of the soccer is not only manifest in the external purpose of winning, but is internally defined by the mode of play necessary to this outcome, as a manifestation of Excellence (Grace and Lacerda, 2011). When respondents were asked about the factors that motivated to play soccer, the most option selected (90%) was to become a professional player; the rest play for fun or to make new friends (10%). Angels, Soneto and Oliveira (2012) describes that the family, the television media and anonymous, soccer are the main motivators for the realization of the dream of teenagers become professional soccer players. Many children and adolescents are now motivated to achieve professionalism in soccer, influenced by the media, parents, teachers and coaches and entrepreneurs.

Among the reasons might be the opportunity to millionaires pay that soccer provides, establishing quick and easy social mobility. The consequences of seeing this "dream" performed often come associated with the abandonment of studies and social isolation, educational and in many cases the disruption to family life resulting from the dedication necessary to daily training, the large number of matches, competitions and obsessive charging for victories (Angels et al., 2012; Verardi and De Marco, 2007; Marques and Samulski, 2009). The soccer practice during childhood and adolescence requires adjustments to the conditions, technical, physical and mental so that their needs and possibilities are compatible, adapting to their functional organic maturation (Filgueira and Schwartz, 2007). The performance level is responsible for accelerated improvement in sport, and one of the transition characteristics of amateur category to the professional category. Formulations to achieve athletic excellence are constantly tariff in the advancement and improvement of soccer discussion. In Brazil, however, a restructuring of administrative and methodological basis of soccer was needed for discovering new talent. For the soccer player formation process seen only as a battery of tests and the admission or not the young man on the team becomes trivialized (Badur and Montagner, 2008).

And in analyzing the career of young high sporting level athletes of Brazilian soccer, who is faced with the transition from amateur sports to professional sports, Marques and Samulski (2009) concluded that how most athletes are outdated with respect to the grade corresponding age; athletes during the initial sports training, did not experience the practice of different sports; most families of these players is lower middle socioeconomic class and low, and little attention is given to the planning of a non-future sports career.

Conclusion

The results obtained in this study induce to think that children and adolescents who play soccer with the objective aimed at the high performance, report the existence of reinforcing excitement to receive "coaches high praise", a factor that is pleased to feelings generator and satisfaction. It was found that the majority of children and interviewed teens are motivated by the "dream" of becoming professional athletes, feeling this is supported by the main goal of most soccer clubs and sports academies, it is precisely to reveal Young talents. Observed then, the convergence between the wishes of practitioners with the objectives of teachers and coaches. Great part of the inherent problems to the emotional states of children's motivation was found in sports and competitive practice, so it is necessary to understand these processes by parents, teachers and technicians.

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