

EXAMINATION ON THE CHOICE OF SPORT, SELECTION AND TALENT IDENTIFICATION IN THE HUNGARIAN LITERATURE

Balázs Imre Dienes, Gréta Andrea Bernáth, Melinda Biró

University of Debrecen, Institute of Sport Sciences, Debrecen, Hungary

Abstract

One of the main motives for finding and selecting talent is to ensure the long-term success of a sport. Fortunately, more and more professionals are researching the aspects of selection and the motives for choosing a sport. However, the issue of suitability is less well addressed. On the one hand, the study examines the motives of choosing a sport and the factors influencing it, as well as the question of success based on the results of Hungarian research.

Keywords: *talent, choice of sport, sporting career*

INTRODUCTION

In most sports, talent can achieve great success. Perhaps everyone agrees, but what talent is, is already shared by professionals. Sports performance is complex, with many factors, one of which is the athlete himself. How can one become an Olympic champion? Who is talented? Who will become successful, successful athletes? There are a number of issues that continue to engage professionals today. Obviously, the main motive for finding and selecting talent is to ensure the long-term success of a sport. The success of the selection is greatly influenced by the number of people choosing the sport and what motivated them to choose it. Nowadays more and more research is being done on the aspects of choosing a sport and the motives of choosing a sport. Research on this topic is already extensive in several sports (BICSÉRDY, 2002; BOGNÁR et al. 2009; RÉVÉSZ et al. 2012; BENCZENLEITNER, 2014; BERECZ et al. 2015; DINYA et al. 2016) and thus may provide a basis for further research.

THE CHOICE OF SPORT

Specialty sports are highly specialized, so professionals in competitive sports are looking for athletes with important skills and abilities relevant to the sport (RÉVÉSZ et al. 2005). All this is no coincidence, since successful sports choices and successful selection are the first important steps in educating the successful athletes (BIRÓ, 2017). Numerous studies address the choice of sports in handball (DINYA et al. 2016), swimming (RÉVÉSZ et al. 2012), athletics (BENCZENLEITNER, 2014; BERECZ et al. 2015), soccer (CSÁKI et al. 2013), wrestling (TRZASKOMA-BICSÉRDY, 2007)..

Obviously, one of the main motives for finding and selecting talent is to ensure the long-term success of a sport. The success of a sport as well as its selection is greatly influenced by the number of people choosing the sport and what motivated them to choose it. The issue of sport choice has been the focus of several researches in recent years (BICSÉRDY, 2002; BOGNÁR et al. 2009; RÉVÉSZ et al. 2012; CSÁKI et al. 2013; BERECZ et al. 2015;



DINYA 2016). The increasing number of researches is no coincidence, as the exploration of the factors contributing to the choice of sport can, in the long term, help to attract the attention of those wishing to engage in sports and, in some leading sports, support the creation of a recruiting base. Researchers have focused on the factors that influence the younger age group in choosing a sport. The results show that in all sports the parents are the most influential in the choice of the child's sport (BICSÉRDY, 2002; RÉVÉSZ et al. 2007; BERECZ et al. 2015; DINYA, 2016), since the parents' athletic past and attitudes towards a healthy lifestyle, the need to spend leisure time usefully, and the motivational effect of the success experience provided by leading sports (PÁPAI - SZABÓ, 2003; RÉVÉSZ et al. 2005). This is also supported by studies on other sports such as (CSÁKI et al. 2013) in soccer. PÁPAI - SZABÓ (2003) conducted surveys on gymnasts and found that a significant percentage (over 60%) of boys and girls in the younger generation started sporting on the recommendation of their parents. This also confirms the earlier suggestion that parents' influence on their children's sports habits and sports choices. However, after the initial choice of sport, the individual's own decision is increasingly important as age advances. (RÉVÉSZ et al., 2012). In addition, the individual is influenced by the peer community and the opinions of friends, especially in team sports. (RÉVÉSZ 2008; BICSÉRDY, 2002) In addition to these, other external opinions and information related to sport play an important role. For example: the role of teachers, coaches, media (BICSÉRDY, 2002). Much of the research on sports choices focuses on what external and internal factors play a role in shaping young people's sporting habits, their motivation for sport and their sporting choices. Studies have shown that young people are most motivated to start sports activities by parents, health, becoming a top athlete, and spending leisure time with sports (BICSÉRDY, 2002; RÉVÉSZ et al., 2012; SZABÓ-RÁCZ - BÍRÓ, 2012; DINYA et al., 2016; BERECZ et al., 2015).

RESEARCH ON SPORTS TALENT

Speaking of talent, we mean individuals who are capable of extraordinary performance who are able to play in sports or other areas of life. What exactly counts as talent is also a great deal for researchers. BÓTA (2002) mentions two important things about the issue: first, that the complexity of the concept itself makes it difficult, and, second, that it is highly social and culturally dependent (GYARMATHY, 2003; HERSKOVITS - GYARMATHY, 1994). The definition is based on above-average ability, and here we refer to performance in a given environment (RÉVÉSZ, 2008). For a long time, there was a widespread belief that talent was defined by genetically determined phenomena. In addition to the genetic factor, researchers agreed that one of the most important components of talent is creativity. Curiosity, flexible thinking, richness of ideas, quick, unusual task and situation solving are all important features of creativity. Commitment to the task and abilities above average are equally essential to talent. However, nowadays professionals know that this is only partially the case. Numerous examples prove that the genetic component of talent alone is not enough to succeed. If this is not accompanied by long, persistent work, the expected success will not be achieved.

In the field of sports, the talent category is defined by two groups: general and special talents (HARSÁNYI, 2000). The components of talent (Figure 1.) are genetically determined, but their appearance is also dependent on other factors (CZEIZEL, 2004). Without parental help, a positive attitude cannot be achieved. Besides the family background, the applied pedagogical tools, pedagogical planning and personalized pedagogical communication are also very important (KIS, 2003). At the same time, it is likely that talented children in sports have higher abilities than their peers in other areas of life. Because of the long preparation time in the sport, which can be up to 8-10 years, it is often the case that an athlete loses his or her motivation and turns to another area of activity. There are countless cases where a parent wants sports success more than a talented choice. It is especially difficult to maintain motivation during adolescence and adolescence, when the appeal of the age group may be much stronger than the influence of parenting and coaching. Therefore, besides the pedagogical tools and methods mentioned earlier, I would like to emphasize the relationship between coach and athlete and the communication between them.

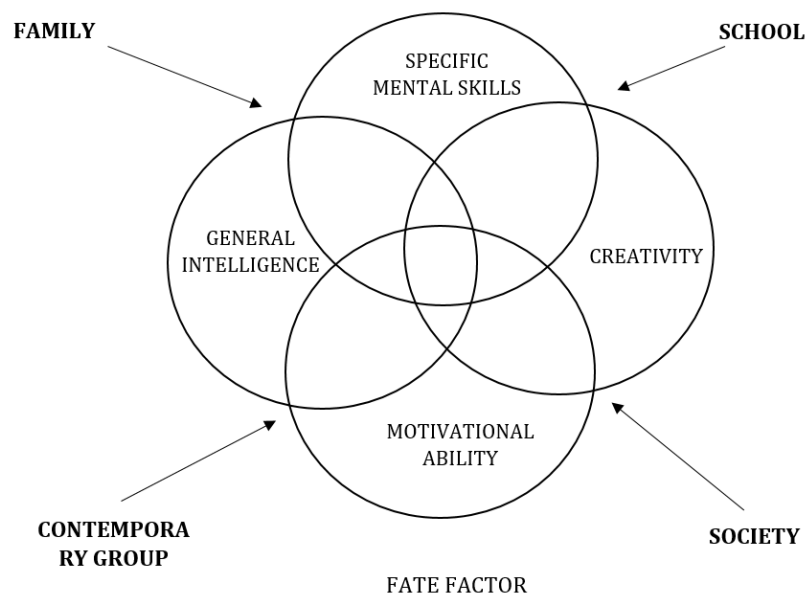


Figure 1: CZEIZEL 2 × 4 + 1 Factor Talent Model, 1997

RÉVÉSZ (1918) describes talent as a complex whole that has four main components: intelligence, creativity, the direction of talent, such as art or science, which requires a specific ability, and willpower or mental behavior. CZEIZEL (2003) distinguishes three degrees: talent, talent and genius. He believes that talent is the one who still has the potential to achieve above-average performance in an area. The talent was already able to develop its capabilities and realize its exceptional performance. And geniuses are the ones who make the most of talent, too.

In the field of research on the subject, the definitions of talent (NAGY, 1973; NÁDORI, 1981) are also popular. They put more emphasis on performance. In their opinion, talent

distinguishes them from their peers by having the same work done to produce more spectacular results, as well as being more responsive to the workload (shorter recovery time, better movement learning and technical training). A good physical condition gives the above-average athlete a good basis for increased workout and thus faster development. RÓKUSFALVY (1985) adds to this position that a gifted athlete can better assess the situation mentally, thereby making the best possible decision in a given situation, and thus being able to take a higher risk in the position because of his or her self-confidence.

HARSÁNYI (2000) already defines the concept of talent in a complex way. He believes he is a talented individual with outstanding health, physiological, psychological, anthropometric, motor and social abilities. NAGY (1973) believed that sense of rhythm is of paramount importance in determining talent, as it is the basis of any sport. FRENKL (2003) describes sports performance as a human performance. He believes that athletic performance is artistic and intellectual. GOMBOCZ (2005) adds that conscious use of pedagogical tools is essential for the development of talent.

It is important to be aware that talent is more than just having internal talent. Inherited abilities are important, but they can become capable of external influences. Giftedness - as (CZEIZEL, 2003) puts it - is genetic potential, whereas ability is the achievement of social activity.

SELECTION AND SPORTING CAREER

At the end of a long process of athlete preparation, who becomes a successful athlete, Olympic champion or world-class depends on a number of factors beyond talent. But what does success mean? Success as an issue can be found in the professional literature in the field of work and career aptitude, but in the field of sports there is still a lack of related literature. "The topic of success is concerned with how well the selected person does his / her job and how successful he / she is" (RÉVÉSZ, 2008).

In athletic success studies, athletes with high levels of performance in their sport are examined from various angles to determine the parameters that lead to outstanding athletic performance. This gives us an idea of the abilities and qualities needed for practicing sports. In swimming, (RÉVÉSZ, 2008) in soccer (OROSZ et al. 1983) wrestlers (TRZASKOMA-BICSÉRDY, 2007) developed a test system that determines the parameters (anthropometric, motor tests, psychological, etc.) that can help future performance based on longitudinal examination of successful athletes and to determine the sport-specific selection parameters.

Research shows a wide variety of results. In wrestling (TRZASKOMA-BICSÉRDY, 2007), in the low- and mid-weight class, proven strength, coordination and technical skills play a role, while in the heavyweight category, anthropometric parameters and speed are important. OROSZ et al. (1983) and CSÁKI (2017) studied soccer players, in the framework of which they analyzed the selection systems of the national soccer academies and the soccer association. The purpose of this study was to demonstrate, in addition to

age-level comparisons, the level of skills that can be found in posts in soccer, which can be of great help to coaches and other professionals in choosing a post.

Their study reveals two erroneous aspects of domestic selection: overestimation of technical skills and disregard of biological age. In defining soccer talent, technology, intelligence, personality and speed are the primary criteria at national and international level.

For swimmers, the difference between successful and unsuccessful athletes was most evident in the results of special sports tests. Special sport tests seem to play an important role, but moreover, although more research has drawn attention to the difficulties and pitfalls of anthropometric prediction and selection (biological maturation, pubertal changes, compensating for late-maturity) (CSÁKI et al., 2013), however, we believe that they can play a decisive role in most sports.

SUMMARY

In our opinion, the complexity of the concept of talent in the aforementioned research assumes that a talented athlete is inherently capable of delivering the highest level of performance in all areas of life. We agree with the definition that conscious use of pedagogical tools that support personality development is essential for the development of talent, because without them, talent is no more than an opportunity for the individual to achieve better than average results. It is clear from the biographies of many top athletes that when choosing a sport they were not counted on as a top athlete, simply because of the joy of movement that kept their interest in that sport. However, the strengthening of individual motivation, regular physical exertion, and the added workload of self-discipline brought about an improvement that approached and even left the initially above-average talented athletes.

Most professionals point out that forecasting should be handled with care. Several studies (for example: measuring physical abilities, motor tests, anthropological measurements, etc.) point out that there is currently no test system capable of objectively examining all talent parameters, age-specific. Physical abilities and sport-specific motor tests are mostly considered, but in many cases they do not prove to be effective in making predictions. I look forward to seeing what coaches think about water polo. The extent to which tests and test results are considered acceptable and applicable can be improved by individual work and personal development across age groups.

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