ATHLETES EFFORT AND COMMITMENT

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Abstract
The athlete initiates, plans and organizes various activities from the environment that he possesses and his own being, that leads, in some way, to his own actions. The leading of his own behavior can not be achieved without adjustment. Adjustment is very important and complex and includes many processes and physical elements that most importantly, give strength and self-confidence.

The setting is very complex and includes many processes and mental qualities, its core is the will: specific complex human mental process developed since the first steps in sport. It is considered by industry experts as the most important subjective side of auto-adjustment. Sport will is reflected in positive events. It is strictly related to the nature, value and complexity of objectives achieved.

Keywords: will, mental process, control, self-tuning, objective environment.

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1. Introduction
Athlete behavior is not restricted to simple answers in relation to the environment in which they live and conduct their training. The athlete initiates, plans and organizes various activities that he possesses in the environment in its own being that he leads, in some way, to his actions.

An athlete is like a military embarked on a strict schedule. Amount of behavioral reactions are to adapt for the share value that increase performance. If this amount is small, and will be able to adapt. Driving their behavioral actions can be achieved without adjustment and self-adjustment. This adjustment can occur following forms:

- a primary control on conditioned reflexes;
- deliberate actions that occur when the capacity of representation.

The sports complex is the form of voluntary control, which is characterized by:

- specific to the objective manifestations aware proposed;
- previous behavioral analysis, decision making and building capacity to achieve goals;
- concentration and selecting a set of internal and external actions to achieve the objectives;
- overcoming internal and external obstacles that occur during the proposed performance achievement.

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The size and complexity of the tasks, sometimes hostile environment, tenacious and skilled opponents, actual duration of event attributes efforts are to be overcome to achieve victory.

One of the rallying, perhaps most importantly, giving strength and self-confidence is will. The setting is very complex and includes many processes and mental qualities, its core is the but of will: specific complex human mental process developed since the first steps in sports.

Will is considered by industry experts as the most important aspect AUTO is subjective.

The will consists of the capacity of an athlete to achieve goals, performance objectives planned path of training activities and competitions that involve overcoming physical exertion in direct contact or out of contact with the opponent, to fatigue, injury, ill-convenience superficiality, by mobilizing its own resources.

The development reflects the will of the entire evolution of athletes. Will allows us to say that sport is reflected in positive events. It is strictly related to the nature, value and complexity of objectives achieved.

Will doesn't mean simply plains. It occurs in various aspects, is qualities as follows:

- represented by the intensity of willpower own effort made to overcome major barriers in the way of the achievement of performance and competition;
- perseverance - achieving long-term efforts. the opposite of perseverance is stubbornness;
- independence will, manifested in the sport, often taking their own decisions. when readiness of athletes is extremely high degree of creativity and manifestation achieve;
- self-control;
- initiative;
- activism;
- the ability to decide and timeliness of decision;
- ability to work scheduled.

These qualities will fit into the structure of nature athlete. They are closely related to motivation, temperament, emotionality, peculiarities of mechanisms regulating behavior through intellectual work.

In sport, will be manifested concretely:

- Supporting a steady effort and performance oriented and competitive goals.

The manifestation of this form will need to be supported by:
clarity of goals and objectives, level of objectivity and the incentive had been established;
- thorough understanding of the structure plan preparation, nature activities and sporting calendar;
- the entry level sports as plateau or peak;
- the degree of control activities to achieve goals;
- efficiency of the programming efforts of compatibility with potential athletes and competitive requirements.

2. **Principles of sportmen volition training**

Not infrequently I met coaches that train them: they will not focus, will not think. It may happen that, but very rarely. An athlete who has reached a senior division team or league has certainly support that, physically and tactically, even if by value to the minimum expression. Further, the job coach in increasing the quality indices skills and practical knowledge base. Only the coach is responsible for the technical and tactical register the athlete and it improves in a given period.

The principles will be listed (Niculescu M., 2000) expresses our view, concerns both athlete and coach, and the gaps that occur in their practical behavior.

Some general principles of athlete’s education will:

1. Volitional qualities are not inherited - they are individual and personal purchases.
2. Introduction to the systematic training of task difficulty to create athletes learning to overcome them.
3. Dosage gradual training and competition efforts and properly planning school meetings.
4. Establishing sensible - graphical means of training and tempos.
5. Duration of education is high and will include numerous training and competition.
6. Will not be formed in isolation, but only while developing metabolic resistance functional body plan, with improved indices of skills and abilities.
7. Participation in as many sports as sports competitions.
8. Strict adherence to the program of work and rest.
10. Timeliness and promptness in performing tasks and milestones (training and competition).
11. Identifying, highlighting and analyzing obstacles emerged in preparation, objective and subjective.
12. Qualities will slow to form in going to ineffective training (low intensity, while the actual work, small shallow tactic).
Factors influencing effort will:
1. knowledge of potential physical, technical, tactical own;
2. knowledge of the results, even during test performance in training or competitions. Practice has confirmed that the announcement of interim time, serial number or serial executions in a given time, mobilize athlete helping to regulate its psycho-motor skills;
3. emotional factors - emotional resonance of the athlete in relation to the quality and level of training of opponents.

The 12 principles of efficiency made by specialists:
1. ideals: the development of a clear specific purposes;
2. common sense: ensuring that the goals (objectives) helps to improve the prestige of the institution. Selection system ensures performance;
3. expert advice. Seek guidance from those who know more than you;
4. discipline - ensuring that subordinates (coaches, athletes) know their objectives and requirements for training and competition;
5. proper management: providing better incentives and optimal preparation conditions;
6. the records (monitoring), documenting and analyzing the process of training and competition in order to make the right decisions;
7. management and coordination - preparedness planning in a time of maximum efficiency and making timely decisions;
8. standards and graphs, standardization of training and evaluation exercises as a means of measuring the progress of pregnancy;
9. standard working conditions, optimizing the work environment;
10. standardized activities - developing a consistent process for execution of tasks;
11. standardization of implementation of provisions - educating athletes for performance of the tasks in a way;
12. rewarding efficiency - offering financial incentives for excellent achievements.

Behavioral theory outlined by Emerson, Fayol, Taylor and Kurt Lewin:
1. employee personality (athlete) – character:
   - Skills + skills (competencies);
   - Temperament;
   - Attitudes.
2. team structure;
3. technical and social climate.

We all agree that the coverage are abundant in sport.
3. Performance motivational support

Setting goals is a technique on its own that can also be used by the trainer (teacher) to achieve and even maximize its performance.

Specialists, identified four mechanisms by which goals seem to influence (affect) the performance:

- Objectives directs attention, intention and action;
- Objectives and adjusts the amount mobilized effort that an athlete is ready to submit to perform a certain task;
- Objectives increase perseverance, because the effort continues to be provided to achieve the objective or sub-objective;
- Achieving a target tracking favors the development of alternative strategies, understanding and behavior change coach and the athlete if the layout of inefficiency.

Because these four mechanisms expressed behaviors motivated to set a goal appears to operate indirectly through motivational processes. Specialists say that a target should be considered as representing an action and not just as a stimulus that, in some way, control behavior. The motivation theory, human activity, therefore the athlete is directed and controlled by the result to be achieved, namely a cognitive purpose today. What initiates and regulates the conduct is setting goals, standards, and goals, prioritized and appropriate value.

Achieving goals requires action not straight and certainty. While the goal is not achieved concrete athlete perceives a maladjustment which will try to reduce the selection and implementation of an adaptive behavior.

In practice, coaches with outstanding preparation workflows argue that the motivation of an athlete focused on achieving a goal is affected by three variables:

- Hope for a performance that is subjective probability of achieving a goal;
- Subjective probability that the target will have a result, even a reward;
- Valence dimension expressing personal values assigned performance or outcome.

These theories demonstrate that commitment into action requires the prior acceptance of three questions from athletes and even the coach:

1. Are able to perform the requested action and get the result set (the form of expectation)?
2. Getting it certainly triggers result compensation?
3. Stake of interest or real value?

Objectives and concerns ideomotor keep the athlete. The more he thinks successfully meet the desired result, the probability that he chooses to perform the task and to persevere in fulfilling them will be greater. The feeling of self-efficacy appears to be a mediator underlying cognitive behaviors.
We need to understand so that the objective value is not selective motivational unless the athlete accepts standard prescribed by pretending to it.

3.1 The structural elements of goals (factors)

Researchers in the field agree that performance and goal difficulty are linked inevitably difficult goals often leads to better performance compared to light or medium. In other words, the more difficult is the target, the better the performance. Note also that setting an unrealistic goal is unlikely to generate a good performance.

3.2 Objective setting difficulties

Each training session is a functional unit training plan. It has content, methods, processes, tools and course training objectives and performance. It has varying degrees of difficulty. Tasks also have degrees of difficulty arising from the volume, intensity and complexity of the environment.

Allow us to conclude that the difficulty is in fact the ratio between the load and potential for expression (functional background embroidered execution) of the athlete.

According to this report, there is a sense of acceptance or rejection of the pregnancy. Knowing rejection threshold for each of its athletes is studied by a concerned coach eager to optimize performance and does not generate situations of failure that may prejudice regarding gaining or maintaining confidence.

Background presentation task is of great importance for acceptance or rejection by the athlete. Learning and performance are most effective when the target exceeds, but not much skill athlete. It speaks in this case of "optimal difficulty."

3.3 Difficulty rating

Every coach should have the tools to evaluate the difficulty of the tasks proposed and dimensions that allow adequate delineation of the difficulties with the athletes.

Given that the task requires volume (quantity) and intensity (quality) per unit time, which indicates we may consider as a means of assessing the difficulty? Try to be as close to reality.

Would it require a volume (quantity) of exercise? It would mean a number of exercises with a structure for our case - Sports - complex.

Exercises that involve medium-limit request body to the maximum, given the stages of learning, consolidation and improvement, shows representative indicators for us to "view", pulse, heart rate and respiratory, skin color, performance or wellbeing fatigue, with some values. Motor responses, technical, tactical as the
measure accessibility: that the full feature, play fairly, accurately, expressiveness, efficiency or potential competitor not getting "task" assigned intervene hesitation, lack of concentration, partial ownership, playing at a pace slowly with low tempo, lack of concentration, slow recovery, and even injuries can occur.

Therefore, the size and execution structures become instruments physiological elements that we measure employment effort, assimilation, playing, expressiveness and recovery the body to optimal indices.

4. Conclusions

Technology to establish specific targets and regulates the trigger. A concrete, realistic, mobilize and stimulate involvement in the effort, creativity. Lack of objectives, or their existence even demobilized sometimes questionable value.

The more specific a goal is, the performance obtained is higher and the specificity of the target has a greater effect on concentration.

Setting a goal is an exercise consisting in providing and securing the future. A succession of proximal goals (current close) reduces anxiety that it could generate a very difficult goal and distal (distant). Fulfillment of the distance becomes a problem and keeps the attention. It reaches its completion through successive steps, share sub-objective. Proximal goals are used to develop self-confidence of the athlete and coach, in their actions, and the potential of the lot.

Objectives are not always fixed. They are landmarks about training objectives and competition goals. Training goals suffer from objective and subjective cause’s even involving permanent readjustment. It does not mean that their successive performance will not lead to expected performance. Changes in pedagogical intervention, even by lowering the value relay should not ultimately lead to failure to achieve, it takes into account the circumstances and constant or fluctuating level of the athlete.

When learning a complex skill, training to pursue a first operation that must perform segmentation task trainer consists of sub-tasks or subtasks algorithm value, which learned, are supporting the whole message (the main task).

This concept "tree" learning, mastering a module or unit integration involves acquiring each of the components level reached and the integration of these components into unified all content actually means annual training plan.

Below a certain threshold, if the athlete continues to fail to achieve the objectives set, the coach must evaluate the situation after the established indicators to resize load (kg, m, cm, number of repetitions, duration, complexity, and so on). This analysis reported in objective and subjective factors, the advantage of sub-goals realization and resizing work, planting, motivation and support bio-psycho-motor.
REFERENCES