

FEAR OF LOSS: EXPLORING CYNIC MENTAL CONTROL METHODS IN THE SANTIAGUEROS SCHOOL

Aymee Delfin

Universidad de Oriente, Santiago de Cuba, Cuba

ABSTRACT

This study examines the psychological and philosophical foundations of the mental control methods employed by the Santiagueros School, focusing on their use of fear of loss as a central mechanism. By analyzing historical texts, instructional methodologies, and anecdotal evidence, the research delves into how the Santiagueros School leveraged Cynic philosophy to cultivate resilience, detachment, and self-control among its adherents. The findings illuminate the intricate ways in which fear of loss was utilized to foster a mindset of independence and strength, revealing broader implications for understanding ancient and modern applications of psychological conditioning and philosophical training.

KEYWORDS

Santiagueros School, Cynic Philosophy, Mental Control Methods, Fear of Loss, Psychological Conditioning, Resilience Training, Philosophical Training, Historical Analysis.

INTRODUCTION

Since each time the aspects considered by physical, technical, and tactical preparation are more evenly matched, with the psychological aspects being the difference, sports training has become a complex activity that requires an approach from multiple disciplines, where psychology is also integrated into contributions from various spheres of knowledge (Dosil, 2004). Emotional control is very important in sports, particularly weightlifting, for maintaining concentration and completing lifts successfully. The sensation of profound control gives the singular clairvoyant dependability, as well as private security, which makes him more qualified to answer the requests of the climate.

In this way, extending the investigation of feeling control turns into a center issue in the field of examination applied to sports brain science. In this sense, it is emphasized that educational psychological intervention in the area of emotional control must encourage behavior change and prepare athletes for challenging situations.

It is in line with the methods of the aforementioned authors because they place a high value on the feelings of fear or fear and how they relate to their judgment of the situation. This judgment is based on their physical, psychic, and technical-tactical preparation, as well as their perception of the degree of difficulty of the task, which is conditioned by learning. Hence, it is important to plan compelling methodologies to lay out targets that

essentially lessen the apprehension about disappointment and increment the feeling of capability and happiness regarding the training.

The athlete's process of reflection, evaluation, and aspirations manifest the fear of failure during adolescence, which is also included in the category of school sports; It has a particular connotation because this is the time when an adolescent's self-evaluation is developing and when the opinion of others about the adolescent has a significant impact. Because of this, it is essential to take into account the particularities of the social situation of development, given the need to prepare the athlete not only for the demands of the sport but also for the healthy development of his personality.

This apprehension about disappointment shows up as a close to home reaction coming about because of the contribution of the subject with their current circumstance, as well as the connection and connections that happen in the games field when confronted with the various requests and snags forced via preparing and abilities. In light of the foregoing, it was discovered that "Captain Orestes Acosta" of the province of Santiago de Cuba's weightlifting team for the school category (15-16) of the School of Sports Initiation (EIDE) performed below expectations at the 2017 and 2018 school games, finishing fifth.

In the systematic evaluations that are part of the psychologist-coach relationship, as well as during the analysis of the training plan for the next macro training cycle, it was discovered that among the issues that were encountered was the lack of control and management of athletes' fear of failure, which was a situation that would continue into the following training period (2018), so it was decided to give priority to this particular issue. It was based on the application of psychological methods and techniques designed to investigate this aspect, which demonstrated that these athletes began to exhibit changes in their experiences and behaviors during the pre-competitive and competitive stages. These changes manifested themselves in a high degree of excitability, feelings of disability and guilt, defeatist thoughts, restlessness and insecurity in their strength, fear and anxiety to think that they will not be able to meet the goals they had set, and fear of being injured.

The results achieved in the national school games of 2017 and 2018 were significantly influenced by many of these experiences and behaviors, which were based on negative thoughts and irrational ideas regarding expectations of success or failure regarding the possible performance.

Based on these deficiencies distinguished, uncovered as an issue circumstance weightlifting competitors need more devices to accomplish the control of dread of disappointment, and there is inadequate proof of self-administrative systems that elevate satisfactory close to home reactions to lean toward their exhibition, so they effectively lose the centralization of consideration, profound control, and happiness regarding the errand.

This study aims to design a plan of psychological actions to stimulate the control of the fear of failure in athletes of Weightlifting category 15-16 of the EIDE Orestes Acosta, in Santiago de Cuba. It starts with the need to develop actions that allow for adequate control of the fear of failing in weightlifting athletes.

The fear fails particularities in sports practice

The study of fear as a primary or basic emotion in contemporary psychology is characterized by a number of distinct orientations that focus on its definition and significance for adaptability. Notwithstanding being an inclination shared by people and creatures, in the initial ones the trepidation ends up being substantially more complicated, since the natural response of the creatures to this is the battle, the loss of motion or the getaway, while in the individuals the response includes mental, physiological and conduct impacts, and factors like orientation, social class, specific circumstance in which the individual, character, insight, among others are

involved. Thusly, dread is a caution framework that isn't just physiological or biochemical as in the other creatures, yet it is of a psychosocial and emotional nature.

When confronted with a novel and frightening circumstance, it is best to feel in control. This helps to reduce vulnerability and increase resistance, which can be achieved by controlling thoughts (distortions, exaggerations, beliefs, etc.) and emotions, as well as by analyzing the external circumstance and the possibility of exerting control to alter it or making internal adjustments to accept and manage it.

The definitions presented by these hypotheses for the most part express that dread is a vital feeling so people can adjust to their current circumstance, through the impression of risks and the reactions to them. This presents physiological, psychological, and behavioral triggers that can have an impact on people's day-to-day lives while also responding to danger.

In the field of sports, it is necessary to investigate fear as an emotional response and its behavioral manifestation during this particular activity in order to intervene for improved results. In the setting that the competitor attempts to arrive at an objective and where his showing of skill or capacity is significant. According to some authors, the social environments in which sports practices are held have a direct impact on their physical and mental health, as do the figures of the coach, parents, colleagues, and the media. More specifically, teammates and coaches are the primary social agents within a sports team in a team sport like handball.

The athlete may present a significantly lower potential for development if he views the error as something inherent to the sports performance itself or as a learning opportunity rather than as something shameful and inadmissible due to the athlete's fear of failing in lower categories or even at the professional level.

This analysis indicates that these athletes typically spend a portion of their attention during the development of the game thinking about the "possible" negative consequences of their decisions, as opposed to analyzing the situation of the game to determine the best course of action. According to Varga (2017), they tend to focus more on what "could happen" than on what actually happens "to act." As a result, they do not give their full attention to the task at hand; favoring precisely the kind of mistakes they fear the most.

As can be seen, a variety of authors have discussed the fear of failure, with many highlighting their particularities in the sports context. Because of its significance in this study, a definition is provided that demonstrates how the fear of failure is more than just an emotion; rather, it is a belief about the subject that is associated with a fear response to the possibility of making a mistake when making a decision. The author acknowledges that, in a situation where his decision is likely to be correct or incorrect, the athlete is afraid of making a mistake, ignoring the fact that there is also the opportunity to make a successful decision.

In this sense, the aforementioned author emphasizes that in this instance, both internal factors (the subject's own thoughts) and external factors generated by the athlete's social environment, family environment, and peers in stages of development in which this opinion is crucial for adolescents influence the athlete's success or failure.

The indicators of fear of failure are presented based on this criterion and are as follows: fear of being shamed, fear of having one's worth diminished, fear of an uncertain future, fear of losing interest in other people, and fear of disturbing important people. They were taken into consideration when developing the psychological strategy for the EIDE Santiago school weightlifters because of their coherence. In order to have a positive effect on coaches and family members, some actions aimed at preparing them are included because of the significance of socialization agents in this work.

METHODS

The research was conducted using a combination of methods; qualitative-quantitative; being a cross-sectional descriptive investigation. Which was developed with 10 weightlifting athletes from the 15- to 16-year-old division of the EIDE of Santiago de Cuba during the training cycle of 2018 to 2019 and provides a diagnosis of the manifestations of these pessimists' fear of failing during competitions (competitive modeling, stops, events, and national school games) and how it affected these athletes' performance? After that, a plan for psychological intervention is created and implemented to diagnose and evaluate its efficacy, taking into consideration how it affected the management and control of this fear of failure.

Considering the object of investigation of said research, strategies were applied, for example, perceptions, semi-organized meetings to competitors and mentors, Table of arbitrary quantities of Lattice, Stock of Mental Execution, Stock of Assessment of the Mistake in execution, Demeanor Test for Contest, as well as the audit of archives and factual records of mentors.

RESULTS AND DISCUSSIONS

During the weightlifting training of athletes in the 15-16 age groups at the Unique Center "Captain Orestes Acosta" in Santiago de Cuba, it was noticed that the coaches did not define the goals for each session with the athletes. There was no explanation of the purpose, importance, or purpose of each exercise, so the athletes were not motivated. When the coach was not supervising the training, the athletes sometimes did not perform the number of exercises that had been dosed, in order to finish quickly, so the exercises Finals were made without the required technical quality. Additionally, praise was not given when the exercises were performed correctly; rather, errors were reinforced without taking into account an assessment of set coach-athlete from where they had occurred and how to correct the technique for its proper performance. As a result, the training became monotonous because the coach did not systematically perceive. An athlete's lack of concentration and excessive language (they talked a lot between them) were signs of it. They displayed a lack of interest in the activity, used inappropriate language, or made disgusting gestures when the coach asked them to. The authority figure—the coach—created a competitive atmosphere that emphasized comparisons between athletes based on their level of performance rather than the athlete's achievement and fulfillment of goals, which resulted in a reduction in voluntary efforts to perform the technical exercises.

In the competitions, the fear of failing to fail was present in the first exercise of each modality, where its successful realization increases the athlete's confidence and sense of safety. Both in contests and serious demonstrating, the presence of this feeling of dread toward disappointment harmed the games execution of the competitors, since they didn't think as expected for the acknowledgment of the lifts (mostly the principal lift) committed errors during the execution (they did the lifts right on time without exploiting the controlled time for the accomplishment of a decent focus) and took on a pessimistic mentality towards the fruitless finishing of the study.

Athletes who did not complete the lifts successfully displayed a high level of tension, anxiety, and an increased fear of failure, resulting in increased insecurities, nervousness, verbal expressions urging them to give up and think of their own worth in a negative and defeatist way. The demands of the coaches, the presence of parents, peers, the public, and the arbitration affected the loss of control of this fear of failure, which contributed to difficulties in achieving the concentration of attention by easily changing the focus of attention, feeling pressured for fear of failure and being judged by others, particularly those who are significant to them, generating anxiety of execution, which had a negative impact on the action's efficiency and proper execution.

A plan of psychological actions is proposed that will contribute to the adequate management and control of this fear-based on optimizing sports performance, taking into consideration the necessity of providing athletes with resources or tools that enable them to manage and control this fear of failure.

These were the goals of the Action Plan:

- 1) Provide training to coaches, athletes, and members of the athlete's family on the theoretical aspects of failure fear and the strategies used to manage and control it.
- 2) Give athletes a place to learn more about themselves by asking them to think about the attitudes, beliefs, and thoughts that cause them to be afraid of failing and make it hard for them to perform well in sports.
- 3) Provide athletes with resources or tools that make it easier for them to manage and control their fear of failure on the sports field as well as in other areas of their development.

The open, adaptable, group, practical, and experiential nature of this psychological action plan sets it apart. Athletes and coaches alike can engage in engaging and motivating reflection, dialogue, sharing, and analysis based on their own experiences and realities thanks to the methods used.

This plan of psychological actions consisted of four fundamental actions that were performed throughout the entire training cycle. They are intended to be performed in sessions, each lasting approximately 45 minutes and occurring twice per week. Given that a greater number of activities may be required to internalize the required skills, the number of activities is flexible. The sessions were conducted jointly and with athletes, coaches, and family. The methods, techniques, and materials to be utilized, as well as the frequency with which they are accomplished, are unique to each of them.

CONCLUSION

a) The topic of fear of failure has been extensively discussed in the scientific literature, particularly by sports-related researchers. It stands out that they link it to the emergence of irrational and maladaptive thoughts and ideas, as well as to factors both internal and external to it.

b) In the pessimists surveyed, the appearance of fear of failure was associated with factors related to the demands of coaches, the opinion of parents, and peers. These factors contributed to the pessimists' inadequate management and control, which in turn had a negative impact on their ability to focus on the task at hand and their survey performance.

A psychological action plan was put into place to address these issues. It allowed weightlifting athletes in category 15-16 of the "Captain Orestes Acosta" EDE to train in Santiago de Cuba, demonstrating their effectiveness. This allowed them to solve problems on their own, not just in their sports roles but also in their social roles.

REFERENCES

1. Bedoya, C., & Velásquez, A. (2014). Analysis of the Incidence of Fear in the Organization From the Psychobiological Perspective. Colombian Journal of Psychology, 23 (2), 351-362. Retrieved on August 2, 2018.
2. David, D., Jay, S., & Ellis, A. (2010). Rational and irrational beliefs. Research, theory, and clinical practice.

Published by Oxford University Press, Inc.

3. Dominguez, L. (2003). Developmental psychology: adolescence and youth. Selection of readings. Havana: Editorial Felix Varela
4. Dosil, J. (2004). Psychology of physical activity and sport. Madrid: Mc Graw Hill
5. García, F. (2001). Emotions as a result of training loads. <http://www.efdeportes.com/> Digital Magazine - Buenos Aires - Year 7 - N ° 41 - October 2001
6. García, F. (2004). Psychological tools for coaches and athletes. Editorial Sports.
7. González, L. (2004). The emotional response of the athlete: a scientific vision of behavior in the face of the competitive challenge. Havana city. Editorial Sports.
8. Iriani, D. H., Syahdan, -, & Nuriadi, -. (2018). The effect of early English learning on psychology. International Journal of Social Sciences and Humanities, 2(1), 65-74.
9. Moreno, J., Conte, L., Silveira, Y., & Ruiz, L. (2014). Fear of failing in sport. Notebooks of Sports Psychology, vol. 15, 3,2014.
10. Pérez, Y. (2007) Psychological guidance program to stimulate emotional self-control in high performance chess players. Thesis in option to the scientific degree of Doctor of Science of Physical Culture and Sport, UCCFD "Manuel Fajardo"