

**Západočeská univerzita v Plzni**

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**Západočeská univerzita v Plzni**

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**TRANSLATION OF SELECTED TEXTS RELATED  
TO SPORT PSYCHOLOGY WITH COMMENTARY AND  
GLOSSARY**

**Aneta Trpáková**

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**Západočeská univerzita v Plzni**

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**Aneta Trpáková**

*Vedoucí práce:*

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Plzeň 2012

Prohlašuji, že jsem práci zpracovala samostatně a použila jen uvedené prameny a literatury.

*Plzeň, duben 2012*

.....

## **Poděkování**

Za cenné rady, náměty a inspiraci bych ráda poděkovala vedoucímu bakalářské práce Mgr.Ivanu Mattovi.

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# 1 INTRODUCTION

The Bachelor Thesis deals with the translation of selected text from the area of psychology of sport- from English to Czech. The objective of this work is not only to translate these texts and comment on them but also to present the theoretical part of the process of translation. Selection of this topic was an obvious choice for the author since sport is a part of her life. The psychology of sport is a very interesting and important domain which is very often forgotten therefore this Thesis might prove useful for people interested in it.

The Thesis is divided into eight sections. The first part is this introduction, where the reader is acquainted with the objective of the Thesis, with the content and the structure. The following is the Theory of translation, where the process of translation and the task of translator are presented. This part also describes the procedures and methods used while translating and the functional styles of the texts used in the practical part.

The third part concerns the translation itself. There are five translated texts and each translation is supported by the Commentary and the Glossary. Texts were selected from the different functional styles in order to present the peculiarities of each style. Reader will read the translation of two texts written in the popular-scientific style, one text written in journalistic style, one text in a publicistic style and the last text is in the style of science and technology. The commentary highlights the main features of each text and comments on the procedures which were used in the process of translating. The Commentary also contains the examples from the texts. The Glossary, which is enclosed in appendices in the end of this thesis clarifies and also explains the vocabulary used in the texts.



The fourth part is the conclusion which gives the summary of the thesis. Next chapters also present the reader with the Abstract both in English and Czech, bibliography and appendices containing the source texts and the Glossaries.

The sources of the translated texts were in both printed and electronic form. For the first two texts, website of Association for Applied Sport Psychology was used. The third text was taken from the website of the BBC. The fourth text was found on the website of The New York Times. The source of the last text is Journal of Sport & Exercise Psychology. For the theoretical part were used mostly the printed sources such as the publication by Dagmar Knittlová "Překlad a překládání" or the publication by Peter Newmark "Textbook of translation". A large number of dictionaries and special literature was employed.

This Thesis can be useful for students who would like to gain some knowledge of the theory and process of translation.

## 2 THEORY OF TRANSLATION

### 2.1 TRANSLATION

Translation can be defined firstly as a process of rendering the meaning of a text from one language into another in the way that the author intended the text but secondly, it is necessary to mention that translation can also be considered as a product produced by translator. Translation can also be understood as a special type of communication where the target recipient is different from the source one and the translator works as a mediator of this communication. Translation is a cultural bridge between two different worlds, it is an instrument of transmitting knowledge and it enables understanding between different linguistic communities. [1]

As a vital principle of translation is today widely recognised a functional approach to translation. That means that it does not matter what kind of expressions or language instruments we use to express certain message but important aspect is the meaning which has to be kept as accurate as possible. The impact that every text has on readers should be kept as well. Translation must be understood not simply as a change of words into target language in accordance with grammar. Every translation is a complex process, where the translator also influences the target text. [2]

Russo-American linguist, Roman Jakobson, in his seminar paper "On linguistic aspects of translation" distinguished 3 types of written translation:

1. *"intralingual translation- translation within the same language which can involve rewording or paraphrase*
2. *interlingual translation- translation from one language to another*
3. *intersemiotic translation- translation of the verbal sign by a non-verbal sign, for example music or image"* [3]

Only the interlingual translation is considered to be a proper translation by Jakobson. [4]

## **2.2 TASK OF TRANSLATOR**

The task of translator is to produce a translation. Translation is a challenging activity in which the translator has to be thinking of several things at the same time. [5]

Every translator should possess the knowledge of the source language, target language and also the knowledge of cultural, social, political background of the target text and of the topic it deals with. [6]

*“Translator works on four levels: translation is first a science, which entails the knowledge and verification of the facts and the language that describes them; secondly it is a skill, which calls for appropriate language and acceptable usage; thirdly an art, which distinguishes good from undistinguished writing as the creative, the intuitive, sometimes the inspired, level of translation; lastly a matter of taste, where arguments ceases, preferences are expressed, and the variety of meritorious translations is the reflection of individual differences.”*[7]

The work of translators is based on taking decisions. They subjectively decide what kind of procedures or methods they use, while transferring text from one language to another, to achieve the greatest possible correspondence, referentially and pragmatically between the two texts. It is important to bear in mind, that the expressions does not necessarily have to be the same but these expression must definitely have the same function. Translators have to very often consult dictionaries or encyclopaedias in order to indicate the semantic ranges of particular words and their main senses to make sure that they perfectly understand their usage. They should be constantly trying to extend their knowledge and improve their means of expression. [8]

## 2.3 TRANSLATION THEORY

Whenever translator faces a translation problem which means that the literal translation is not possible or acceptable for different reasons, there is a Translation theory which helps translators in solving these problems. Translation theory identifies translation problems, indicates all the factors that need to be taken into consideration, suggests all the possibilities for translation and finally recommends the most suitable solution. It is basically framework of information we have about translation and comprises translation methods and procedures.

It is important to distinguish the difference between the translation methods and translation procedures. "*Translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language.*" [9]

There is a large number of translation procedures but they all have the same aim which is to transfer the invariant information. The information should be understood in wider sense which means that not only the content is important but also how do we communicate certain message and what impact does this message have on the reader. The translator is expected to choose such instruments which have the same function in both languages. [10]

## 2.4 TRANSLATION METHODS

The process of translating usually begins with an analysis of the source text. Linguists distinguish two main methods- the macro approach and the micro approach.

**Macro approach** is focused on the whole text in general. It deals with the cultural background, historical and local setting, literal references. Aspects such as the author's attitude to the topic or to the audience should be taken into consideration as well. This approach should determine the style of the text and his function.

After this analysis translator can proceed to taking strategic decisions about the text and start assessing its particular features using the micro approach.

**Micro approach** is focused on particular details of the text such as the grammatical, syntactic or semantic level. As soon as these analysis are accomplished, the translator may start to produce a definite translation. [11]

## 2.5 TRANSLATION PROCEDURES

There are many types of translation procedures. Canadian linguists Vinea and Darbelnet listed seven basic translation procedures which solve the absence of the direct equivalent in target language. These seven procedures are comprised of:

**Transcription** is a simply a conversion into a written form. It is necessary to distinguish transliteration which is a transcription into another alphabet which is usually accompanied by a change in sound. This operation usually concerns proper names that do not have their equivalent in target language.

juice->džus

New Zealand.> Nový Zéland

**Calque** is a literal translation of collocations,

potflower-> hrnková květina

multi-words names,

European Union.>Evropská Unie

compounded words

lifestyle-> životní styl

and proverbs or idioms.

**Substitution** is a replacement of one language instrument by another equivalent one. It can be for example a substitution of substantive by pronoun and vice versa. This procedure is also typical for translating cultural information.

yards-> metry

A-level-> maturita

**Transposition or class shift** is a change in part of speech while the meaning is preserved. This procedure is used very frequently by translators because it offers many possibilities that help solve the problem of untranslatability.

Have a drink.-> Napij se.

Make a decision.-> Rozhodnout se.

**Modulation** is a change in the point of view or perspective and often of category of thought. It can be obligatory or facultative.

elbow of the pipe-> koleno potrubí

It is not difficult.-> Je to snadné.

**Equivalence** is a procedure that replicates the same situation in different terms. This procedure is recommended when translator has to deal with idioms, proverbs, clichés, nominal or adjectival phrases and the onomatopoeia of animal sounds.

It is raining cats and dogs! -> Lije jako z konve!

She is the apple of my eye..-> Je sluncem mého žití.

**Adaptation** involves changing the cultural reference. This procedure is usually used because the situation of the source culture doesn't exist in the target one. Metaphors, idiomatic expressions, proverbs or puns are translated this way.

Spare the rod and spare the child!-> Škoda každé rány, která padne vedle.

Fine feathers make fine birds.- > Šaty dělají člověka.

Apart from these basic procedures, there are some other procedures which are frequently used by translators:

**Transformation** is a necessary change in syntax which includes for example the change from singular to plural, the change from active to passive, different position of the word, replacing the present participle by subordinate clause etc.

Being tired, I went to bed early.-> Šel jsem spát dříve, protože jsem byl unavený.

Information can be found on our website.-> Informace naleznete na naší internetové stránce.

**Borrowing** means to take an expression straight from another language.

hardware

fair play

**Literal Translation** is a word-for-word translation.

Where are you?-> Kde jsi?

**Amplification** is introducing details that are not formulated in the source text. It involves **explication** which is an addition of explicative information

She went to Waitrose.-> Jela nakoupit do Waitrose.

**Condensation** is used while translating from Czech to English and it deals with a shortening of an expression.

s modrým hřbetem-> blue-backed

**Reduction** is used while translating from English to Czech and the expression is shortened in the target language.

Here I am-> Zde.

**Generalization** is a translation of a term by more general or neutral one.

He looked out of the porthole. -> Podíval se ven z okna.

**Particularization** is the usage of more precise or concrete term.

European Union has adopted a new consumer rights directive. -> Evropská rada přijala novou směrnici týkající se práv spotřebitele. [12]

## 2.6 FUNCTIONAL STYLE

Functional style can be defined as “*a manner of purposeful choice, logical arrangement and utilization of language instruments with regard to the situation, function, intention of the author and to the content elements of speech.*”[13]

Language instruments are mainly lexical, grammatical and phonologic but it is important to take into consideration also the paralinguistic instruments, the structure and the topic. The selection of the language instruments is based on so called style-forming factors. The most important style-forming factor is probably the function of the communication.

In different areas of communication, there are different requirements on the aim of communication. The classification of the functional styles is based on the most important functions of language.



Every functional style is marked by several typical features but it is important to mention that there are no strict boundaries separating one style from another.

The current English stylistics recognizes 5 different functional styles and several sub-styles. This classification is based on the work of Russian linguist I.R. Gal'perin. He distinguishes: the belles-lettres style, the publicistic style, the journalistic style, the style of official documents and the style of science and technology. [14]

## **2.7 THE STYLE OF SCIENCE AND TECHNOLOGY**

The style of science and technology (also called a scientific prose style) is a basic style of practical literature. Its primary function is to present ideas of various areas of science as clearly, exactly and completely as possible. This style is primarily monological and most often realized in written form. Due to the absence of the reader feedback and the situational context, the text must be complete concerning the content and the form. Since the content can be very demanding, the process of communication has to be clear to ensure the understandability of the text. This can be provided by the logical sequence of ideas and by the logical structure. As it is very important to indicate the relations between sentences and their interdependence, the author uses the subordinate conjunctions, connectives and references.

Another peculiar feature of this style is a strict objectivity of the text which requires the use of impersonal structures and the passive voice. The sentences are very often stereotypical with a fixed logical structure and there is a tendency to apply condensed expressions. The objective word order is required.

Concerning the lexical level, the use of special terminology is very typical for this style. The substantives and the adjectives are used very often as this style is considered to be nominal.

The language means tend to be unambiguous, devoid of any expressivity or subjectivity. The lexis is also stereotypical and the repetition of words is quite common. The stereotype is not a negative sign, on the other hand for precise and clear understanding of the text this stereotype is crucial and helpful.

Translators of the texts of Science and Technology necessarily have to have at least the basic knowledge from the area from which they are translating. It is recommended to study several sources in the target language which are dealing with the same topic. Translators should cooperate with an expert from given area and discuss the text with him in order to make sure, that the translation is correct. They have to bear in mind that the content is primary and the form is secondary. It is crucial to transform clearly and precisely the information and it is possible to change or create new sentence units if it is in the interest of better comprehensibility.[15]

### **2.7.1 POPULAR-SCIENTIFIC STYLE**

Popular scientific style is a sub-style of the style of science and technology and has a major importance nowadays since its aim is to provide the general public with the results of science and technology in a interesting and more comprehensible way. This sub-style has some features of the publicistic as well as of the belles-lettres style. Since it is expected, that the audience has decent or no science background, the terminology is not too specific and the terms are explained or paraphrased. The sentences are shorter, the structure of the text is usually more developed and sometimes there are used the expressive expressions. [16]

## 2.8 JOURNALISTIC STYLE

This style is most often applied in the newspapers but it is important to emphasize that not every article in newspaper is written in journalistic style. The journalistic style serves to the purpose of informing and instructing the audience in an objective manner. It should present the facts with no commentary, which means that the author should not include his or her opinions. Specific feature of the journalistic style is a fast and brief transmitting of news about current events to the audience. It is very often necessary to squeeze the information into the limited space and it is therefore very important to present it clearly and unambiguously so that current reader understands every word. Very common for this style are the stereotyped and condensed forms of expressions.

The lexis is mostly neutral and standard. The use of specific political or economic terms is common in this style and even jargon, colloquial expressions and slang can be used especially in headlines and in quotations. Another typical feature is the use of clichés. The acronyms and abbreviations are used as well but the translator must very often modify or explain them and add some additional information to make sure that the audience understands.

Very important in the journalistic text is the headline. Headlines should attract the attention of the reader and briefly inform what the article will be about. Since the headline should bring the maximum of information on minimal space, English headlines are very condensed and rich in content. The abbreviations, idiomatic expressions, slang words and nominal constructions are used very often. The articles are usually omitted. The action that happened in the past is normally expressed by the present tense. To express the future, English uses infinitives or omits the auxiliary verbs in continuous tenses. Headlines are very demanding for the translation and need to be translated with a special vigilance. [17]

## 2.9 PUBLICISTIC STYLE

The publicistic style is the style applied in mass media such as the television, radio, newspapers, magazines or internet broadcasting and its general aim is to inform the audience and to influence reader's opinion. This style was separated from the style of science and technology and still has several common features such as for example the logical structure and the expanded system of connectors.

The publicistic style may bear resemblance to the journalistic style but it is necessary to highlight the differences between them. The aim of the journalistic style is only to objectively inform the audience about news. Whereas publicistic style subjectively informs the audience about current issues and tries to convince the audience that the interpretation given by the author is correct and cause them to accept the expressed point of view. Its function is therefore informative and also formative.

Since its intended audience is the general public, the text should be easily comprehensible and accessible. The terminology in the text is usually explained or paraphrased. A large number of evaluative adjectives is typical for this style and they are very often employed in the function of attributes.

example: the strongest pressure, the growing menace

This style also utilizes a large number of quotations to support the idea. Another typical feature concerning the lexis is utilization of the first person in plural which should indicate the unity of opinions between the author and the audience. To make the text more interesting, authors very often use metaphors, puns, idiomatic or emotional expressions.

As far as syntax is concerned, clauses are usually simple but there is a large number of modifying elements.

Translation of the publicistic style requires certain skill and also imagination from the translator. [18]

### 3 TRANSLATION WITH COMMENTARY AND GLOSSARY

#### 3.1 Snášení bolesti při sportu

**Eddie O’Connon, PhD, CC—AASPP**

**Centrum pro zlepšování výkonu**

Bolest ke sportu patří a **schopnost sportovce ji snášet je pro úspěch zásadní**. Bolest poskytuje cenné informace o Vašem těle a o tom, jak funguje. Aby byla její užitečnost co největší, je důležité rozpoznat, který druh bolesti by měl být vyslyšen a který druh je naopak přínosný a může být bez rizika překonán.

Nejdříve musíme definovat různé typy bolesti, které můžete pociťovat:

**Únava a mírná bolest.** Toto je nepříjemný pocit vyvolaný námahou, ale není natolik silný, aby mohl být označen jako „bolest“. Sportovci se učí cítit se „dobře, i když jim není zrovna nejlépe“ jelikož námaha je pravidelnou a nezbytnou součástí většiny sportů. Se zvyšující se námahou, mírná bolest může přejít v...

**Pozitivní tréninkovou bolest.** Tato bolest se často vyskytuje při vytrvalostních cvičeních a zahrnuje únavu svalů a napětí na plicích a srdci. Toto napětí se pohybuje v rozmezí od nepříjemného až po to, co je typicky považováno za bolest. Nejedná se o hrozbu ani o známku zranění. Jelikož sportovci znají příčinu této bolesti, kontrolují si své výkony a jsou si vědomi toho, že tyto pocity jsou přínosné a že mohou zvýšit jejich výkonnost. Ve zkratce, pozitivní tréninková bolest je známkou úsilí a vašeho zlepšování.

**Negativní tréninková bolest** stále ještě není známkou zranění, ale přesahuje pozitivní znaky tréninkového užitku. Příkladem může být silná bolest trvající několik dnů. Může se jednat o riziko přetrénování.

**Negativní výstražná bolest** je podobná negativní tréninkové bolesti s přidaným prvkem hrozby. Může se jednat o nové vnímání bolesti a o známku vyskytnutí zranění. Typicky přichází postupně a umožňuje sportovci zhodnotit možnosti příčin a adekvátně jednat.

**Negativní akutní bolest** je intenzivní a specifická bolest, která přichází najednou, často následkem zranění. Je obvykle spojená s určitým místem na těle a je označena jako výhružná.

**Znecitlivění** je výjimečné, ale velice vážné. Jedná se o stav, kdy sportovec necítí nic, když by měl cítit silnou bolest, únavu nebo mírnou bolest. Místo toho jsou končetiny znecitlivělé. Toto může být známka velice vážného zranění nebo snaha o překonávání svých fyzických možností.

My se zaměříme na pozitivní a negativní tréninkovou bolest a negativní bolest značící zranění si necháme pro jiný článek.

### **Jak reagujete na bolest je důležité.**

Jestli si vykládáte vaši bolest jako výhružnou nebo jestli se soustředíte raději na bolest než na váš výkon, bolest se zvýší a naruší vaši výkonnost.

Na druhou stranu jestli vnímáte bolest jako něco přirozeného a nezbytného a vykládáte si jí jako známku toho, že tvrdě pracujete a dosahujete svých cílů, potom se bolest může stát vaším spojencem.

Mnoha sportovcům pomohlo zjištění, že na bolest nejsou sami. Spoluhráči také cítí bolest a zvládnutí své bolesti je výzvou, která může přispět konkurenceschopnosti. Navíc sportovci často cítí velké uspokojení po tom, co zvládli bolestivý trénink nebo závod.

**Nejvíce může pomoci přijmutí faktu, že bolest je součástí tréninku a závodů.** Nemůžete podávat výkony na vysoké úrovni a necítit bolest. Pohodlí a zvyšování výkonu se vzájemně vylučují. Nemůžete mít obojí současně. Před cvičením se rozhodněte, jak velkou bolest jste ochotni snést pro dosažení vašich cílů. Když začnete pociťovat bolest, snažte se ji vnímat jako součást cvičení. Nechte bolest být ve službách vašich větších cílů. Možná budete překvapeni, až zjistíte, že když bolesti dovolíte být součástí sportu, vaše útrapy se zmírní.

Více o zraněních a rehabilitaci později (Bolest značící zranění by se neměla překonávat).. Ale do té doby- „**Snažte se.**“

### 3.1.1 Commentary

This article was published on the website of The Association for Applied Sport Psychology (AASP) which incorporates information and expertise from exercise and sport science and psychology. It was written by Edie O'Connor, PhD, who works as a Certified Consultant of AASP.

The aim of this article is to inform the audience about different types of pain that can be experienced during the sport and also about various reactions to the pain. The clue message is that the pain is a part of training and every athlete should know how to deal with it.

This text was chosen to demonstrate typical features of the popular-scientific style. Its intended audience are the athletes in the first place but also the general public interested in this topic.

Since the author does not expect an extensive knowledge of this topic, used terms are explained or followed by an example.

The text is divided into paragraphs which makes it more comprehensible. Furthermore, the main ideas are written in bold which highlights them and makes the reading easier for reader. The author is using the pronoun “you”, which makes the audience more involved in the text.

From the grammatical point of view, the tense which predominates is the present simple.

The translation of this text is not too difficult when one is aware of its peculiarities.

Headline was translated by means of **modulation**:

- Pain tolerance in sport [App. 1, p.50]
- Snášení bolesti při sportu

**The word order** was very often changed in order to make this text sound more natural for the Czech reader:

- Accepting the reality that pain is a part of training and competition may be most helpful. [App.1, p.51]
- Nejvíce může pomoci přijmutí faktu, že bolest je součástí tréninku a závodů.

Apart from that also **transposition** was used. The grammatical change was necessary to successfully translate the name of the department:

- Performance Excellence Centre [App.1, p. 50]
- Centrum pro zlepšování výkonu

A problem appeared while translating the names of the pains. The psychology of sport is not so developed in the Czech Republic so the vocabulary is sometimes missing while translating. I discussed possible translations with some top levels athletes and they knew that such pains exist, they were able to distinguish them but they could not find any corresponding equivalent in Czech language. I decided to use **calque** for their translation:

- Positive training pain [App.1, p. 50]
- Pozitivní tréninková bolest
- Negative warning pain [App.1, p. 50]
- Negativní výhružná bolest
- Negative acute pain [App.1,p. 51]
- Negativní akutní bolest



Since the literal translation would not sound natural in some Czech expressions, I decided to use an **adaptation**:

- Athletes learn to be “**comfortable being uncomfortable**,” as such efforts are regular and necessary part of most sports. [App.1, p.50]
- Sportovci se učí cítit se „**dobře, i když jim není zrovna nejlépe**“ jelikož námaha je pravidelnou a nezbytnou součástí většiny sportů.

**Amplification** was used to make sure that the Czech reader clearly understands:

- Because athletes **know the cause**, are in control of their effort, and recognize that these feelings are beneficial and can enhance performance. [App.1, p.50]
- Jelikož sportovci **znají příčinu této bolesti**, kontrolují si své výkony a jsou si vědomi toho, že tyto pocity jsou přínosné a že mohou zvýšit jejich výkonnost.

**Transformation** was used for translation of present participle in following sentence. The structure of the sentence was also changed by the procedure of transposition, where the adjective helpful is replaced by the verb:

- Many athletes find that **recognizing** that they are not alone in their pain is helpful. [App.1, p.51]
- Mnoha sportovcům pomohlo zjištění, že na bolest nejsou sami.

### **3.2 Rozvíjení návyku intenzivního tréninku**

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Intenzivní trénink zahrnuje odhodlání, oddanost a nadšení trénovat s nějakým cílem. Většina trenérů to považuje za důležitou vlastnost jakéhokoliv úspěšného týmu. Ti nejlepší hráči a týmy se naučili z tréninku vytěžit maximum. Přicházejí trénovat s intenzivním záměrem dosáhnout daného cíle a takovýto trénink se neobejde bez nadšení a odhodlání.

V mládežnickém sportu se talentovaní hráči často jen tak flákají a jejich trénink není intenzivní. Chvilí mohou sami sebe podvádět ale nakonec je ti, kteří trénují intenzivněji, doženou a předeženou. Pravidelné trénování „na půl plynu“ pozastaví váš sportovní vývoj. To, co potřebujete, je vypěstovat si z intenzivního tréninku návyk. Tento sloupek vysvětlí, co je to intenzivní trénink, vyzdvihne několik možných příčin nedostatku intenzity a pomůže vám rozvinout způsoby zlepšování vašeho intenzivního tréninku.

S intenzitou to není jen o tom, zda jí máte nebo ne. Intenzita musí být vnímána v kontinuu, ve kterém hráči mohou trénovat více či méně intenzivně.

Přiměřená úroveň intenzity tréninku tedy povede k nejlepším tréninkům. Proto sportovní psycholog Jim Taylor (1993) předpokládá, že následující 3 charakteristiky jsou důležitými aspekty intenzivního tréninku:

(1) pro nejlepší výkon je třeba ideální úroveň intenzity, (2) jedná se o pozitivní pocit, (3) optimální úroveň intenzity je u každého hráče jiná. Nyní prozkoumáme různé důvody nedostatečně intenzivního tréninku.

Trénování na půl plynu přivádí kouče k šílenství. Proč by hráči chodili na trénink s chybějící intenzitou, když je jasné, že dobrý trénink vede k dobrému výkonu? Obvykle to není záměrné. Sportovci, kteří netrénují dostatečně intenzivně, vám naopak možná nebudou schopni říct příčinu. Výzkum naštěstí poskytl určité nahlédnutí do této problematiky.

Nedostatek intenzity je často výsledkem únavy, nedostatku přípravy a motivace. Kromě toho těmto hráčům ještě chybí cíl nebo plán tréninku. Zamyslete se, prosím, nad tréninkem, ve kterém jste jeli na půl plynu. Pokuste se určit důvody, proč jste netrénovali intenzivně. Stanovení úrovně intenzity je pro smysluplný trénink nezbytné. Často hráčům říkám, aby si před tréninkem nebo zápasem udělali čas sami pro sebe a ohodnotili si svou úroveň intenzity na pomyslném žebříčku, kde číslo 1 znamená, že se vám chce ještě spát a 10 značí vysokou intenzitu, možná až tak vysokou, že se na určité věci nedokážete soustředit. Vést si záznamy je dobrý způsob, jak sledovat úroveň intenzity při tréninku. Po pár týdnech můžete určit, jak intenzivní byly vaše nejlepší tréninky. Důležitá poznámka je, že byste si měli záznamy vést minimálně několik týdnů, jinak možná dospějete k falešným výsledkům a nedopracujete se k pravé optimální úrovni intenzity vašeho tréninku.

Jakmile jste si určili vaši vhodnou úroveň intenzity, je čas použít několik technik pro zvýšení intenzity. Tyto techniky byste měli chápat ne jako strategie, které hráč používá ke zvýšení intenzity v průběhu tréninku, ale jako způsob důsledné přípravy na trénink. Jak bylo dříve zmíněno, hráčům často chybí motivace, protože nejsou dostatečně připraveni. Vypracování přípravného plánu před tréninkem, který zahrnuje následující dovednosti, vám pomůže zabránit trénování na půl plynu.

Zaprvé, všechny dobré tréninky musí mít cíl, který vás žene dopředu. Cíle jsou výkonové standardy, které určují chování (např. naučím se překládání vpřed). Cíle nám tedy dávají jasný účel tréninku. Je ohromující, kolik hráčů jde na trénink bez cíle. Je to jako řídit auto a nevědět, kam jedete. Nedopusťte, aby váš trénink byl neorganizovaný a bez zájmu. Stanovte si cíle pro zlepšení schopností, taktik a technik, abyste každým tréninkem byli neustále na cestě za zlepšením. Sledujte denně své cíle a zaznamenávejte si, zda jste jich úspěšně dosáhli.

Druhou činností, ze které by měl sportovec udělat návyk, je používání motivačních slov, frází a obrázků, které vám pomohou

v soustředěnosti. Tyto dovednosti vám pomohou překonat nedostatek motivace nebo únavu. Když váš trénink není dostatečně intenzivní, měli byste například zkusit používat povzbuzující slova nebo motivační fráze typu: "Tak pojd' do toho, zamakáme!", abyste zvýšili intenzitu. Nebo si můžete vybavit čas, kdy jste hráli skvěle, tvrdě trénovali nebo měli vysokou intenzitu. Hodně sportovců si za účelem zvýšení intenzity představí třeba startující vesmírnou raketu nebo sprintujícího leoparda.

Spolu s těmito povzbuzujícími slovy, frázemi a obrázky hráči mohou svoji intenzitu zvýšit během na místě s vysokými koleny nebo prováděním rychlých startů a zastavení. Trénování na půl plynu postupně oslabuje vaše pokusy zlepšit se jako sportovec. Stanovení cílů a používání povzbuzujících slov a obrázků je důležité pro zvýšení intenzity. Abyste byli co nejlepší, musíte z intenzivního tréninku vytvořit návyk. Posouvání vašich limitů každým tréninkem vám umožní zlepšit se a stát se vrcholovým sportovcem.

### 3.2.1 Commentary

This column was published on the website of The Association for Applied Sport Psychology (AASP). The author is Larry Lauer, Ph.D. who is an AASP consultant and he was named one of the 100 most Influential Sport Educators in America by the Institute for International Sport.

It was written with an aim to explain to the audience, what is the adequate level of intensity during the training in order to achieve the development as an athlete. There are explained several tips how to improve the intensity and there is also explained what can cause the lack of intensity.

The intended audience is the general public and the function of the text is informative and explicative. Since it tries to inform a large number of readers and the language is not too specialized, we can say, that the text is written in popular-scientific style. The text also has some traits of publicistic style since it tries to influence the reader. It is necessary to add that there are also some parts written in the style of science and technology which are explained or followed by an example. These parts concern especially the definitions:

- Goals are achievement standards set to direct behaviour (i.e., I will learn the forward crossover).

The article contains basic terminology from sport (high knees, forward crossover) so the author presumes a decent knowledge of area of sport. Otherwise the language is mostly formal but some colloquial or expressive expressions or idioms may be found there as well. The author is appointing directly at the reader by using the pronoun “you”.

It is divided into several paragraphs. From the grammatical point of view, the tense which predominates is the present simple but the present continuous or present perfect can be found there as well. In most cases is

employed the active voice. Sentences are mostly complex or complex-compound.

To translate the proper names in the subtitle were used two different procedures. Literal translation was used for the first part and the second part is unchanged because it is obvious that it is a name of some university:

- **Institute for the Study of Youth Sports, Michigan State University** [App.2, p.53]
- **Insitut pro Studii mládežnických sportů, Michigan State University**

Since English unlike Czech can use very condensed means of expressions it was necessary to use a transformation to make the following sentence sound more natural in the target language. Instead of participle constructions was used a subordinate clause:

- They come to practice with an intense focus that directs them to **enthusiastic, determined, goal-driven training.** [App.2, p.53]
- Přicházejí trénovat s intenzivním záměrem dosáhnout daného cíle **a takovýto trénink se neobejde bez nadšení a odhodlání.**

There were 3 idioms used in this text which were translated by means of equivalence:

- **‘Going through the motions’** regularly in practice will stall your progress as an athlete. [App.2, p.53]
- **Pravidelné trénování na půl plynu** pozastaví váš sportovní vývoj.

As you can see a procedure of transposition was used as well to successfully translate following sentence. In addition calque and transcription at the same time was used for translation of word “coach”:

- Players that ‘go through the motions’ **drive coaches insane**. [App.2, p.54]
- Trénování na půl plynu **přivádí kouče k šílenství**.
- Set goals for improving skills, tactics, and techniques so that you will **be on the road** of progress every single practice. [App.2, p.55]
- Stanovte si cíle pro zlepšení schopností, taktik a technik abyste **byli** neustále **na cestě** za zlepšením každým tréninkem.

Colloquial expressions used in the source text and were translated also by means of **equivalence**:

- In youth sport very talented players often just **‘get by’** and are not intense in practice. [App.2, p.53]
- V mládežnickém sportu se talentovaní hráči často jen tak **flákají** a jejich trénink není intenzivní.

or by means of **adaptation**:

- I often tell players to **“check-in” with themselves** right before practices or games to determine their level of intensity. [App.2, p.54]
- Často hráčům říkám, aby si před tréninkem nebo zápasem **udělali čas sami pro sebe** a určili si svou úroveň motivovanosti.

As there were some cases where the equivalent in Czech is missing, procedure called **generalization** was used:

- For instance, when you are lacking practice intensity you should use **an invigorating cue or effort phrase** of **“come on, let’s get intense”** to increase intensity. [App.2, p.55]
- Když vás trénink není dostatečně intenzivní, měli byste například zkusit používat **povzbuzující nebo motivační fráze** typu: **“Tak pojď do toho, zamakáme!”** abyste zvýšili intenzitu.

The quotation in this sentence was translated by means of equivalence because the literal translation would sound very unnatural in Czech.



### 3.3 Psychologie ve sportu

Může Anglickému kriketovému týmu v čele s Nasser Hussainem, pomoci psychologie?

V Anglii se dnes vybírá tým, který bude příští týden čelit Austrálii v dalším testu, který se bude hrát na hřišti Trent Bridge. Anglie prohrává 0:2 na zápasy, a aby měla nějakou šanci obhájit The Ashes, tento zápas musí vyhrát. (The Ashes je série zápasů, které se hrají mezi Anglií a Austrálií a vítěz vyhrává trofej The Ashes.)

Austrálie slaví své nedávné úspěchy z testovacích sérií, kdy porazila Britské Lvy a dokonce se dostala do finále Wimbledonu!

Mají protinožci mimořádné atletické dovednosti nebo je to jenom v jejich hlavách? Podle Glenna McGratha (bývalého úspěšného australského hráče) je mezinárodní kriket velmi odlišný od okresního kriketu.

Ve skutečnosti říká, že více než 60% „talentu“ tvoří mentální síla. Těší se na další test, protože sebevědomí v australském mužstvu je vysoké. Psychologie sportu je rozvíjející se oblastí. Hodně sportů od fotbalu po atletiku a basketbal, všichni mají placené psychology.

Anglický kriketový tým měl psychologa na plný úvazek, ale v roce 1999 byl propuštěn a následovala série výher! Nicméně Australané mají velice odborný přístup ke hře. Nejen že využívají počítačovou techniku, ale mají i psychologa na plný úvazek, který je týmu kdykoliv k dispozici.

Dr Van Vugh z Univerzity v Southamptonu věří, že kapitáni mají důležitou roli. Tvrdí, že týmu se vždycky daří lépe, když má kapitán vysoké nároky a vyžaduje od svých hráčů profesionální přístup. Říká, že týmový duch je pro úspěch nezbytný. Je důležité, aby se hráči za chyby vzájemně neobviňovali, to by se ve spolupracujícím družstvu nemělo dít.

Bob Woolmer je trenér kriketu a myslí si, že budoucnost anglického kriketu se zlepší. Tvrdí, že bude třeba zvýšit tréninkovou intenzitu, ale věří, že hráči mají talent. Zajímá se mimo jiné i o rozvoj myšlení hráčů. Podle něj využíváme pouze 30% naší mozkové kapacity, a jestliže se

hráči dokáží soustředit a zvýší toto procento alespoň na 35%, úroveň hry se rapidně zvýší.

### 3.3.1 Commentary

This report was published on the website of the British Broadcasting Corporation Radio 4, one of the largest broadcasters in the world. It was written by Suzanne Mooney who tries to evaluate the situation of English and Australian cricket teams which are going to meet next week. The author focuses on the mental preparedness of both teams and presents the opinions of several specialists in this area.

This short report was chosen with the aim to examine the journalistic style and to demonstrate its features. Its main function is to provide the reader with objective information.

The intended audience is a general public which means that the information needs to be presented clearly and precisely so that everyone is able to understand.

The register of this article is slightly informal. The tense which predominates is present simple. The article is divided into paragraphs.

The headline was translated by means of literal translation:

- **Psychology in Sport** [App.3, p.56]
- **Psychologie ve sportu**

This headline is not very typical but it fulfils its function which is to inform the reader what the article will be about.

Further in the text were used some proper names from the area of cricket. Since the Czech reader is probably not familiar with some names of cricket players, it was necessary to add some additional information. The procedure of **explication** was used:

- Can psychology help **Nasser Hussain** and the England cricket team? [App.3, p.56]
- Může Anglickému kriketovému týmu **v čele s Nasser Hussainem**, pomoci psychologie?
- According to **Glenn McGrath**, he says international test cricket is very different to county cricket. [App.3, p.56]
- Podle **Glenna McGratha (bývalého úspěšného australského hráče)** je mezinárodní kriket velmi odlišný od okresního kriketu.
- England are two nil down, and need to win this match if they are to have any chance of regaining **the Ashes**. [App.3, p.56]
- Anglie prohrává 0:2 na zápasy, a aby měla nějakou šanci obhájit **The Ashes**, tento zápas musí vyhrát. (The Ashes je série zápasů, které se hrají mezi Anglií a Austrálií a vítěz vyhrává trofej The Ashes.)

For translation of following sentence was used procedure called **generalization**:

- Today, **England's cricket selectors pick the team** to face Australia next week in the next test at Trent Bridge. [App.3, p.56]
- V Anglii **se dnes vybírá tým**, který bude příští týden čelit Austrálii v dalším testu, který se bude hrát na Trent Bridge.

Another procedure which was used for translation of proper names was **calque**:

- As well Australia's recent success in the test series, they've also just won the series against the **British Lions**, and even reached the final of Wimbledon! [App.3, p.56]
- Austrálie slaví své nedávné úspěchy z testovacích sérií, kdy porazila **Britské Lvů** a dokonce se dostala do finále Wimbledonu!

It was necessary to use **adaptation** for the translation of „the Aussies“, since the Czech language does not have such expression:

- Do **the Aussies** have more athletic prowess or is it just in the mind? [App.3, p.56]
- Mají **protinožci** mimořádné atletické dovednosti nebo je to jenom v jejich hlavách?

### 3.4 Mladí sportovci vyhledávají pomoc sportovních psychologů

Heather Benjaminová, většinu svého života ambiciózní gymnastka, jezdila po světě a vyhrávala řadu ocenění. Minulý rok si ale během soutěže na bradlech vybudovala strach ze skákání z jedné žerdi na druhou. A tak udělala to, co je dobře známé u profesionálních sportovních hvězd- promluvila si se sportovním psychologem.

„Tolik se změnilo,“ řekla v telefonním rozhovoru z jejího domova na Floridě. „Strach jsme překonali a to mě uklidnilo. Každému bych řekla, že to za to stojí.“

Heather bylo v té době 9.

Alan Goldberg jí radil po dobu 5 měsíců přes dvanáctihodinové telefonické konverzace a za každé sezení si účtoval 225\$ (4200 Kč). Na nedávných Národních a Juniorských Olympijských hrách překonala Heather své předchozí výsledky o 3 schopnostní třídy.

„Měla fobii,“ řekla její matka, Donna Benjaminová, která rozhodla, že by toto poradenství mohlo Heather pomoci. „Mentální blok, který jí bránil soutěžit.“

Myšlenka, že by mentální koučink mohl pomoci těm nejmladším sportovcům, pronikla do vyšších vrstev mladých sportovních nadšenců.

Ve snaze získat školní stipendia a čelní příčky v předních cestovatelských klubech, rodiny mladých sportovců běžně platí osobním silovým trenérům, kondičním trenérům, specializovaným trenérům jako je instruktor na nadhazování nebo odpalování, odborníkům na výživu a scoutům. Nyní se do této gardy přidal i sportovní psycholog.

„Rodiče mi říkají, že už do sportovního rozvoje svých dětí vložili tolik peněz, že udělají cokoliv, co jim pomůže uspět,“ říká doktor Marty Ewing, bývalý předseda Asociace pro aplikovanou sportovní psychologii. „A my samozřejmě máme způsoby, jak zlepšit jejich výkonnost.“

Ale hodně sportovních psychologů, včetně těch, které navštěvují mladí sportovci, tvrdí, že přemýšlí nad tím, zda tato léčba ve sportovním prostředí praskajícím ve švech, není přehnaná.

„Na jednu stranu je to hloupost nenaučit tyto děti mentálním dovednostem, které možná potřebují,“ řekl doktor Daniel Gould, sportovní psycholog, který je zároveň ředitelem Michigan State’s Institute for the Study of Youth Sports (Michiganského Státního Institutu pro Studii mládežnických sportů).

„Ale na druhou stranu, nepřispívá toto jen k profesionálnímu chování dětí? Protože tyto děti nehrají za newyorské Yankees. Co je horší, obávám se, že někteří rodiče to dělají jen proto, že to jejich soused udělal pro své dítě.“

Několik sportovních psychologů uvedlo, že jejich hlavní práce s mladými sportovci spočívá v poradenství rodičům nebo trenérům.

„Jádro problému je často v trojúhelníku rodič, trenér a sportovec a ve vzniklých problémech mezi nimi,“ říká Jay Grant, sportovní psycholog z New Jersey, který tvrdí, že 40% jeho praxe tvoří práce se sportovci ve věku 11-18 let. „Rodiče to myslí dobře. Chtějí, aby jejich dítě bylo další Tiger Woods. Ale tyto fantazie jim stojí v cestě.“

To, že mladí sportovci vyhledávají toto poradenství je podmíněno trendem zaměřovat se na jeden sport od brzkého věku.

„Když se řekne jedenáctiletému dítěti, že jediné na čem záleží je soustředit se na jeden sport, pak je samozřejmě každý jeho výkon v daném sportu pod tlakem.“ řekl Ewing. „Žádáme to jedenáctileté dítě, aby hrálo na úrovni, která není úměrná jeho kognitivnímu vývoji. Je to vývoj, který nemůžete urychlit, ale lidé se o to pokoušejí.“

Gould řekl, že rodiče čtrnáctiletého tenisty si dělali starosti, že jejich syn je nesousředený. Jeho odpověď byla: „Jo, je mu 14- to je naprosto normální.“

„To, že čtrnáctiletého oblékneme jako Andy Rodicka ještě neznamená, že je stejně starý jako on. Je mu 14 a občas bude dělat hlouposti.“

### 3.4.1 Commentary

This article was published on 5 August 2007 in American daily newspaper The New York Times and the author is Bill Pennington.

The aim of this article is not only to inform about the Psychology of Sport but also to influence the reader's opinion on this issue. It is divided into two main parts. The first part describes the story of young gymnast that had to use the help of psychology. The second part describes the fact, that it has become normal, that young athletes use the help of Sport psychologists because the parents and the coaches put a lot of pressure on them. This article makes us actually think about the pressure which is put on young athletes and tries to convince us, that the demands on them are really excessive.

As the functions of this text prove, it is written in publicistic style thus it is dedicated to general public and the author does not expect any special knowledge from the audience. A large number of quotations is used in this text which is very typical for this style. The facts are also supported by numbers. It is divided into several paragraphs.

From the lexical point of view, the language is formal but there are some colloquial expressions (foolish, dumb things). The tense which predominates in the first part is the past simple and present perfect. In the second part the most often used tense is present simple.

A phrasal verb is used in the headline, which is common in English headlines. To translate the headline, I used the procedure called **amplification**:

- Young athletes **turn to** sports psychology [App.4, p.57]
- Mladí sportovci **vyhledávají pomoc** sportovních psychologů

The procedure of particularization was used as well while translating the headline because instead of the term "Sports psychology" I used expression "the help of Sport Psychologists" in the target language.

In my opinion these procedures were necessary to make the headline sound more natural in Czech language.

The word order was changed very often. To successfully translate the following sentence it was also necessary to divide the original sentence into two sentences in the target language to make it more logical and comprehensible for Czech reader, since English uses very condensed form of expressions:

- For 225\$ a session, Alan Goldberg counselled her during 12 hour-long telephone conversation across five months. [App.4, p.57]
- Alan Goldberg jí radil po dobu 5 měsíců přes dvanáctihodinové telefonické konverzace. Za každé sezení si účtoval 225\$ (4200 Kč).

The difference in currency has to be taken into consideration as well, that is why the **explication** note was used:

- For **225\$** a session
- Za každé sezení si účtoval 225\$ (**4200 Kč**).

The proper names need to be translated with a special attention. Names used in following sentence were translated using the **calque**:

- „Parents tell me that they’ve put so much money into their child’s athletic development that they’re not going to leave any stone unturned if it might help them achieve,” said Dr. Marty Ewing, a former **president** of the **Association of Applied Sport Psychology**.“ [App.4, p.57]
- „Rodiče mi říkají, že už do sportovního rozvoje svých dětí vložili tolik peněz, že udělají cokoliv, co jim pomůže uspět,” říká Dr Marty Ewing, bývalý **předseda** **Asociace pro aplikovanou sportovní psychologii**.



There is also an idiom „to leave any stone unturned“, used in this sentence. Its meaning is to make every possible effort to achieve something. It was translated by means of modification.

The word “president” in the source language was replaced by “předseda” in the target language because Czech language does not usually use this expression for this particular function. This procedure is called equivalence, because the same function was replicated in different terms.

While translating the following sentence, procedure called **borrowing** was used for translation of “mental coaching” since this expression tends to be often used even in Czech. We can say that **transcription** was used as well because the spelling was modified:

- The idea that **mental coaching** can help the youngest athletes has pervaded the upper reaches of the country's zealous youth sports culture. [App.4, p.57]
- Myšlenka, že by **mentální koučink** mohl pomoci těm nejmladším sportovcům, pronikla do vyšších vrstev mladých sportovních nadšenců.

### **3.5 Motivace a afekt**

#### **Motivace**

Deci a Ryan (1985, 2000; Ryan&Deci, 2000) tvrdí, že mezi základní psychologické potřeby, které se jednotlivci snaží uspokojit, aby dosáhli psychologické adaptace a osobního růstu, patří autonomie spolu s kompetencí a potřebou vztahů. Podle Autodeterminační teorie (SDT; Deci & Ryan, 1985, 2000) vnímaná úroveň základního uspokojení potřeb ovlivňuje jednotlivce ve stanovování cílů, kterých chce dosáhnout, přijetím více či méně autodeterminovaného stylu motivace. Zatímco početné studie problematiky úspěchu prokázaly spojitost mezi vysokou autonomní motivací a vysokou úrovní výkonu, vytrvalostí a psychickou pohodou, nízká vnímaná autonomie byla spojená se zvýšeným stresem, úzkostí a sebekritikou. V souladu s těmito údaji, Burisch (1993) zaznamenal, že běžný etiologický faktor, který charakterizuje propuknutí syndromu vyhoření, je vnímání ztráty autonomie, což je definováno jako situace, kdy už jednotlivci nevnímají sami sebe jako původce vlastního chování.

Autodeterminační teorie (Ryan & Deci, 2000) vysvětluje, že jednotlivci mohou být motivováni z různých důvodů v kontinuu autonomie v rozmezí od vysoké po nízkou úroveň sebedeterminace. To, co ovlivňuje následnou úroveň motivace, je vědomý podnět pro zahájení určitého chování. Nejvíce autonomní forma motivace se nazývá intrinsická (vnitřní) motivace. Aktivita je vnitřně motivovaná a autonomní, jestliže je svobodně vykonávána a schvalována sebou samým; zdrojem motivace je samotný cíl a centrum kauzality je vnímané jako vnitřní. Nicméně některé aktivity mohou být motivovány vnějšími podněty, které nejsou vnitřně schvalovány. V případě, že jedinci vnímají vnější zdroje kauzality, necítí se autonomně a jejich chování je vnímáno jako extrinsicky motivované (DeCharms, 1968). Autodeterminační teorie (Ryan & Deci, 2000) tvrdí, že existuje několik typů extrinsické motivace, kde se každý typ motivace liší, stejně jako funkce úrovně sebeurčení.

První typ extrinskické motivace je značen termínem integrovaná regulace. Chování extrinsicky motivované integrovanou regulací je vykonávání činnosti z vlastní vůle a jejím cílem je dosažení výsledku, který je pro osobu důležitý, čímž se liší od vnitřní motivace. Dalším typem je identifikovaná regulace, která koresponduje s jednáním, kdy jedinec danou činnost vykonává proto, že je to pro něj důležité, i když daná činnost ho vnitřně neuspokojuje. Příklad je třeba cvičit jen proto, že je to dobré pro zdraví. Dalším typem je introjektovaná regulace, jejímž prostřednictvím je chování poháněno vnitřním tlakem, jako je například vina. Jedinec toto chování vnitřně nepřijímá, ale cítí, že by se do aktivity měl zapojit.

Čtvrtý termín je označován externí regulace a představuje extrinsickou motivaci, jak ji definuje odborná literatura, tj. jako chování kontrolované určitými externími faktory (Ryan & Deci, 2000). Extrinsicky regulovaný jedinec se typicky do aktivity zapojuje proto, aby něco získal (například ocenění) nebo aby se vyhnul negativním následkům (například trestu). Jedinci také mohou v určitých situacích jednat, aniž by byli jakkoliv motivováni. Toto je označováno termínem amotivace. Amotivovaní jedinci danou aktivitu nehodnotí a nevnímají spojitost mezi jejich chováním a úspěšnými výsledky.

V soutěžních sportech je předpokládána závislost mezi změnami v motivaci, která se stává spíše externě motivovanou, a mezi maladaptivními výsledky jako je například syndrom vyhoření (Gould, 1996; Gould, Tuffey, Udry & Loehr, 1996). Tudíž by teorie sebedeterminace měla být relevantní pro zkoumání role motivace a vývoje syndromu vyhoření mezi elitními sportovci. V souladu se základními zásadami teorie sebedeterminace ukázaly výsledky studie zkoumající syndrom vyhoření u dospělých plavců prováděné Raedekem (1997), že plavci, kteří byli vnitřně motivováni, vykazovali menší míru syndromu vyhoření než plavci, kteří byli motivováni vnějšími faktory.

Další výzkum (Gould, Tuffey, et al., 1996; Cresswell & Eklund, 2005) také prokázal, že u sportovců, kteří sportovali pod tlakem vnějších faktorů, bylo větší riziko syndromu vyhoření. Obvykle tito sportovci uváděli větší úroveň vnímaného stresu, který byl podnětem maladaptivní tréninkové adaptace, a tudíž vedl k syndromu vyhoření.

## **Afekt**

Změny v afektu, který je obecně označován jako nálada a měřen pomocí Profile of Mood States (tzv. měřítko nálady) (McNair, Lorr & Droppleman, 1992), byly obvykle používány jako psychologické označení tréninkové adaptace ve sportu (např. Kelleman & Kallus, 1999). Lane a Terry (2000) například uvedli, že neschopnost uplatnit povzbuzující pokřiky může vést k nižší úrovni pozitivních afektivních stavů a vyšší úrovni negativních afektivních stavů. Výzkum také ukázal, že přeceňování se může vést jak k akutní a krátké negativní emoční změně, tak k přechodnému, ale více stálému negativnímu afektivnímu stavu (Davis, Botterill & MacNeil, 2002). Davis s kolegy tvrdí, že zvýšení únavy vede k neurochemické reakci, která produkuje série poruch afektu. Vyčerpání a únava vrcholovým sportovců spouští selhání autoregulace.

Je zastáván názor, že afektivní změny doprovázené změnou motivační regulace z více na méně sebedeterminovanou představují možné znaky emotivní a psychické únavy. Když se toto stane, tyto afektivní změny spouští reakci tzv. survival-like adaptation vyčerpaného sportovce (Klinger, 1975) která vede ke změně motivace na více externí typ motivační regulace. Sportovec se začíná od tréninku psychicky vzdalovat a trénink se stává ledabylým. Hnán externí regulací je sportovec obětí vnuceného plánu bez jakéhokoliv zpochybnění nebo adaptace a mizí velká část původní předpokládané autonomie.

Zatímco početné studie spojují motivaci a afekt s maladaptivními tréninkovými odezvami (viz Kellmann 2002), většina rozsáhlých studií

zkoumajících kvalitu tréninkových odezev u vrcholových sportovců používala změny nálady jako hlavní psychologickou známku tréninkové adaptace (Lehmann, Foster, Gastmann, Keizer, & Seinacker, 1999).

Stav nálady je vnímán jako vedlejší produkt kognitivního a psychologického přizpůsobení se vnímaným tréninkovým a soutěžním požadavkům a představuje důležitý znak adaptace organismu.

Davis a kolektiv (2002) tvrdí, že emočně zdraví vrcholoví sportovci mají obrovskou schopnost ovládat své emoce. Tito sportovci těží ze své obrovské přirozené energie a mohou zvládat fyzické i duševní úkoly s velkým potěšením, vděčností a efektivitou. Emotivně zdraví sportovci navíc těží z aktivní a efektivnější snahy o zotavení (Kellmann, Kallus, 1999). Když jsou naopak sportovci emočně vyčerpaní, následky jsou obvykle velice dramatické. Mnoho sportovců si uvědomuje, že je možné posouvat své fyzické i mentální hranice, když jsou ale tito sportovci emočně vyčerpaní, nemohou dobře fungovat. Jejich schopnosti jsou ovlivněné, vedou k pocitům viny, lhostejnosti, úzkosti a deprese a za takovýchto podmínek se může dostavit syndrom vyhoření.

Až doposud se většina výzkumů syndromu vyhoření sportovců zaměřovala na proces, který stojí za rozvojem tohoto vysilujícího stavu. Výsledky výzkumů ukázaly, že sportovní vyhoření je charakterizováno narušením nálady, únavou, vyčerpáním, a poklesem výkonu (např. Kenttä & Hassmén, 2002), sportovci trpící syndromem vyhoření typicky vykazovali známky demotivace, znehodnocování sportu a cynismu. Cílem tohoto výzkumu, který je prováděn na vzorku vrcholových plavců, je tedy pokračovat v těchto výzkumech a zhodnotit, zda změny sebedeterminované motivace v průběhu kontinua, stejně jako změny v pozitivním a negativním afektu u vrcholových sportovců, mohou předpovídat náchylnost ke sportovnímu vyhoření v průběhu soutěžní sezóny. Předpokládáme, že:

1. Změny v motivaci spolu se změnami v ukazateli autodeterminace (z více na méně autodeterminovanou regulaci) v průběhu sezóny jsou spojeny se známkou syndromu vyhoření na konci sezóny.
2. Negativní a pozitivní změny afektu v průběhu sezóny předpovídají znaky vyhoření na konci sezóny i přes změny v autodeterminované motivaci.

### **3.5.1 Commentary:**

This text is an extract from the study called Influence of Variability in Motivation and Affect on Elite Athlete Burnout Susceptibility which was published in the Journal of Sport & Exercise Psychology in 2006. This study was performed by Norwegian University of Sport Science namely by Pierre-Nicolas Lemyre, Darren C. Treasure and Glyn C. Roberts.

Its aim is to discover what influence the shifts in motivation have on the sport burnout of elite athletes. This short extract is taken from the part called Motivation and Affect and informs about several types of motivation in sport. There are also explained shifts in affect and the last part of this extract expresses the aim of this research and the hypothesis that the authors have.

This text is strictly objective. Its function is to inform and explain so we can classify this text as an example of the style of technology and science. Therefore emotionally charged words, idioms or puns cannot be found in such text. Its projected audience are the readers of the Journal of sport & exercise psychology which are primarily psychologists or educated people interested in this topic. Since the readers encounter many cases of special psychology terminology it is expected that they have some knowledge of this field (autonomy, psychological adjustment, anxiety). Due to the nature of the text, the lexis is not so rich and repetition is often used. References were used very often in this text.

The tense which predominates is the present simple but the present perfect is also used very often. Other typical feature of this text is impersonality which is ensured by the usage of passive voice and impersonal structures. The text is divided into paragraphs.

To successfully translate a text of science and technology it is necessary to have some previous knowledge of this topic. As it is recommended to discuss the final translation with some specialist from given area, I discussed this translation with psychologist in order to make sure, that I used correct equivalents in Czech.

While translating scientific text it is possible to completely change the structures of sentences in order to communicate the message as clearly and precisely as possible. The word order has to be changed very often to assure comprehensibility for Czech reader:

- Deci and Ryan (1985, 2000, Ryan&Deci, 2000) suggest that the need for autonomy together with the need for competence and relatedness are fundamental psychological needs that individuals seek to satisfy in order to achieve psychological adjustment and personal growth. [App.4, p.59]
- Deci a Ryan (1985, 2000; Ryan&Deci, 2000) tvrdí, že mezi základní psychologické potřeby, které se jednotlivci snaží uspokojit, aby dosáhli psychologické adaptace a osobního růstu, patří autonomie spolu s kompetencí a potřebou vztahů.

It is very often while translating such text, that the author introduces new terms that have not been used before or that does not have equivalents in the target language. Procedure called **transcription** was used while translating such expressions. The expressions were kept in the source language but the spelling was modified:

- This construct is termed **amotivation** and it results from not valuing an activity. [App.4, p.60]

- Toto je označováno termínem **amotivace** a vychází to z nehodnocení aktivity.

It was difficult to find an equivalent expression while translating following sentence that is why the original expression from the source language was used in the target language as well. The present participle was translated by means of transformation. Furthermore, the original sentence was divided into two sentences in the target language in order to assure better comprehensibility for the Czech reader:

- When this happens, these affective changes trigger **a survival-like adaptation reaction** from the exhausted athlete (Klinger, 1975) **resulting** in a perceived motivational shift to a more detached and training becomes perfunctory. [App.4, p.61]
- Když se toto stane, tyto afektové změny spouští **reakci tzv. survival-like adaptation** vyčerpaného sportovce (Klinger, 1975), **kteřá vede ke** změně motivace na více externí typ motivační regulace. Sportovec se začíná od tréninku psychicky vzdalovat a trénink se stává ledabylým.

Following sentences were translated by means of **transformation**. The present participle was replaced by subordinate clause and in addition two simple sentences were transformed into one complex-compound sentence:

- In this case people do not feel as autonomous, **perceiving** an external locus of causality (DeCharms, 1968). These behaviours are perceived as being extrinsically motivated. [App.4, p.59]
- V případě, **že jedinci vnímají vnější** zdroje kauzality, necítí se autonomně a jejich chování vnímáno jako extrinsicky motivované (DeCharms, 1968).



#### **4 CONCLUSION**

The Bachelor Thesis dealt with the translation of selected texts related to psychology of sport. The aim of this Thesis was to translate these texts with the support of Commentary and Glossary. It was divided into a theoretical and a practical part.

The theoretical part presented the theoretical process of translation. This part was very helpful since it provided a large number of new information, and knowledge acquired in this part was then utilized in the practical part. Elaboration of this part really deepened author's knowledge of theory of translation and could be beneficial to the students interested in this area.

The practical part was comprised of the translations of five texts which were conducted with the respect to the findings from the Theoretical part. The translations were supported by the commentaries which highlighted individual features of the texts and also commented on the procedures which were used during the translation. The Glossaries provided the reader with translation and explanation (if necessary) of special terminology used in the texts.

To successfully translate each text, it was necessary to analyse the source text using the Macro approach in order to make adequate strategic decisions. The Macro approach evaluated the source text, highlighted its peculiarities and distinguished the style. Findings of this analysis were taken into consideration while translating the text. The translation was analysed by the Micro approach where the specific problems of each text were discussed.

Each text represented special challenges and problems for the translator. The articles contained a large number of idiomatic or colloquial expressions which were translated by means of equivalence, substitution or modulation.

It was also important to bear in mind, that the audience is different and that the Czech reader does not have to be familiar with some cultural references, therefore it was necessary to use amplification or explication while translating these texts.

The last text, written in the style of science and technology, was the most demanding one. It was necessary to study the problem of Motivation and Affect firstly in Czech to assure the correct comprehension and interpretation. The final translation of this text was also consulted with a psychologist.

Since this Thesis is composed only of translations of several texts, it could be elaborated more profoundly. In the future author could focus on the analysis of the belles-lettres or administrative style.

To conclude, this Thesis helps to realize that the translation is not simply a transfer of words into another language. It cannot be done only by using dictionaries. Translation is a very complex and demanding activity which requires excellent knowledge of the source language as well as a flair and feel for the target language. To become a good translator one has to have a desire to improve their means of expression and to extend their knowledge. The patience and the sense for order and pertinence are also very important qualities.

Since the psychology of sport is not so developed in the Czech Republic in comparison to other countries, translation provided in this Thesis could be beneficial to some athletes or coaches.

## 5 ENDNOTES

- 1 Newmark, P. *Textbook of translation*, p.5
- 2 Knittlová, D. *Překlad a překládání*, p. 7-12
- 3 Basil Hatim and Jeremy Munday, *Translation, An Advanced Resource Book*, p. 5
- 4 Ibid., p.5
- 5 Newmark, P. *Textbook of translation*, p.8
- 6 Levý, J. *Umění překladau*, p.17
- 7 Newmark, P. *Textbook of translation*, p.6
- 8 Ibid., p.11
- 9 Ibid., p.81
- 10 Knittlová, D. *Překlad a překládání*, p.19
- 11 Ibid., p. 27
- 12 Ibid., p.18-26
- 13 Ibid., p.135
- 14 Ibid., p.133-139
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## **7 ABSTRACT**

The Bachelor Thesis deals with the translation of selected texts related to psychology of sport. It is divided into theoretical and practical part. Theoretical part is focused on the theory of translation, translation procedures and methods. In this part are also described functional styles. The practical part is concerned with the translations of five selected texts and their commentary. In addition the Thesis also comprises glossaries to the translated texts. The glossaries and source texts are enclosed in the appendices.

There is also the conclusion which provides the summary of the Thesis. The objective of this Thesis is to analyze the theory of translation and to correctly translate selected texts.

## **8 RESUMÉ**

Bakalářská práce se zabývá překladem vybraných textů z oblasti psychologie sportu. Je rozdělena na teoretickou a praktickou část. Teoretická část je zaměřena na teorii překladu, překladatelské postupy a metody. V této části jsou také popsány funkční styly.

Praktická část se zabývá překladem pěti vybraných textů a jejich komentáři. Práce je doplněna o glosáře k překládaným textům, které jsou spolu se zdrojovými texty umístěny v přílohách. Práce také obsahuje závěr, který ji shrnuje. Cílem této práce je zkoumat teorii překladu a správně přeložit vybrané texty.



## 9 APPENDICES

### 9.1 Appendix 1

#### **Pain Tolerance in Sport**

**Eddie O'Connor, PhD, CC--AASP**

#### **Performance Excellence Center**

Pain is ever-present in sport. **An athlete's ability to tolerate pain is essential to success.** Pain provides valuable information about your body and how it is performing. To maximize its usefulness it is important to understand what kind of pain should be listened to and what type is helpful or safe to work through.

First, we must define the different types of pain you can experience:

**Fatigue and discomfort.** This is an unpleasant feeling produced by effort, but not strong enough to be labeled "pain." Athletes learn to be "comfortable being uncomfortable," as such efforts are a regular and necessary part of most sports. With continued effort, discomfort can turn into ...

**Positive training pain.** This pain often occurs with endurance exercise, and includes muscle fatigue and sensations in the lungs and heart that can range from unpleasant to what is typically thought of as pain. It is neither threatening nor a sign of injury. Because athletes know the cause, are in control of their effort, and recognize that these feelings are beneficial and can enhance performance. In short, positive training pain is a good sign of effort and improvement.

**Negative training pain** is still not indicative of an injury, but goes beyond positive signs of training benefit. An example may be extreme soreness that lasts for days. There may be an overtraining risk.

**Negative warning pain** is similar to negative training pain, with the added element of threat. It may be a new experience of pain and a sign

of injury occurring. It typically occurs gradually, and allows the athlete to evaluate potential training causes and respond appropriately.

**Negative acute pain** is an intense and specific pain that occurs suddenly, often a result of injury. It is often localized to a specific body part and is labeled as threatening.

**Numbness** is rare but of very serious concern. It is when the athlete feels nothing when soreness, fatigue or pain should be felt. Instead, limbs are numb. This may be a sign of serious injury or pushing one's body past its physical limits.

We will focus on positive and negative training pain and save negative injury pains for another article.

### **How you react to your pain is important.**

If you interpret your pain as threatening, or if you focus on the pain rather than concentrate on your sport, the pain will increase and interfere with your performance.

On the other hand, if you view pain as something that is natural and necessary and interpret it as a sign that you are working hard and achieving your goals then your pain can be an ally.

Many athletes find that recognizing that they are not alone in their pain is helpful. The athletes playing with them also hurt, and the challenge of tolerating your pain may add to the competition. In addition, athletes often report great satisfaction after persevering through a painful training session or competition.

**Accepting the reality that pain is a part of training and competition may be most helpful.** You cannot perform at a high level and not experience pain. Comfort and performance excellence are mutually exclusive. You cannot have them both. Prior to exercise, decide how much pain you are willing to experience to achieve your goals. When pain shows up, be willing to feel it fully as part of your experience. Let your pain be in service of your greater goal. You may be surprised to find

your pain suffering will be lessened when you allow pain to be a part of sport.

More on injury and rehabilitation pain at a later date (you are not advised to push through injury pain) ... but until then, **“Be willing.”**

## **9.2 Appendix 2**

### **Developing the Practice Intensity Habit**

**Larry Lauer, Ph. D.**

**Institute for the Study of Youth Sports, Michigan State University**

Practice intensity is the will, commitment, and enthusiasm to practice with a purpose. Most coaches consider it an important characteristic of any successful team. The best players and teams have learned to get the most out of practices. They come to practice with an intense focus that directs them to enthusiastic, determined, goal-driven training. In youth sport very talented players often just 'get by' and are not intense in practice. They can cheat themselves for a while, but eventually others that practice with intensity catch up and pass them. 'Going through the motions' regularly in practice will stall your progress as an athlete. What you need to do is make practice intensity a habit. This column will explain practice intensity, highlight some possible causes, and help you develop ways of enhancing your practice intensity.

Intensity is not as simple as either you have it or you do not. Intensity must be viewed along a continuum where players can be over- or under-intensified. Thus, an appropriate level of intensity will lead to the best practices. Accordingly, sport psychologist Jim Taylor (1993) suggests that there are three important aspects of practice intensity including; (1) an ideal level of intensity is needed to play your best, (2) it is a positive feeling, and (3) the optimal level of practice intensity is different for all players. Let us now examine possible reasons for a lack of practice intensity.

Players that 'go through the motions' drive coaches insane. Why would players come to practice lacking intensity when it is obvious that good practices lead to good performances? Usually it is not intended. Instead, athletes that lack practice intensity may not be able to tell you the cause. Fortunately, research has provided some insights into this problem. Under-intensity often is the result of poor preparation, a lack of motivation, and fatigue. Moreover, under-intense players frequently lack goals or a plan for practice. Please reflect back to a practice when you were 'going through the motions.' Attempt to determine the reason(s) why you lack practice intensity.

Intensity level recognition is vital to focused practices. I often tell players to "check-in" with themselves right before practices or games to determine their level of intensity. Then we use an intensity meter to rate their level. A rating of 1 means that you are early asleep, and a 10 equals high intensity; maybe so intense that you are not focused on the appropriate things in practice. A log is a great way to track your intensity levels in practice. You can then determine after a couple of weeks what intensity level coincided with your best practices. An important note is that you should track your intensity for at least several weeks, otherwise you may get a "false reading" and not obtain the true optimal level of intensity.

Once you have determined your appropriate level of practice intensity, it is time to use several skills to increase practice intensity. You should think of these skills not just as strategies a player uses to increase intensity during practice, but as a way of consistent practice preparation. As mentioned earlier, players often lack intensity because they are not prepared. Developing a preparation plan before practices that include the following skills will help you eliminate 'going through the motions.' First, all good practices are goal-driven. Goals are achievement standards set to direct behavior (i.e., I will learn the forward crossover). Therefore, goals

give us a clear purpose for practicing. It is amazing how many players go to practice without a goal. It is like driving a car without knowing the destination. Do not allow practice to be haphazard and lackadaisical. Set goals for improving skills, tactics, and techniques so that you will be on the road of progress every single practice. Chart your goals daily and list whether or not you successfully achieved your goal.

The second skill an athlete should make a habit is using cue words, phrases, and images that refocus behavior. These skills will help you overcome a lack of motivation or fatigue. For instance, when you are lacking practice intensity you should use an invigorating cue or effort phrase of “come on, let’s get intense” to increase intensity. Or, use an image of a time when you were playing great, practicing hard, or had great intensity. Finally, many athletes will think of powerful images such as a rocket launching or a leopard sprinting to increase intensity. In conjunction with these cue words, phrases, and images players can begin to increase their own intensity by running in place with high knees or performing quick starts and stops. ‘Going through the motions’ in practice undermines your attempts to improve as an athlete. Setting goals and using cues and images are important to increasing intensity. To become your best you must make practice intensity a habit. Pushing your limits every single practice will enable you to improve skills and develop into a consistent peak performer.

## 9.3 Appendix 3



### Psychology in Sport

Can psychology help Nasser Hussain and the England cricket team?

Today, England's cricket selectors pick the team to face Australia next week in the next test at Trent Bridge. England are two nil down, and need to win this match if they are to have any chance of regaining the Ashes.

As well Australia's recent success in the test series, they've also just won the series against the British Lions, and even reached the final of Wimbledon! Do the Aussies have more athletic prowess or is it just in the mind? According to Glenn McGrath, he says international test cricket is very different to county cricket.

In fact he says that over 60% of 'talent' is down to mental strength. He is looking forward to the next test because confidence is high in the Australian squad. Sporting psychology is an increasing field. Many sports from football to athletics and basketball all have paid psychologists.

The England cricket team had a full time psychologist, but released him in 1999 and followed this up with a series of wins! However the Australians have a very scientific approach to the game. As well as using computer aids, they have a full-time psychologist available to the team at any time.

Dr Van Vught from the University of Southampton believes that Captains play an important role. He claims that if a captain has high standards and demands professionalism from his players, the team always do better. He says that a team approach is necessary for success. It is important not to blame each other for mistakes, and this should not happen in an integrated team.

Bob Woolmer is a cricket coach. He thinks the future of English cricket will improve. He says they will need to raise their 'intensity levels' but is confident that the talent is there. He is also interested in expanding player's minds. He says that we only use 30% of our brain capacity, and if players can focus and raise this percentage to even 35%, the level of the game will greatly improve.

## 9.4 Appendix 4

### Young athletes turn to sports psychology

A competitive gymnast for most of her life, Heather Benjamin has traveled the country and won her share of awards. But last year she developed a fear of jumping from one bar to the other in the uneven bars event. So she did something familiar to professional sports stars - she talked to a sports psychologist.

"It made such a difference," she said in a telephone interview from her home in Florida. "We worked through the fear, and that has let me relax. I would tell anyone that it's worth it."

Heather was 9 at the time.

For \$225 a session, Alan Goldberg counseled her during 12 hour-long telephone conversations across five months. At recent national and Junior Olympic competitions, Heather surpassed her previous scores by three ability levels.

"It was a phobia," said her mother, Donna Benjamin, who had decided Heather would benefit from the counseling. "A mental block that hindered her ability to compete."

The idea that mental coaching can help the youngest athletes has pervaded the upper reaches of the country's zealous youth sports culture. In the pursuit of college scholarships and top spots on premier travel clubs, the families of young athletes routinely pay for personal strength coaches, conditioning coaches, specialized skill coaches like pitching or hitting instructors, nutritionists and recruiting consultants. Now, the personal sports psychologist has joined the entourage.

"Parents tell me that they've put so much money into their child's athletic development that they're not going to leave any stone unturned if it might help them achieve," said Dr. Marty Ewing, a former president of the Association of Applied Sport Psychology. "And obviously, we do have ways to help enrich performance."

But many sports psychologists, including those who see young athletes, say they wonder if the treatment is not overkill in a youth sports landscape bursting with excess.



"On the one hand, it's foolish not to teach kids mental skills they may need," said Dr. Daniel Gould, a sports psychologist who is also the director of Michigan State's Institute for the Study of Youth Sports. "On the flip side, is it just contributing to the professionalism of childhood? Because these kids aren't playing for the New York Yankees. And worse, I worry that some parents are doing it just because their neighbor did it for his kid."

Several sports psychologists said their primary work with young athletes was counseling the parents or coaches.

"The root of the problem is often the triangle of parent, coach and athlete and the conflicts created," said Jay Granat, a New Jersey sports psychologist who said 40 percent of his practice dealt with athletes ranging in age from 11 to 18. "The parents have the right intentions. They want their kid to be the next Tiger Woods. But those fantasies are getting in the way."

The trend toward specializing in one sport at an early age has also led more young athletes to seek counseling.

"If an 11-year-old is told that focusing on one sport is all that matters, it obviously puts a lot of pressure on every outcome in that sport," Ewing said. "We are asking that 11-year-old to play a game at a level that is disproportionate to his or her cognitive development. That's development you can't rush, but people try."

Gould said the parents of a 14-year-old tennis player were concerned their son was not focused all the time. His response was, " 'Yeah, he's 14 - that's pretty normal.' "

"Just because we can dress up a 14-year-old like Andy Roddick, he's still not as old as Andy Roddick. He's 14, and he's going to do some dumb things."

## 9.5 Appendix 5

### Motivation and Affect

#### Motivation

Deci and Ryan (1985, 2000; Ryan & Deci, 2000) suggest that the need for autonomy together with the need for competence and relatedness are fundamental psychological needs that individuals seek to satisfy in order to achieve psychological adjustment and personal growth. According to Self-Determination Theory (SDT; Deci & Ryan, 1985, 2000), the perceived level of basic need satisfaction influences individuals in achievement settings to adopt a more or less self-determined motivational style. While numerous studies in achievement contexts (see Deci & Ryan, 2000) have linked high autonomous motivation to higher levels of performance, task perseverance, and well-being, low levels of perceived autonomy have been linked to increased feelings of stress, anxiety, and self-criticism (e.g., Gagné, Ryan, & Bargmann, 2003; Krane, Greenleaf, & Snow, 1997). Consistent with this pattern of findings, Burisch (1993) reported that a common etiological factor characterizing the onset of burnout was a perceived loss of autonomy, defined as a situation when individuals no longer perceive themselves as the source of their own behavior (Deci & Ryan, 1985).

SDT (Ryan & Deci, 2000) explains that individuals can be motivated for different reasons, lying on a continuum of autonomy ranging from high to low self-determination. It is the perceived incentive for the initiation of a behavior that influences subsequent levels of motivation. The most autonomous form of motivation is labeled intrinsic motivation. An activity is intrinsically motivated and autonomous when it is freely experienced and self-endorsed; the source of motivation emanates from the target behavior itself with the locus of causality perceived as internal. However, some actions can be motivated by external sources of control that are not endorsed by the self. In this case people do not feel as autonomous, perceiving an external locus of causality (DeCharms, 1968). These behaviors are perceived as being extrinsically motivated. SDT (Deci & Ryan, 1985, 2000) contends that there is a continuum of extrinsic motivation, with each type of motivation differing as a function of the level of self-determination.

The first level of extrinsic motivation is termed integrated regulation. Executed volitionally, integrated extrinsically motivated behaviors differ from intrinsically motivated actions in that they are aimed at obtaining

personally important outcomes. Next on the continuum is identified regulation, corresponding to when the individual decides to participate in a task judged important for him/herself though not really viscerally interesting, such as exercising only for health benefits. The next level is introjected regulation whereby behavior is fueled by inner pressures, such as guilt, to perform when the individual is not intrinsically interested but feels he/she ought to participate in the activity.

The fourth level is termed external regulation and represents extrinsic motivation as it was originally defined in the literature, e.g., behavior controlled by specific external factors (Deci & Ryan, 2000). An externally regulated individual typically engages in the behavior to obtain something (e.g., an award) or to avoid a negative consequence (e.g., punishment). Finally, individuals can also behave in some contexts without any motivational reasons for participating in the activity.

This construct is termed amotivation and it results from not valuing an activity. Amotivated individuals do not perceive contingencies between their behavior and achievement outcomes.

In competitive sports, maladaptive outcomes such as burnout are hypothesized to follow shifts on the motivation continuum toward more extrinsic sources (Gould, 1996; Gould, Tuffey, Udry, & Loehr, 1996; Gould, Udry, Tuffey, & Loehr, 1996). Therefore, SDT appears potentially relevant for investigating the role of motivation in the development of burnout in elite athletes. To this end, and in line with the fundamental tenets of SDT, results from a study by Raedeke (1997) on burnout in adolescent swimmers found that intrinsically driven swimmers reported lower burnout scores than swimmers driven by extrinsic motives.

Other research (Gould, Tuffey, et al., 1996; Cresswell & Eklund, 2005) also found that athletes who felt pressure to participate in sport for external reasons were more at risk for burnout. Typically these athletes reported higher levels of perceived stress that prompted maladaptive training adaptation patterns thought to lead to burnout.

## **Affect**

Traditionally, variation in affect, generally operationalized as mood and measured with the Profile of Mood States (McNair, Lorr, & Droppleman, 1992), has been used as a psychological marker for training adaptation in sport (e.g., Kellmann & Kallus, 1999). For example, Lane and Terry (2000) reported that a failure to invoke sound recovery rituals could lead to lower levels of positive affect Motivation, Affect, and Athlete

Burnout / 35 and higher levels of negative affect. Research has also shown that overreaching can lead to acute and brief negative emotional changes as well as transient but more stable negative affective states (Davis, Botterill, & MacNeill, 2002). Davis and colleagues suggested that an increase in fatigue levels leads to a neurochemical response producing a series of affective disturbances. When elite athletes are exhausted, fatigue becomes a trigger for self-regulation failure.

It is argued here that affective changes, accompanied by a shift from a more to a less self-determined form of motivation regulation, represent potential markers of emotional and physical fatigue. When this happens, these affective changes trigger a survival-like adaptation reaction from the exhausted athlete (Klinger, 1975) resulting in a perceived motivational shift to a more external form of motivation regulation. The athlete becomes progressively more detached and training becomes perfunctory. When fueled by external regulation, the athlete is prey to following an imposed plan without any questioning or adaptation, taking away much of the originally assumed autonomy.

While numerous studies have linked motivation and affect to maladaptive training responses (see Kellmann, 2002), most of the multidimensional studies investigating the quality of training responses in elite athletes have used mood variation as the main psychological marker of training adaptation (e.g., Lehmann, Foster, Gastmann, Keizer, & Steinacker, 1999). Seen as the byproduct of cognitive and physiological adjustment to perceived training and competition demands, mood states represent an important marker of organismic adaptation.

Davis et al. (2002) suggest that emotionally healthy athletes have a tremendous capacity to process and harness emotions. These athletes benefit from extensive natural energy and can handle physical and mental tasks with great enjoyment, gratitude, and efficiency. Further, emotionally fit athletes benefit from proactive and more efficient recovery efforts (Kellmann & Kallus, 1999). In contrast, when athletes experience emotional exhaustion, the consequences are usually very dramatic. While many elite athletes may have realized they can push their physical and mental limits, when these same athletes are emotionally drained they are unable to function well. Their capacities are affected, leading to feelings of guilt, indifference, anxiety, and depression, and in such circumstances burnout may occur.

To date most of the research on athlete burnout has focused on examining the process behind the development of this debilitating

condition. Research findings have indicated that athlete burnout is characterized by mood disturbance, fatigue, exhaustion, and loss in performance (e.g., Kenttä & Hassmén, 2002), with burnout athletes typically showing signs of demotivation, sport devaluation, and cynicism. The aim of the present study, therefore, was to continue this line of research and assess whether shifts along the self-determined motivation continuum, as well as variation in negative and positive affect in elite athletes, would predict susceptibility to athlete burnout across the course of a competitive season in a sample of elite college swimmers. We hypothesized that:

1. A shift in motivation along the self-determination index across the course of the competitive season from more to less self-determined regulations would be positively related to signs of burnout at the end of the season.
2. Negative and positive affect swings during the course of the season would predict signs of burnout at season's end, beyond shifts in self-determined motivation.

## 9.6 Appendix 6

### Glossary 1

discomfort	mírná bolest
endurance	vytrvalost
limbs	končetiny
numbness	znecitlivění
overtraining	přetrénování
soreness	bolestivost
to persevere	vytrvat

## 9.7 Appendix 7

### Glossary 2

commitment	oddanost
enthusiasm	nadšení
fatigue	únavu, vyčerpání
forward crossover	překládání vpřed
haphazard	neorganizovaný, chaotický
insight	nahlédnutí
invigorating	povzbuzující
lackadaisical	bez zájmu
log	záznam, zápis
performance	výkon, výkonnost
to chart	sledovat
to stall	pozastavit
to undermine	postupně oslabit
will	odhodlání, vůle

## 9.8 Appendix 8

### Glossary 3

county	okresní
proWess	mimořádná dovednost
squad	mužstvo
to regain	obhájit



## 9.9 Appendix 9

### Glossary 4

bar	bradla, žerd'
cognitive development	kognitivní vývoj
counseling	poradenství
disproportionate	neúměrný, nepřiměřený
flip side	druhá strana
hitting	odpalování (baseball)
overkill	přemíra, příliš
pitching	nadhazování (baseball)
session	sezení
uneven bars event	soutěž na bradlech
to hinder	bránit, překážet
to pervade	proniknout, rozšířit se
zealous	nadšený

## 9.10 Appendix 10

### Glossary 5

psychological adjustment	psychologická adaptace - <i>“the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments”</i> [19]
anxiety	úzkost - <i>“a feeling of dread, fear, or apprehension, often with no clear justification”</i> [20]
burnout	vyhoření <i>“changes in thoughts, emotions, and behavior as a result of extended job stress and unrewarded repetition of duties</i> <i>-burnout is seen as extreme dissatisfaction, pessimism, lowered job satisfaction, and a desire to quit”</i> [21]
debilitating	oslabující, vysilující
drained	vyčerpaný
extrinsic motivation	extrinická motivace
external regulation	externí regulace
incentive	podnět - <i>“a factor that motivates a person to achieve a particular goal”</i> [22]
intrinsic motivation	intrinická motivace
integrated regulation	integrovaná regulace
identified regulation	identifikovaná regulace
introjected regulation	introjektovaná regulace

locus	středisko, centrum
onset	propuknutí
perfunctory	povrchní, ledabylý
relatedness	sounáležitost - <i>“is the need to feel connected to others and to feel like you belong—you are part of something, you belong to a larger community”</i> [23]
self-determination	sebedeterminace - <i>“determination of one's own fate or course of action without compulsion; free will”</i> [24]
self-endorsed	sebou schválené
susceptibility	náchylnost
tenet	princip
to harness emotions	ovládnout emoce
to trigger	spustit, vyvolat
transient	přechodný
tremendous	ohromný
viscerally	vnitřně
volitionally	z vlastní vůle