

Psychological Skills Training of Adolescent Badminton Players

Dongyang Li

School of Physical Education and Health Sciences, Guangxi Minzu University, Nanning, Guangxi, 530006, China

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Abstract: With psychological skills training as the center, literature review and investigation methods are taken to study psychological skills training of adolescent badminton players. It is found that adolescents mostly focus on technical and tactical skills in badminton training, thus ignoring psychological skills training. This paper analyzes psychological state of adolescent badminton players, uses general and special psychological skills training method to train psychological skills of adolescent badminton players, so as to improve their psychological state. It is reflected that psychological skills training is indispensable in badminton training.

1. Introduction

After more than centennial development, badminton has become a sport featuring both leisure fitness and high-intensity confrontation. Badminton game features rapid transition from attack to defense, frequently changing situation, and extremely fierce competition. This requires badminton players to have good psychological quality in addition to high technical and tactical skills and physical quality. The combination of psychological training and physical quality, technical and tactical skills constitutes a modern sports training system ^[1].

Adolescence is a period when players' psychology is the most immature. During the competition, players will encounter interference from various factors. Where, psychological interference brings the greatest impact on players. Hence, it is necessary to strengthen the psychological skills training of adolescent badminton players.

2. Psychological State Analysis of Adolescent Badminton Players at This Stage

2.1 The Ambivalence in Self-Cognition

Adolescents are in a rebellious period with relatively disordered psychological state. Characterized by the coexistence of adulthood and naivety, they inevitably have psychological contradictions in self-cognition. On the one hand, they consider themselves as mature and independent. With growing self-awareness, they hope that the family and society will not interfere too much in their lives, cherishing many expectations for themselves. On the other hand, due to their lack of living ability and social experience, they are prone to naive psychology and actions, needing care from parents

and others, but insufficient care brings frustration. The contradictory self-cognition due to the coexistence of independence and dependence will lead to psychological and emotional instability among adolescents.

For adolescent badminton players, independence is precious, and their heroic spirit and fear of nothing often give them aggressive confidence and strength. Nevertheless, with immature psychology, they tend to have weak consciousness, poor initiative, waver before setbacks and difficulties, lack of courage and perseverance to overcome difficulties. In training and games, they often show great emotional fluctuations when losing score after inappropriate handling in a round, thereby affecting on-the-spot performance in the game.

2.2 Emotional Fluctuations in the Training Process

Adolescent players are young and mentally immature, who learn badminton either out of interest, or at the request of parents, or because of the need to take exams, thus lacking self-motivation. Therefore, emotional fluctuations will appear in the training process, which is inevitable in badminton training. When the coaches arrange tactical training and physical fitness training with fixed routes or fixed points, the monotonous and boring training content and training methods will make adolescents feel boredom and lower training quality. In addition, some coaches only emphasize the importance of movement training, but do not systematically explain the theoretical knowledge and key difficulties related to movements. Moreover, they do not consider individual differences in acceptance and understanding among adolescent players. The sweeping approach and overhastiness invisibly widen the skills gap between adolescent players. In this case, adolescent players will become nervous, have lower self-identity, or simply give up, lose interest and eventually lose self-confidence.

2.3 Bipolar Psychology in Game

Adolescent badminton players are most likely to be over-stressed or over-excited in the game. Players with excessive tension will be anxious, timid in the game, and difficult to fully give play to their skills. At the same time, they will be accompanied with pale complexion, cold sweat, inactivity, reduced desire to win, and passive play. Overexcited players will exhaust their physical energy prematurely, resulting in increased blood pressure, increased heart rate, and frequent urination. Despite full confidence, overexcitement will make players exert too much force, so hitting and running movements will easily deviate from the target, making it difficult to determine the hitting point, then resulting in mistakes and loss of points. In the game, better-performing players will get carried away, overestimate themselves, and fail to finish the game with the prescheduled tactics; players will close score will be impatient, nervous, and overwhelmed; worse-performing players will play negatively, deny themselves, and display fear psychology.

It is the top priority in badminton training to change the above-mentioned psychological state among adolescent badminton players through psychological skills training.

3. The Importance of Psychological Skills Training in Cultivating Adolescent Badminton Players

3.1 The Connotation of Psychological Skills Training

Psychological skills training means to use certain methods and means to impact people's psychology and conduct specialized training on the brain, thereby successfully strengthening psychological skills and cultivating special psychological abilities. It is a systematic, continuous

exercise of psychological skills^[2]. By using scientific means and methods to purposefully and systematically conduct psychological skills education and training of players' cognition, emotions and will, it is possible to establish psychological models or systems required for training and game, improve players' self-control and ability to adjust their psychological state, then effectively improve players' psychological quality and personality characteristics.

3.2 Status Quo of Psychological Skills Training of Adolescent Badminton Players

Since the mid-1980s, Europe, the United States, Japan etc. have begun to implement psychological skills training for players, with a variety of psychological skills training manuals published. Almost at the same time, China also began to conduct comprehensive and professional psychological skills training. By 1997, Liu Shuhui et al. had formulated an outline for psychological skills training of shooters, which highlighted specific and systematic implementation methods and produced a good effect in improving players' performance. Each sport has specific methods for specific psychological skills training. Psychological skills training has been widely used in many special sports training, and more and more theoretical research results have been achieved. Relevant literature only reports psychological training of adolescent badminton players, which is relatively broad. However, there are insufficient research results on the psychological skills training of badminton players, especially systematic research results on the psychological skills training of adolescent badminton players. In actual training, psychological skills training has not received sufficient attention, which is obviously un conducive to the growth of adolescent badminton players.

3.3 The Importance of Psychological Skills Training for Adolescent Badminton Players

Badminton characteristics require that players make quick reactions and judgments in a very short period of time on the field. In addition to technical ability, psychological ability and on-the-spot adaptability also need to be strengthened. Psychological skills training can effectively improve players' psychological state, maximally guarantee that players have calm and clear judgments on the field, so that they have normal or even extraordinary performance in ever-changing games. Therefore, psychological skills training should be valued in the cultivation of adolescent badminton players, which should be regarded as the key training content.

As mentioned above, adolescent badminton players are psychologically contradictory in self-recognition, emotional during training and game, and are even polarized. To solve these problems, long-term psychological skills training is needed to strengthen psychological endurance, so that they can learn to self-regulate psychological state, thereby improving the training quality. For games, short-term psychological skills training can be implemented to improve their ability to resist pressure and adjust spot psychology, form the best competitive state, and then improve the performance in the game.

It can be seen that the main function of psychological skills training is to continuously improve adolescent badminton players' psychology, so that they form good personality and psychological characteristics required for badminton sports, acquire higher psychological skills and independently adjust psychological state in training and games. Formal and systematic psychological skills training will lay a good psychological foundation for improving the technical and tactical level of adolescent badminton players, so that they achieve the best competitive state and create excellent results.

4. Methods of Psychological Skills Training for Adolescent Badminton Players

Psychological skills training highlights and emphasizes the uniqueness of psychological training in

different projects, and different uniqueness determine the use of different methods and means in psychological training ^[3]. In view of the characteristics of adolescent badminton players, their psychological skills training should be different from that of adult players, which can be divided into two progressive stages, namely general psychological skills training and special psychological skills training. The former mainly cultivates and improves the general mental state of adolescent athletes, while the latter focuses on badminton sport to improve the psychological skills of adolescent badminton players in game and training.

At the same time, psychological skills training poses a challenge for coaches. Coaches should formulate corresponding psychological skills training plans according to the players' individual differences and psychological characteristics. Systematic and complete psychological skills training is the guarantee to achieve the training purpose. Psychological skills training should follow the rules of general skills training. When training adolescent athletes, systematic and continuous training is required to achieve a remarkable effect.

4.1 General Psychological Skills Training for Adolescent Badminton Players

General psychological skills training is mainly to cultivate and develop the general psychological skills of adolescents, so that they form psychological characteristics more applicable to daily training and game. In general psychological skills training, coaches should properly handle training time and training projects, so that adolescent athletes can develop interest in psychological skills training.

4.1.1 Relaxation Training Combined with Psychological Adjustment Training

As mentioned above, adolescents' ambivalence in badminton training seriously affects the training effect and will exert a lasting impact on their psychological growth. Hence, it is necessary to reasonably guide their positive psychological emotions, stimulate their desire to challenge through high-intensity and difficult scientific training. In actual combat, it is necessary to train their ability to treat strong opponents and willpower of never giving up, never showing weakness, fighting for every ball with keen determination and hard struggle. Through conversation and self-talk, adolescent players can clearly recognize the various psychological factors that affect their self-state, relieve contradictory and tense emotions, and face daily training and game with confidence. At the same time, scientific and effective physical relaxation training can also produce good psychological intervention effects.

Relaxation training, also known as progressive relaxation training, is a training method that uses the tension and relaxation of muscles in various parts of the body to regulate people's tension by supplementing deep breathing ^[2]. Relaxation training is led by the coaches who must familiarize with the relaxation training steps and functions in training of players. For the specific practice, player lies flat on the ground, closes his eyes, puts his hands beside him, adjusts his breathing until his mind is calm under the coach guidance. For instance, the coach can direct the player to press down the left foot hard, raise the toes so that both the calf and thigh are tense, then lift the toes tightly, press the back heel hard, and then relax. Practitioners can adjust their psychological state by subjectively letting a certain muscle group contract first, then fully relax and slow down physiological consumption. The relaxation training method provides precise feeling of muscle groups in various parts of the body, especially the muscles of the head and neck, so that the practitioner can completely relax the whole body within a few minutes. Relaxation training should be carried out after the training session or when the players are too tense. By combining it with imagery training, it can better regulate the players' anxiety and tension.

4.1.2 Imagery Training

Imagery training refers to a method and process in which people consciously use the imagery formed in their minds to review, repeat and enrich their technical movements or sports scenarios, thereby arousing motor sensations, strengthening muscle proprioception, and improving motor skills and emotional control ability ^[2]. For example, when teaching adolescent badminton players the technical movements of hitting a high and long ball with a forehand in the backcourt, the coach first finds out the video showing this technical movement of high-level badminton players. By learning actions through watching and visualization, adolescent players can consciously imagine their action of hitting a high and long ball with a forehand in the backcourt, thus forming an image of the action in their brains. At the same time, coaches should encourage adolescent players to visualize the correct action and complete the transformation of kinesthetic image. When adolescent players act, coaches should use precise and concise language prompts to assist the players' imagery training. For example, keywords such as "hitting the ball at the highest point", "turning while swinging", etc. will remind players of their actions and let them better remember the sequence of new actions. "Imagery training not only helps with skill acquisition and consolidation, but also enhances self-confidence, regulates activation levels, copes with stress and anxiety, and promotes rehabilitation from sports injuries ^[4]." Moreover, it can accelerate the learning of motor skills among adolescent players, so that they better focus on the current task.

In general psychological skills training, coaches should properly handle training time and training projects, so that adolescent players can develop interest in psychological skills training.

4.2 Special Psychological Skills Training for Adolescent Badminton Players

Special psychological skills training is the product of the integration of psychological skills training and badminton technical and tactical training. It finds the weak links in one's psychology and trains them through technical and tactical training, which will not delay technical and tactical training while performing psychological skills training. In the special psychological skills training, coaches should also pay attention to psychological skills training while focusing on the technical and tactical training. In special psychological skills training, it is necessary to grasp the competitive state and psychological fluctuations of adolescent players, arrange training plans in a timely manner, so that adolescents can improve both technical and tactical level and psychological level in the special psychological skills training.

4.2.1 Systematic Desensitization Training

Systematic desensitization training is a technique for overcoming neurotic anxiety habits in a progressive manner. This method can be used to let the treatment seeker slowly expose the scenario inducing neurotic anxiety, and fight against such anxiety through psychological relaxation, thereby successfully eliminating the neurotic anxiety habit ^[2]. Some adolescent badminton players mishandle the key points and stalemate points in the game and lose points one after another, then passively play in the game and develop a mental state of impatience, anxiety and even withdrawal. When a player consistently loses crucial and stalemate points, neurotic anxiety will appear. Coaches should perform systematic desensitization training in view of the players' own conditions. First, conduct imaginative desensitization training, let players imagine the anxiety and stimulation scenarios in which key points and stagnation points are lost, combine communication, conversation and massage relaxation to eliminate the players' anxiety. Such approach similar to "antecedent replay" aims to restore the scene stimulating the player, and guide the player out of the anxiety predicament, rather than averting it. Then, perform realistic desensitization training. Arrange the

players to carry out repeated training under specific score, such as 19:20; 19:19; 18:20, etc., so that players can enter into the event he is afraid of and experience the interference he receives in the game. In this way, players experience the actual stimulus triggering the fear response, rather than just imagine it. By letting the player practice many times in this tense atmosphere, players' psychological state will tend to relax and stabilize.

4.2.2 Simulation Training

Simulation training refers to a training method of simulating playing conditions in training so that players practice techniques, tactics and game coping strategies. Simulation training is divided into actual combat situation simulation training and speech and image simulation training. In the actual combat scenario simulation training, it is necessary to simulate or select the scenarios with the same or similar condition as the game as much as possible in the training, especially in the pre-game training. Depending on the game time, the simulated game will start at 1:00 pm if the game starts at 1:00 noon. The referee may make a penalty error during the game, and the penalty error will also be made in the simulated game. The field is relatively noisy during the game, so noisy environment is created in simulated games, etc. In this way, all aspects involved in the game will be reflected in the simulation training of actual combat as far as possible. In the verbal and image simulation training, words or images can be used to describe the game. It is possible to imagine various potential problems in the game and respective strategies, so that players can form pre-adaptation to the game. In the simulation training, coaches should strictly require the player to complete the training as planned and communicate with the player after the training to help the player analyze and correct the problems exposed in the training, so that players can receive correct guidance. Through simulation training, players can be adaptively prepared for participating in various games, so that their psychological function and psychological structure can be kept in balance with the game environment.

4.2.3 Cognitive Training

Cognitive training, also known as thinking control training, is a kind of deep psychological technical training. "In view of the deep psychological structure that has little connection with the player's competitive ability but plays a leading role, goal orientation, attitude, motivation, confidence, behavior choice are often used to control players' technical and tactical abilities, including the mastery and exertion of technical and psychological abilities, while deep training mainly includes cognitive adjustment, attitude change, and value reconstruction of players."^[5]

From the perspective of training practice, it is to help players change unreasonable beliefs in technical movement learning and competitive games, thereby preventing unreasonable thinking from causing problems to players' psychology and behavior. For example, the triggering event is that when a player encounters a strong opponent in a game, unreasonable mentality of most players is that the opponent is too strong to defeat, it will be difficult to score any point in the game, which is humiliating. As a result, the player has low mood in the game, has no heart for further fighting and finally loses the game. If the unreasonable thinking of the player is changed into thinking that victory and defeat are both common in the battle, the opponent significantly outperforms me, I will play the game with a learning attitude and at the same time give play to my own technical skills, and moreover, it is a precious opportunity to learn from masters, then even if the player loses the game, it will not adversely affect the player's psychology. By abandoning unreasonable belief and establishing a new reasonable belief, the player's confidence and courage will be better stimulated. Coaches should often enlighten players in normal training or simulated games, so that players can reduce or eliminate unreasonable beliefs. Guidance should be often provided depending on different

scenarios to conduct targeted cognitive training. According to the psychological characteristics of adolescent players, it is necessary to induce their interest in training, encourage and stimulate their efforts to improve skills despite difficulties.

5. Conclusion

Under the premise of scientific training, there is unobvious gap between adolescents in competitiveness. To make adolescent players stand out, while strengthening skill training, it is necessary for adolescents to "reserve psychological energy, adjust psychological state", "improve sports perception, memory, image, thinking and other psychological qualities to stimulate interest, motivation, will, develop intelligence, adjust emotions" [6] and "strengthening psychological skills training". An excellent player needs super technical level, outstanding physical fitness and long-term high-quality training. At the same time, excellent psychological quality and high emotional quotient are also necessary conditions. Therefore, psychological skills training is quite important for adolescent players.

Psychological skills training is to care for adolescent growth from the perspective of sports training. By cooperation with parents, schools and society, it is possible to lay a good foundation for improving adolescents' psychological quality. This is also why this paper takes psychological skills training of adolescent badminton players as the entry point.

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