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### Effectiveness of Sports Training through Communication

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## Effectiveness of Sports Training Through Communication

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### *Abstract*

*Communication generally allows: interaction between two individuals; exchange of information; sharing ideas; expressing needs. This involves at least the participation of a transmitter and a receiver. It could be the process of encoding, transmitting, receiving and decoding "signals" regarding the exchange of information and ideas between participants. To communicate, we use more than words: in our interactions with others, our body has its own language. Our gestures and eye contact are ways of communication, visual messages that influence the messages we deliver verbally. Managers who effectively manage the negative emotions at work are attentive to the messages they communicate verbally and non-verbally, as well as to their way of doing this. Communication is essential in people's lives, because in this way individuals can understand, interact, create relationships, develop themselves, their lives get more beautiful and harmonious shades. The main elements in communication are speech and spoken language, with which we can send messages. If the language in which the communication takes place is known to all participants, then it will be conducted in good conditions, without the risk of proper non-acceptance of the message.*

### **Keywords:**

*Communication; efficiency; sports training; behavior.*

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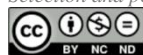
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## 1. Introduction

People interact with each other through communication. "Communication is the exchange of messages between at least two people, of which one issues (expresses) information and the other receives it (understands), provided that the partners know the code (know the same language). The instrument of communication is language." [1, 2]

"An organization communicates with various audiences and aims to send them the appropriate messages. Thus, we have external communication that addresses the audience outside the organization (clients, local community, collaborators, competition, etc.) and has the highest share in all organizational communication activities. On the other hand, we have internal communication that aims to build and maintain relationships with internal audiences or employee-based audiences, which refer both to managers and subordinates." [3]

## 2. Theoretical Background

Nonverbal communication is the deliberate or unintended transfer of messages that do not "take" the form of written or spoken words, but accompany them both. Nonverbal communication can help or contradict the transmitter, having the role of verbal communication control. The most important components of nonverbal communication are:

- **Body language:** represents nonverbal communication that takes place through body movements, body position, and facial expressions. It is important for members of organizations to know their meaning in order to interpret the signals transmitted by others.
- **Space language:** refers to the space, the distance to the interlocutor, so that the exaggerated approach denotes a threat, and very big distance means arrogance.
- **The language of colors but also of things:** colors transmit different information about the person who uses them, sometimes affecting communication: warm colors stimulate the communication process, unlike the cold colors that inhibit communication. [4]
- **The language of time** has the following three valences:
  - The precision of time: communicates to the interlocutor the respect that the transmitter has for him;
  - Lack of time: individuals regard time as a limited resource, so the way they choose to use it communicates the attitude towards the interlocutor;

- "time as a symbol for the repetition of activities belongs to a certain habit." [4]

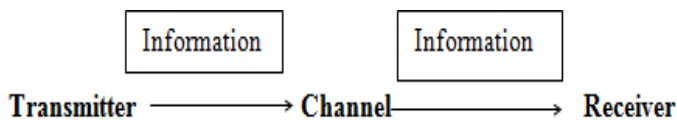
- **Paraverbal language:** refers to the tone of the voice, the rhythm of the speech, the style of writing, the accents, but also the stutters. Combining them with the verbal message can diminish or improve the meaning of the words included in the message.

### 3. Argument of the paper

For a communication to be effective, participants/learners must come to a common denominator with the instructor, encourage others to act, and encourage people to think in new ways. Therefore, the transmitted message must be perceived and understood so that the desired action is accomplished, making communication a persuasive process.

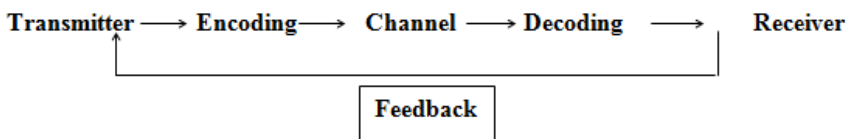
The communication aims at creating a way for the information to be received, understood and accepted. Communication is a complex process, consisting of four main elements: transmitter, channel, information and receiver.

**Figure 1. Elementary model of communication [5]**



The transmitter is the source (a person or an institution) that initiates the communication process, transmitting certain information. The transmitter encodes the message in specific signals, so it can be transferred. The channel is the means or the support for the dissemination of information. The receiver receives, decodes and interprets the message in accordance with his own opinions. The decoding depends on how the receiver is interpreting the received information. The receiver completes the communication process, sending feedback and thus becoming a transmitter.

**Figure 2. Interactive model of communication**



Source: *reinterpretare autor dupa* <https://ro.wikipedia.org/wiki/Comunicare>

Communication is more complex, however, and the roles between the transmitter and the receiver change continuously, as the information flows in both directions, each of these two parts using different codes and channels of transmission of the information.

#### **4. Arguments to support the thesis**

During sports training, communication is one factor in training and educating the receivers (those who want to benefit from sports training), in training motor skills, in increasing physical capabilities, and by understanding and deepening the meaning of the information received and transmitted. Nowadays, "to communicate" is almost as important as "to breathe"; most often we hear the phrase "You communicate, therefore you exist!" People want to co-exist with their fellows, but for this there must be understanding. The existence of mutual understanding between human beings cannot occur without communication, being the nucleus of human relationships and the bond between them.

In order for the training in sports to have a positive end, the specialist in the field needs to interact with the receiver (trainee), to have a mutual influence in the instructive-educational process. In training, the main means of influencing learners and achieving operational objectives is physical exercise. This is a condition for the formation of clear representations of motor actions - summing up simple motor gestures, made by practical demonstration of the physical education specialist most of the times. One form of interpersonal communication that I have to mention is the interpersonal communication at distance, conditioned by different technical mechanisms that allow remote communication while the personal presence of those who communicate is not necessary. The specialized literature in classifications refers to two other types: horizontal communication (it consists of the interaction between people on the same level, in other words, peers) and vertical communication (it consists of the interaction between two different hierarchical values in the transmission of information, from the lower echelon to the higher and reciprocal one). I mention these forms because, in a very clear hierarchical system, the learners in the same phase of the acquisition of motor acts (the same sporting value), through the conversations they can develop in the sports line much easier, without the existence of communication barriers, they can understand the phenomenon from another point of view, other than the instructor's or the teacher's one. Progress in acquiring the fundamental elements (principles, means, methods of physical education, general notions of anatomy, hygiene,

biomechanics, etc.) that define sports training can be relieved by another form of communication: interpersonal communication. Interpersonal communication is the communication of the individual with himself, in which he judges himself, thinks, analyzes or evaluates decisions, being important for the psychic balance. An important element in this case is the perception of the individual, the way the person is aware of the surrounding world. There are also other factors that can influence a person's perceptual capacity, such as: culture, social environment, relationships with other individuals, personal status, but especially self-image. All this determines how the individual will act and communicate, forming the basis on which to build relationships in group and interpersonal communication. [3]

## **5. Arguments against the thesis**

This interpersonal communication refers to what the individual thinks about himself, makes him aware of the value of the actions he wants to take and asks him to ask himself: "Is it good what I do?" "Am I satisfied with the achievements so far?" "Did I properly execute the move?" In fact, interpersonal communication targets our own thoughts, self perception in relation to everything that surrounds us. In sport training, intrapersonal communication allows better integration into the environment, a self-analysis of acts and motor actions necessary to correct the mistakes of execution, and at the same time allows to substantiate and consolidate the main theoretical notions with which he operates. In this case, as it can be concluded, the transmitter of the message is also the receiver of the message, with the observation that the external environment can be a powerful factor in regulating his behavior or behavioral deterioration. A form of communication, extremely important in relationing, is verbal communication. According to this, the interaction between the participants in communication is possible due to its main means of expression: language. On Earth there are many species communicating with each other, but the human is the only terrestrial being who can express himself in words. In fact, the difference between animal and human is given by articulated language and logical thinking, differences that have allowed humans to evolve so much. "We can understand language as a structured system of symbols used to communicate meanings." In sports training, if we pronounce the word "exercise grenade", each of the trainees can imagine another type of grenade than the one we thought of, if we use the word "ball," each of them will possibly imagine another ball (rugby, medical, tennis, football, etc.). A key element of verbal communication is the voice. There are many situations

where the voice of the physical education specialist needs to adapt, to face many demands. Through the variations of his voice, the instructor can cause unexpected effects amongst learners. For example, "when we encourage someone we speak loudly, more alert, but a deeper, slower voice has a soothing effect. The rapid rhythm of speech induces energy and enthusiasm, prompting students to adopt a fast pace of execution. A slower pace can induce safety and care".

Nonverbal communication is the form of communication with perhaps the most powerful impact on learning acts and actions in training sport. It is a form of communication that does not require the transmission of information with the help of language, it is everything that does not involve the use of words in the dissemination of information. It is very easy to observe in a conversation the gestures made by the interlocutors (face mimics, body position, body segment movement, etc.) to realize what the speaker wants to convey. The signals sent by the transmitter can only support, strengthen or contradict what he is communicating. Whether we are in an office, with colleagues, whether we are actively engaged in physical education lessons (sports training), the words are always accompanied by other gestures that can give real value to communication. While doing a physical education lesson, we can easily realize who is involved in the lesson, who is bored and waiting for the activity to end. The human faces and their gestures are extremely suggestive for the activities they are involved in, the conclusions drawn, positive or negative, are related to the intellect, training, education and analytical capacity of the person conducting the activity. A particular importance should be paid to nonverbal communication from the perspective of involvement in the transmission of knowledge, information needed to train, strengthen and improve the skills and motivations of military physical education. This communication at many times succeeds in replacing other types, manages to transmit much more information than other forms. However, it is not recommended to appeal only to it, knowing that it is easier to remember the transmitted knowledge if there are other sources of knowing them, implicitly of communication. It is enough to come up with an example to argue what has been said before. We can imagine how during sports training the teacher shows them how to execute correctly an exercise which contains several basic elements.

You have to show them, even demonstrate them! Overwhelmingly, during the main demonstrations, in physical education, there is no speaking. Even the teacher has moments when he has to focus on the movement itself. Students just see what the trainer is transmitting and it is very important how he transmits it so that they can also perform the exercise. To support this statement I shall give as example a series of sporting disciplines



where the instructor is in a permanent voice interaction with the “receptors”, namely: zumba, fitness, tae-bo, kangoo-jump, etc. Another aspect I have dealt with is the emotional side of nonverbal communication. Starting from the example above, there are teachers who have different styles of teaching, but also of demonstrating the technical procedures. There are teachers who in their executions transmit quality, elegance, precision, silence, and others who transmit force, speed, craftsmanship. It exists, among teachers, the perceptions of the "observers" - which can be influenced in the demonstrated technical processes, as they are led to a positive emotional state ("how beautifully they execute the exercise") or, why not, in a negative one ("what a weak demonstration!").

## **6. Dismantling the arguments against**

Nonverbal communication transmits emotion. Communicative barriers, obstacles in the sports hour are moments when the information sent to learners is hit by something and does not have the desired end. These barriers that prevent the objectives of lessons from being attained are communication barriers. I would define the communication barriers as obstacles that can obstruct the transmission, the reception, the understanding of the message and the appearance of correct feedback in accordance with the required communication.

## **7. Conclusions**

We have approached these elements of communication in order to raise awareness of their existence and by the specialists in the field, their proper treatment in relation to the instructive educational process of physical education, from the desire to find solutions to avoid the emergence of communication barriers and, why not, to create an important image of communication from the point of view of introducing it as a distinct discipline in most of the training, improvement and specialization courses that are based on physical education as the main activity. Communication is a concept with a very rapid development in all fields, a necessity and also a means of increasing the efficiency of human actions, starting from the manager to the simple employee, from the student to the instructor, etc.

Communication is very important in people's lives, because it builds relationships that improve and develop people. Through communication, individuals interact with each other, develop their abilities and develop both personally and professionally.

To enhance learners' communication, I propose the following:

- The instructor should be open towards learners so that they can speak freely and express their dissatisfaction and suggestions;
- If there are misunderstandings among learners, they ask questions to the transmitter of the message in order to avoid misconceptions;
- Emphasise on informal communication, because in this way learners will be willing to communicate more and clearly;
- Establish a box where each student is invited to set notes (ideas) that can improve sports training. These ideas are then filtered and discussed in public debates, and most of the time one or two ideas are being implemented during sports training.
- Decisions to be taken during public debates, in which each learner expresses his views, ideas about the issues which need to be discussed;
- Recognizing the students' best ideas, capitalizing and rewarding them;
- Organizing outings (participation in various sports events) in which each member communicates more and improves the relationship.

If sport training delights you and makes you feel healthier (whether it's performance or occasional), then each trainee will yield both professional and sentimental performance that leads us to be more efficient and performing in the workplace.

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