112 - BRAZILIAN SOUTH REGION PROFESSIONAL PSYCHOLOGISTS BRAZIL: OPINIONS ABOUT AGGRESSIVENESS

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INTRODUCTION

The study belongs to a survey carried through in 2004 among all professional soccer teams that participated in the state championships first divisions in Paraná, Santa Catarina and Rio Grande do Sul. Two parts of it already have been published: the literature review on sport and soccer aggressiveness (BARROSO et al., 2005) and the psychologists opinions about which are the factors that most lead to soccer field aggression among players during official matches (BARROSO et al., 2007).

From the 46 participant teams in the three championships, it was possible to contact 43, being that 20 of them had sport psychologists in their coaching commissions. After brief interviews, these professionals received a questionnaire composed by 6 questions, 3 alternative ones e 3 dissertative ones, referring to the soccer aggressiveness. Four of the interviewees did not returned the questionnaire. Below, we show which are their positions and opinions about this thematic.

METHOD

After phone contacts and/or direct contact, it was possible to not only interview the participants of the research but also to send them the author-developed questionnaire via fax or e-mail. As soon as the reply arrived, each participant was contacted again to clarify possible doubts about its answers or to complement them.

The respondents name was replaced by the silver medal winners in the 2004 Athens Olympics female soccer competition, guaranteeing, thus, the anonymity. This resource had been previously used by other researchers, including Castro (2003). Thus, in Paraná, Juliana" and "Mônica" were the participating psychologists; in Santa Catarina, we had "Formiga", "Pretinha", "Kelly", "Rosana" and "Maycon"; in Rio Grande do Sul, the two men of the sample, "René" and "Glydiston", aside from psychologists "Cristiane", "Grazielle", "Elaine", "Marta", "Renata", "Simone" and "Roseli". These psychologists profile is better described in the Barroso (2008) article sent to the FIEP Congress alongside this one.

DATA PRESENTATION AND DISCUSSION

Initially, the 16 psychologists were asked "Which are the pre-game most recent aggressiveness containment methods? Which ones do you apply more? Why?"

They mentioned 15 different techniques, and each interviewee had the freedom to mention how many desired. Some repeated themselves from professional to professional. The most cited technique was the visualization process, with 10 mentions. Next to the concentration (one mention), it composes the training methods of psychic capacities mentioned by the contacted psychologists. The visualization process is the technique where the athlete mentally lives (or re-lives) game situations, programming himself to stop and find better solutions in the next occasions. The interviewee Maycon, for instance, applies visualization with approach to the aggressive behaviors to minimize its effect, opting to making it during 20 minutes in the previous day to the next match. Kelly says that "the creative visualization helps the athlete creating in his mind positive images before the games". Grazielle applies the visualization in group, searching to focus the impulsiveness and aggressiveness for talent amplifying. For Renê, the visualization makes possible to control thoughts based on the images created by the athlete himself, adjusted himself to the function exerted for it. Marta follows the same line: "The preparation condition to face situations is facilitated when these are recreated in the mental plan".

After that, the relaxation techniques were mentioned (6 citations in the total), with a specific mentions to Lindemann's Deep Breath and Jacobson's Gradual Relaxation. The interviewee Renê, for instance, prefers the relaxation techniques, therefore he believes that they help the athlete acquiring corporal conscience, "with the possibility of using breath to control physiological answers, as well as the inadequate thoughts of aggression to the adversary". Maycon observes that, if the athlete presents aggressive behavior in the game day, she applies the deep breath technique, "that is fast and has as objective tranquilizing and reaching concentration".

It is important to observe that, as soon as learned, these techniques can be employed by the athlete himself, and can be supervised by Physical Education professionals. It is not suggested here that these professionals take the sport psychologist place, but that they develop their work in an interdisciplinary form to complement Psychology. As many of the relaxation techniques involve physical components such as breath control and muscular tension control, they are perfectly viable of supervision by physical educators - since oriented.

The third most cited resource were the individual sessions (5 mentions), perspective of Clinical Psychology and an option that does not expose the athlete to others in the group. Simone explains that an advantage of this resource is to prevent the athlete from becoming his colleagues' "scape-goat". Juliana clarifies that the individualities need to be worked case by case, position also adopted by Grazielle, that applies individual interviews in the cognitive line and works pertinent aspects to the aggressiveness, analyzing as the athlete deals with it. For Cristiane, in her club, the individual sessions have helped to diminish the tension that the players accumulated, "once he is able to share his feelings and finds support and aid in terms to look alternatives".

With 4 mentions, we have the group dynamic, a resource that, according to Renata, opens space for the players to be better known.

The achievement establishment, sufficiently mentioned in specific literature, was remembered by 3 interviewees, and represents a point of important intervention and complementarity on the part of the the Physical Education professional: if club managers and coaching commission do not to establish the group's objectives concerning competitions, or specific matches, who will? It is important to remember that, in particular cases, the sport psychologist can help the athlete establish personal goals - as in the case of the exacerbated aggressiveness. Pretinha, for instance, remembers that the goals establishment is directly linked to the players' motivation; Rosana observes the importance of considering real and challenging goals, with objective information: "When the information is understood in a clear form, the athletes' anxiety considerably diminishes, preventing, thus, hostile aggressive and negative verbal or physical behaviors".

Also with 3 mentions, we have activation regulation, so prioritized by the reviewed literature authors. Remembered by Mônica, Pretinha and Rosana, who observes that "the coaching commission may mention aspects of psychological activation in a form that does not stimulate a high activation", diminishing, thus the aggressiveness. The activation regulation and the relaxation techniques have been the only resources of the self-control training mentioned by the contacted psychologists.

Concluding this item, the participants still remembered mood profiles measurement (two mentions), yoga, the interpersonal relationship work and the general mental preparation, remembered a time each. In a general way, it is noticed that there is a good balance between the psychic capacities training (10 mentions) and the self-control training (9 in the total), being that the visualization technique is the most employed, being among resources that classify themselves as psych regulation training (a self-control method). Although prioritized by the reviewed literature authors, the psychological profiles measurement was little remembered by the interviewees (two times).

The second question inquired: "Which are the after-game most recent aggressiveness containment methods? Which ones do you apply more? Why?".

The interviewed psychologists have given great prominence to feedback, with 8 mentions. Juliana confirms the reviewed literature and affirms that it is necessary to give "feedbacks on the performance of each player". Renata considers the technique important to analyze the factors that determine the aggressive attitudes. Renê also is partisan of this resource, therefore, in his experience, he sees "the importance of athletes being able to observe their proper plays under the form of error analysis and corrective ness, being thus elaborated adaptative strategies for the analyzed situations". Cristiane tried to use feedback, but the process revealed particularly difficult due to orientation generality of the players, because they "never look backwards, and always think about the next game".

From this result, is possible to make illations in the direction of that the necessity of the professional of Physical Education to include Sport Psychology among his/her knowledge to complement his/her work and not take attitudes that come to compromise the progress of his psychologist colleague. As Magill (1984) affirms, feedback possesses reinforcement properties, and also motivational and informative ones - without a doubt useful to assist in the performance of any team or athlete. However, it is important to remember the Weinberg and Gould (2001) advice for feedback applications, always adjusting it to the athlete behavior, being direct, clear and adjusted to his/her age - the excess of information can loose the main message.

Remembered 6 times, we have resources of the psychic capacities training: the systematic desensitization techniques, with 3 specific mentions to visualization. Maycon, for example, only uses the visualization technique after game to talk with the player to understand the violent incident, and later he applies the thinking-stop technique, cleaning the athlete's mind. In this case, the visualization is used specifically for the moment that propitiated the exaggerated aggressiveness. Pretinha observes that it is not advisable to use the technique of stop of thought for understanding that this consists in one aggressive technique that can result in little beneficial answers to the group in the case the psychologist does not know the team so well. By her clinic experience, such technique is used only in last case. Perhaps, for Maycon, it works the same with group since she has been five years with her team and the risk is not so great.

The third most mentioned resource were the relaxation techniques, with 5 citations, being that one of them was specific for the Lindemann's Deep Breath technique, that, according to Kelly, "in such a way makes possible the relaxation of body and mind, helping the athlete having a bigger self-control". Amongst the other mentioned self-control techniques, the participants of the present survey remembered the activation regulation, the (Becker's) anxiety modulation, the self-control in general, and the autogen training - all mentioned one time.

It was also possible to notice, in the after-game, a considerable predominance of the resource feedback on excessively, being that, when the negative aggressiveness is treated in this occasion, the interviewed psychologists prefer the self-control techniques (10 mentions) the ones of training of psychic capacities (five mentions).

A third question inquired after which type of aggressiveness the participants believes to have more in soccer, affective (emotional) or instrumental (rational). Of the 16 psychologists, 9 believe that soccer has predominance of the instrumental aggression, while 5 understand that the spontaneous aggression is the greater responsible for the violent conflicts in the lawn; two believe both of them occur equally. Let us see some remarks:

"Certainly, they do anything to take advantage in the game. It is shortest way to decide a situation " (Mônica)

"Currently is the spontaneous one. Depending on the game, the adrenalin increases and some athletes do not obtain to control such impulses at that moment. ?(Maycon)

"Both, after all, our group is very heterogeneous." (Pretinha)

"The instrumental aggression happens in a way strengthened in Soccer, that is the footprint in the play". (Rosana)

"Instrumental, therefore the high performance sport leads to the tension for results."(Grazielle)

"Instrumental. Our athletes tend to take advantage of game situations and adversaries." (Renê)

"Without a doubt, the instrumental aggressiveness. Many times, the player wants to show service for the coach and ends up abusing."(Glydiston)

"I think that it has greater degree of spontaneous aggressiveness, perhaps because the team answers more its impulses than it plans 'good' use of aggressiveness.? (Simone)

Roseli still observes that there is an aggressiveness culture in Soccer, that amplifies the some athletes natural aggressiveness. For Renata, the aggressiveness depends on some factors, as the intellectual level, origin, formation, time of the life etc.

In the big pictures, the trend of the majority seems to confirm the existence of a certain "slyness" in the Soccer, where the ends justify the ways. Dunning (1992) sees the situation of the following form: "the increasing competitiveness means that the importance of the victory increased, and this ascension to the success objective involved an erosion of the old amateur ethics?, and still it adds that the trend for the participants is each bigger time ?(...) to use illegitimate violence in the persecution of the success. In summary (...), one admits that the use of the instrumental violence in the game has increased " (p.337).

The participants also point out with respect to the possibility of that, in the truth, favours to the social influences, economic and cultural, it has great dose of instrumental aggressions in the Soccer, without excluding, however, an expressive presence of the spontaneous aggression - and there we come back to the example of the elbow hit that the left sider Leonardo brandished in an adversary during the 1994 USA World Cup - something that Dunning (1992) already detects: in the civilizatory process, "an alteration was verified, in the long run, in the balance between affective and rational violence? (p.332). According to English sociologist, the fact of if using the instrumental violence as tactical "leads to the loss of self-control and demonstrates, one more time, as one violence form can be changed quickly into another one" (p.338).

One third illation: the results seem to confirm the necessities suggested by Samulski (2002), in the direction of rigorously applying the rules of the game, and for Betti (1997), with respect to making changes effective in the regulation, of form to restrain the propitiated advantages to the violent ones for impunity and the loss of efficiency of resources as the yellow and red

cards.

It is important that sport psychologists and the coaching commission members help the players to focus their energy in a positive way, as Weinberg and Gould (2001) express so well: “the sports science professionals must have a very well reflected philosophy about how much it is acceptable an assertive behavior and what is an unacceptable instrumental behavior? (p. 496).

The fourth question was composed for the affirmation: Roffé (2001), of the Argentinian team of Ferro Carril, affirms that the aggressiveness level among his athletes diminished after he read all at great length the rules of the game with the group, that was unaware of many of them. This affirmation was followed by two questions with “yes or no” type answers: (a) Do you believe that the athletes in your team know the soccer rules well? (b) Do you believe that a similar attitude would cause good effect on your team?

Here we have a possible surprise: although the great majority of the interviewees (11) believe that their athletes, in contrast of the players of the Ferro Carril, know the rules of the game well, practically all (14) see in Roffé's proposal an efficient solution to minimize the violence level in the soccer field. As, during the telephonic contacts, more than half affirmed to be unaware of Roffé's work, perhaps here it presents the addition of plus one technique of reduction of aggressiveness in the Brazilian South Region soccer - the principle, for the clubs of the psychologists found in this survey.

The majority of the interviewees believes that he is advantageous to teach the rules of the game to the athletes that does not know them, or to remember those that they judge to know them. In contrast of what former referee Arnaldo Cezar Coelho uses to say, not always the rule is clear.

It was inquired, in a Likert scale that varied from 0=I disagree to 3=I totally agree, the about the 4 theories on the aggressiveness: Instinct and Impulses; Frustration-Aggression; Social Learning; Reviewed Frustration-Aggression.

The first analyzed theory is the one that, according to Weinberg and Gould (2001), finds little endorsement in the scientific community: the theory of the instincts and impulses (a), stranger for two interviewed, reached the average of 1,64 point, being that a participant of the research disagrees with the theory and another one agrees fully to it. Four agree to part and eight to few exceptions. As if it could select next to some of the interviewed ones, this theory uses to be accepted only in part because if it does not have to completely discard the biological aspect of the aggressiveness, a time that, even so not yet if has proven the existence of a born instinct for aggressiveness (WEINBERG; GOULD, 2001), we cannot forget, for example, the influence them hormones in the behavior it human being. Adding it this the fact of that the theory of the instincts and impulses possesses narrow relations with the behaviors of spontaneous aggression, it really would not have to be discarded in the explanation of violent incidents, even so hardly goes to be determinative of the situation, at least could in such a way be considered aggravation of the same.

Another contested theory by Weinberg and Gould (2001) and Becker Jr. (2000), the frustration-aggression, agreement on the part of the contacted psychologists got a little more than: 1,69 point, being that all the 16 interviewed knew it, one disagrees with estimated its and two agree fully to them. Eight agree to few exceptions and only five to part. For what it is inferred of literature, the answers in the dissertative questions and of the telephonic contacts, the number of psychologists of the sport who agree fully to the theory of the frustration-aggression is reduced by believing that, as Becker Jr. (2000) exactly explicit that nor all aggression if originates from a frustration. This theory, that also possesses narrow links to the spontaneous aggression, total ignores the possibility of that the athlete acts for instinct and she does not consider the fact of that a football player, for example, can commit an act of instrumental aggression at a calm moment, without the resulted minor frustration.

The most accepted theory was the social learning theory, mentioned by Becker Jr. (2000), Samulski (2002) and Barreto (2003), and strengthened by the studies of Bandura (1973) seem to reflect the great described academic recognition for Weinberg and Gould (2001): it is known by all the interviewed ones, accepted fully for six, with few exceptions for seven and only in part for three, it got the average 2,19 points. No psychologist of the contacted sport disagrees total with it. With certainty, its two explanations, of the reinforcement through the success and of the imitation of the success models, sufficiently find endorsement in the scientific way and between that they follow of close, professionally, practical it Soccer - mainly at the moment to clarify the great index of interviewed that they see the instrumental aggression as predominant in the modality. However, it is possible to believe that the theory of the revised frustration-aggression, exactly for containing these two explanations, beyond taking in account the socio-cultural context and the level of frustration of the athlete, either more complete, not presenting a better result for being unknown of many interviewed.

The revised frustration-aggression theory is the third most accepted one, adding elements of the theory of the frustration-aggression to the ones of the social learning, unknown for six is interviewed; one disagrees with it, three agrees fully; five agree to few exceptions and one, only in part, resulting in a average of colon accurate. For what it is observed in reviewed literature and the practical one of the professional Soccer, this theory must present high index of acceptance exactly for sheltering elements of two others, but find its exceptions at the moment where it does not hold the theory of the instincts and impulses, what it would mean to total exclude the biological influence of hormones, for example. Perhaps it is at the moment of if to elaborate a fifth theory, that shelter the elements of the frustration, instinct and social learning in its due proportions.

CONCLUSION

So much is said about Sport Psychology, but little still do we know about the profile and opinions of the professionals of this area, on or not to the soccer. It is suggested accomplishment of more qualitative research with psychologists of the sport, harvesting and divulging its opinions so that the professionals of Psychology and Physical Education have greater access the practical solutions that they day-by-day complement the theoretical framework

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BRAZILIAN SOUTH REGION PROFESSIONAL SOCCER PSYCHOLOGISTS: OPINIONS ABOUT AGGRESSIVENESS

ABSTRACT:

The present study aimed to collect, among sports psychologists that worked in Brazilian south region professional soccer clubs during 2004, their opinions about aggressiveness in soccer. Using questionnaire and interviews, it was possible to infer that: a) the most employed aggressiveness technique containment is the visualization; b) feedback is the most employed after-game technique by these professionals; c) the majority of the participants believes that professional soccer has more instrumental than affective aggression; d) the majority believes that players know the rules of the game, but it is worth to study them better; e) the social learning theory about aggressiveness is the most accepted between the participants. It is suggested that new researches collect these professionals' opinions, because they live deeply in the Sports Psychology practice, and it would complement its theoretical mainframe.

KEYWORDS: Sports Psychology; soccer, aggressiveness

PSYCHOLOGUES PROFESSIONNELS DU FOOTBALL DE LA RÉGION SUD BRÉSILIENNE: AVIS AU SUJET D'AGRESSIVITÉ

RESUMÉ:

Cet étude vise rassembler, parmi les psychologues de sports qui ont travaillé dans les clubs professionnels du football de la région sud brésilienne pendant 2004, leurs avis au sujet d'agressivité dans le football. En utilisant une questionnaire et entrevues, il était possible d'impliquer que: a) la retenue de technique d'agressivité la plus utilisée est la visualisation ; b) la rétroaction est la technique d'après-jeu la plus utilisée par ces professionnels; c) la majorité des participants croit que le football professionnel a plus d'agressopm instrumental que d'agression affective; d) la majorité croit que les joueurs savent les règles du jeu, mais il vaut la peine de les étudier mieux; e) la théorie d'apprentissage sociale au sujet de l'agressivité est la plus admis entre les participants. On le suggère que nouveaux recherches rassemblez les avis de ces professionnels, parce qu'ils vivent profondément dans la pratique en matière de psychologie de sports, et elle compléterait son referencial théorique.

MOTS-CLÉS: Psychologie du Sport; football, agressivité

PSICÓLOGOS PROFESIONALES DEL FÚTBOL DE LA REGIÓN DEL SUR BRASILEÑA: OPINIONES SOBRE L'AGRESIVIDAD

RESUMEN:

El presente estudio pretende descubrir, entre los psicólogos de los deportes que trabajaron en los clubes profesionales del fútbol de la región sur brasileña durante 2004, sus opiniones sobre agresividad en fútbol. Usando un cuestionario y entrevistas, fue posible deducir que: a) la técnica de contención de la agresividad más empleada es la visualización; b) el feedback es la técnica más empleada después-juego; c) la mayoría de los participantes cree que el fútbol profesional tiene más agresión instrumental que afectiva; d) la mayoría cree que los jugadores saben las reglas del juego, pero vale estudiarlas mejor; e) la teoría de aprendizaje social sobre agresividad es la más aceptada entre los participantes. Se sugiere que nuevas investigaciones recojan a las opiniones de estos profesionales, porque ellos viven profundamente en la práctica de la psicología de los deportes, y esto complementaría nuestro referencial teórico.

PALABRAS-CLAVE: Psicología del Deporto; fútbol, agresividad

PSICÓLOGOS DO FUTEBOL PROFISSIONAL DA REGIÃO SUL DO BRASIL: OPINIÕES SOBRE AGRESSIVIDADE

RESUMO:

O presente estudo visou colher, junto aos psicólogos do esporte que trabalhavam em clubes de futebol profissional na região sul brasileira em 2004, opiniões sobre a agressividade no futebol. Empregando questionário e entrevistas, foi possível apurar que: a) a técnica de contenção de agressividade mais empregada é a da visualização; b) o feedback é a técnica pós-jogo mais utilizada por esses profissionais; c) a maioria dos participantes acredita que haja mais agressão instrumental do que afetiva no futebol profissional; d) a maioria acredita que os jogadores sabem as regras do jogo, mas vale à pena estudá-las melhor; e) a teoria da aprendizagem social para a agressividade é a mais aceita entre os participantes. Sugere-se novos estudos que coletem opiniões desses profissionais que vivenciam a prática da Psicologia do Esporte, a fim de que ela possa complementar seu referencial teórico.

PALAVRAS-CHAVE: Psicologia do Esporte, futebol, agressividade.