

**PSYCHOEMOTIONAL STABILITY: PEDAGOGICAL AND TECHNOLOGICAL ASPECTS OF ITS FORMATION IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY**

***ESTABILIDADE PSICOEMOCIONAL: ASPECTOS PEDAGÓGICOS E TECNOLÓGICOS DE SUA FORMAÇÃO NO AMBIENTE EDUCACIONAL DA UNIVERSIDADE***

***ESTABILIDAD PSICOEMOCIONAL: ASPECTOS PEDAGÓGICOS Y TECNOLÓGICOS DE SU FORMACIÓN EN EL ENTORNO EDUCATIVO UNIVERSITARIO***

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**ABSTRACT:** This study aims to consider educational conditions for the formation of psychoemotional stability of student-athletes for competitive events in dance sports in a university environment. This article also attempts to make a theoretical analysis of the formation of psychoemotional stability, the impact on the educational and training process, and the result of competitive activity based on teaching aids and firsthand knowledge. To meet the study's aims, theoretical analysis, and systematization methods are utilized. The results obtained demonstrate the pedagogical importance of the formation of psychoemotional stability of athletes at the stage of improving sportsmanship to contest and competition activities in dance sports, its influence on the educational and training process, and the quality of performance under conditions of vigorous competitive stress has been revealed.

**KEYWORDS:** Psychoemotional stability. Pedagogical conditions. Educational environment. Students. Mental stamina.

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**RESUMO:** Este estudo tem como objetivo considerar as condições educacionais para a formação da estabilidade psicoemocional de alunos-atletas para eventos competitivos de dança esportiva em ambiente universitário. Este artigo também tenta fazer uma análise teórica sobre a formação da estabilidade psicoemocional, o impacto no processo educacional e de formação e o resultado da atividade competitiva com base em materiais didáticos e conhecimentos de primeira mão. Para atender aos objetivos do estudo, são utilizados métodos de análise teórica e sistematização. Os resultados obtidos demonstram a importância pedagógica da formação da estabilidade psicoemocional dos atletas na fase de aperfeiçoamento do espírito esportivo para atividades de competição e de dança esportiva, sua influência no processo educacional e de treinamento e na qualidade do desempenho em condições de estresse competitivo vigoroso.

**PALAVRAS-CHAVE:** Estabilidade psicoemocional. Condições pedagógicas. Ambiente educacional. Alunos. Resistência mental.

**RESUMEN:** Este estudio tiene como objetivo considerar las condiciones educativas para la formación de la estabilidad psicoemocional de los estudiantes-atletas para eventos competitivos en danza deportiva en un ambiente universitario. Este artículo también intenta hacer un análisis teórico de la formación de la estabilidad psicoemocional, el impacto en el proceso educativo y de formación, y el resultado de la actividad competitiva sobre la base de los medios de enseñanza y el conocimiento de primera mano. Para cumplir con los objetivos del estudio, se utilizan métodos de análisis teórico y sistematización. Los resultados obtenidos demuestran la importancia pedagógica de la formación de la estabilidad psicoemocional de los deportistas en la etapa de perfeccionamiento de la deportividad para las actividades de concurso y competición en el deporte de la danza, su influencia en el proceso educativo y formativo, y la calidad del desempeño en condiciones de fuerte estrés competitivo. ha sido revelado.

**PALABRAS CLAVE:** Estabilidad psicoemocional. Condiciones pedagógicas. Ambiente educativo. Estudiantes. Resistencia mental.

## Introduction

The dynamics of development of higher education at the present stage is determined by objective changes in the life of society, which, in turn, presupposes new approaches to teaching students in a university environment. In the period of transition from a unitary education system to a variable education system, there is a serious problem of the interconnection of psychological and pedagogical sciences and their practical component where the main ideas are self-education, self-training, critical thinking (AKHMEDOVA, 2022; OLEKSENKO *et al.*, 2021).

The analysis of the results of the highest achievements in dance sports today demonstrates a highly professional approach and makes us step up demands on the level of excellence of dancing teams. In this regard, there is an acute need for highly qualified training

at a qualitatively new level – under the conditions of higher education since it is in the university environment that the result of the learning process appears in the form of the formation of professionally significant qualities of the student's personality, which determine his/her professional competence and skill (KONONETS *et al.*, 2021).

The main characteristic of dance sport is a competitive activity of dance couples which requires a special mental state for optimal use of technical skill and physical potential of athletes. Today, the training of high-quality student athletes at the university is especially important. The majority of athletes who are educated at university are at the stage of perfecting their sportsmanship (POLYAKOV, 2018). It means that the exacerbation of sports competition, increased requirements for the level of performances and for the competitive result come first. The role of psychoemotional training of athletes is enhancing where university as the school for training professionals acts as a special space for such students, allowing them create special educational conditions for the formation of psychoemotional tolerance within the framework of higher education (KORLYAKOVA *et al.*, 2019; MURTAZINA *et al.*, 2021).

Dance sport is a sport with complex coordination of movements where musicality, technique and beauty of performance are in the foreground. There is also a quality that is not inherent in any other sport – the inability to be an athlete alone, thereby being a team sport (a sports unit is a couple consisting of two people, a dance boy and a dance girl). The advantage of pair dancing is in the beauty of interactions and relationships between dancers, in the richness of the interweaving of characters set by a dance (ZHUSSUPOVA *et al.*, 2021). The disadvantage of pair dancing is in the obstacles that athletes have to surmount in order to achieve mutual understanding, both personal and dance. These challenges are mounted by a personal attitude of each of the partners, their views of what their sports couple should be like, how their roles should be distributed both in the dance and in the training process, as well as their psycho-emotional tolerance to competitive performances (TYURENKOVA *et al.*, 2021).

Modern dance sport like no other genre of choreography reflects the social phenomena of its time, considers modern trends in its development, requires increased aesthetic sensitivity, creative thinking and imagination, which allows improvising to music, expressing the individuality of a dancer (personality) in competitive dance compositions. Hence, it is assumed that the creation of an atmosphere of mutual understanding between a coach and the athletes will allow the formation of psychoemotional stability of a dance couple at competitions of various status and rank (OSTANINA, 2021).

Today, in universities there are not enough recommendations for trainers, pedagogical psychologists on psychological, pedagogical and technological support of the process of

formation of psychoemotional stability of student athletes of a high degree of performing skills for contest and competitive activities. Therefore, it is important to determine the theoretical prerequisites for improving emotional stability in interpersonal relationships between a coach teacher and a student athlete and thereby create conditions for the effective formation of psychoemotional stability of dance couples and improving their sports results.

## Methods

The competition program of the sport of dance includes disciplines such as the European program, and the Latin American program. Performances of a pair are held in an environment characterized by intense competition. The issue of increasing the impact and reliability of competitive activity at the stage of pursuit of excellence has received growing attention of specialists in this field. The specificity of this sport requires a considerable dynamic work. The main competitive and training load falls on both the physical and mental capabilities of the athlete. The activity of competitive dance couples requires a high plane of attention, memory, emotional resilience.

The effectiveness of a dancer's competitive activity is influenced by a number of factors that are beyond the very athlete's control: changes in the lighting of the dance floor, the size of the dance floor, the number of couples taking part in one competitive heat, the objectivity of the referee's assessment, the reaction of the audience. During competitive performances, athletes do not have information about the results of their rivals, which increases dependency of the success of the performance on the ability to manage their emotional state. Therefore, it is important what psychoemotional state is observed, for each athlete individually and for a dance couple as a whole, before taking the floor and how to adjust their activities taking into account this state on the basis of personal characteristics. All this affects the success of the performances of a pair at competitions of various status and rank and is considered in teaching student athletes at the stage of improving their mastery in the educational space of university. Along with technique, tactics and physical endurance, a student, if he/she is an active athlete, must focus on the development of their psychological resource (ELKANOVA, 2017; POLYAKOV, 2018).

In sports activity, various mental properties are manifested and developed:

- intellectual, maintaining decision quality;
- psychomotor, defining quality of physical actions and operations;
- emotional, influencing the energy and expressive characteristics of the activity;

- will, ensuring the overcoming of obstacles arising in a contest or competitive activity;
- communicative, aimed at the interaction with other people;
- moral, determining the motivation of activity and the agreement of goals, means, results with certain moral standards.

The fact that student athletes have a set of certain mental properties responsible for the sport provides it with the results of training and competitive activity (ALMAGUL, 2021).

The psychological resource of an athlete is an understanding of the principles of work of their own psyche and the ability to manage it. Students studying at university put such personal qualities as self-awareness and self-esteem first. The behavior and activities of a student athlete at the stage of improving sports mastery are largely governed by the characteristics of self-concept. So, with an inflated self-judgement, he/she may often have conflicts with others. Self-concept has a significant impact on self-education. Assessing their own characteristics and capabilities in comparison with others, he/she can, with the help of a trainer form their personal self-education program (PRESS, 2013; MAMUROV *et al.*, 2020).

College age sportsmen have the process of morphological development of their nervous system fully completed, the growth and structural differentiation of nerve cells ends. However, the functioning of high-level athletes' nervous system is characterized by a predominance of the processes of energization, therefore, their emotional dynamic becomes uneven and unstable (OLEKSENKO *et al.*, 2021). The motor performance of students also influences the formation of the psychophysiological status of a dance couple of a given age and degree of training. There is a direct relationship between the level of physical fitness and the mental state of an athlete since motor activity stimulates perceptual, mnemonic and intellectual processes, rhythmic movements train the pyramidal and extrapyramidal systems (OSTANINA, 2021; AKHMEDOVA, 2022).

The mental characteristics of elite dance couples must be taken into account, both during the educational process within the walls of university, in training sessions, and when they prepare for contests and competitions. The athletes' mental readiness for competitions depends on their self-management aptitude (ELKANNOVA, 2017). Numerous self-regulation complexes have been developed for athletes in order to prevent and optimize states of stress, anxiety, and monotony (KORLYAKOVA *et al.*, 2019). But putting these techniques into practice is not always effective due to the fact that an individual psychoemotional state of an athlete is not taken into sufficient consideration, and it is impossible to assess the situation in a holistic way (BELOUSOVA *et al.*, 2022; ZHUSSUPOVA *et al.*, 2021).

Student athletes at the stage of improving their sports mastery of dance sport have the following psychological difficulties in the daily training process:

- it is difficult to stay focused throughout the session;
- it is difficult to understand some of the instructions of a trainer;
- it is difficult to combat fatigue and fulfill all the instructions of a coach teacher with maximum efficiency, including those that an athlete does not really like;
- it is difficult to adequately respond to the partner's remarks (AKHMEDOVA, 2022).

Competitive activity is the most important test:

- a coach checks to see how they hold on, how they react to the situation and its changes;
- athletes test themselves whether they like the competition, whether they can be better than other sports couples (POLYAKOV, 2018; KONONETS *et al.*, 2021).
- how partners behave during and after their performance;
- what the reaction of both athletes to the comments of a coach is.

A special atmosphere, special excitement, and special significance of the result are inherent in the competition. Therefore, the “competition challenge” where athletes at the stage of perfecting sportsmanship gain experience of success and failure becomes the most important component of psychological and pedagogical adaptation to the requirements of dance sport.

Therefore, it is of great importance for each athlete individually and for the dance couple as a whole to have a trainer's support during educational process and at competitions, as well as a favorable atmosphere between partners and within a team. Due to the psychological characteristics of students at this stage of preparation, any comment of the teacher may provoke not always appropriate reactions. The educator needs to study psychological constitution of each of the athletes.

Experts in the field of pedagogy and psychology consider the ability to perceive a significant component in the communication process to be important, which largely determines mutual understanding between people. Many authors view perception as a psychological interpretation of non-verbal behavior, namely, “sensing” psychoemotional states through external manifestations such as facial expressions, gestures, postures, glance.

Non-verbal behavior of an individual is inextricably linked with his/her mental state and serves as a means of their expression (GRIBAN *et al.*, 2019; MAMUROV *et al.*, 2020). Non-verbal means are classified as follows:

- kinesics, emphatic and expressive movements: posture, gestures, facial expressions, step;
- visual contact (eye): direction of eye movement, duration and frequency of contact;

- prosody and extralinguistics: intonation, strength of sound, tempo, pause, sigh, laugh, cry, cough;

- tacesics: shaking hands, kissing, patting;

- proxemics: orientation, distance.

From such non-verbal means, one can form an opinion about mental and emotional state of a dance couple, their relationship with each other. The teacher can also recognize the emotional state of athletes by step, facial expression, gestures (MURTAZINA *et al.*, 2021; ZHUSSUPOVA *et al.*, 2021).

In the process of educational and training sessions, a coach must provide dancers with psychological and pedagogical assistance, expressed in the following:

- in mastering the necessary motor skills and abilities and the development of qualities being important for the sport – motor and mental;

- in becoming skillful in the rules of competition, the basics of sports ethics and tactics of competitive struggle;

- formation of an adequate attitude to competitive goals and a fixation on performance, success and failure (BELOUSOVA *et al.*, 2022).

The most important conditions for effective pedagogical interaction are:

- the openness of a trainer for communication with young athletes and the creation of a favorable atmosphere in a dance team

- the evaluation of the efforts and diligence of young athletes;

- enabling a dance couple to self-assess the performances and giving the athletes a sense of purpose (ALMAGUL, 2021).

Thanks to the joint efforts of a coach and athletes, it is possible to eliminate the emerging psychological barriers and achieve success in sports activities.

Thus, for the formation of psychoemotional stability in preparation for competitive activity in dance sports, coaches and athletes need to know the specifics and features of competitions on the floor, the psychological markers of athletes at the stage of sports mastery development and the mental state of readiness for competitions.

## Results and Discussion

Studying emotional experiences during dance sports competitions among university athletes at the stage of perfecting sports mastery according to G. Hall's *Emotional Intelligence Questionnaire*, we found that inability to manage their emotions is in 90% of students,



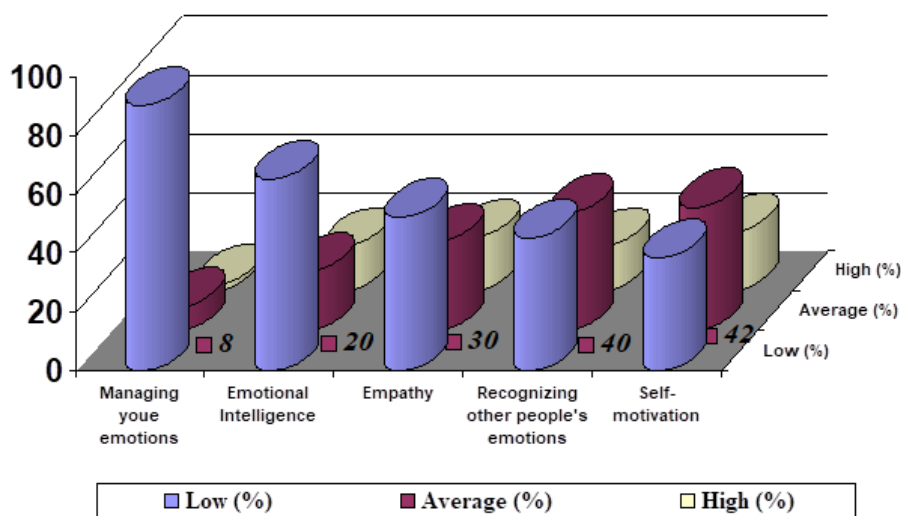
unformed emotional intelligence – in 65%, low empathy – 52%, recognition of other people’s emotions-45%, self-motivation – 38% (Figure 1).

For the successful interaction between an athlete and a coach in the formation of emotional stability in preparation for a competition, we offer methodological recommendations which include the following characteristics that contribute to the normalization of an emotional state:

1. The psychoemotional state of athletes before a training session or competition.

Basically, most athletes are elated in classes, they are sociable. But if the training takes place before the competition, there is a tense atmosphere in the hall. Athletes become introverted, concentrated, communication basically takes place only between partners and their primary coach. This atmosphere is felt immediately as soon as the athletes enter the gym and begin their training.

**Figure 1 - Emotional Experiences According to G. Hall’s Questionnaire**



Source: Devised by the authors

2. The nature of communication.

A friendly intonation is felt in communicating with a coach. Athletes have the greatest respect for their coaches, which allows us to say that teachers have gained authority among students. When communicating, pedagogical techniques are used that help lighten the mood at training sessions and before competitions, or if the training has been going on long enough and the athletes are tired, for example, training camps.

3. The reaction of athletes to the coach’s comments: qualifications, age, character traits,



athlete's temper.

The tactfulness of the teacher in relations with students has a positive effect on increasing the level of sportsmanship in the team. Most athletes take comments for granted and try to correct their mistakes right away. There are athletes who, when making remarks, immediately become withdrawn, their spirits are low.

4. Relationship within a pair, between athletes and a coach. The relations between athletes within a dance couple should be trust-based and friendly. At competitions, high-level athletes support each other, help the younger members of the team. When discipline is violated, the coach asks for attention in appropriate way. The teacher supports the students, tries to make the athletes change their mindset "I CAN'T" to "I CAN".

5. A conflict situation between athletes within a dance couple – leadership, the intrusion of one's opinion upon another, the solution of the conflict.

## **Conclusion**

Thus, we can conclude that the proposed recommendations for use by trainers in their practical activities have a positive effect on the formation of psychoemotional stability and the level of sportsmanship of dancing couples, which allow athletes to compete more confidently as dancers and achieve high performance.

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## How to reference this article

SOROKINA, E. N.; GURA, A. Yu.; RON, I. N. Psychoemotional stability: Pedagogical and technological aspects of its formation in the educational environment of the university. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 26, n. esp. 5, e022184, 2022. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v26i00.17420>

**Submitted:** 13/02/2022

**Required revisions:** 26/06/2022

**Approved:** 28/10/2022

**Published:** 30/11/2022

**Processing and editing by Editora Ibero-Americana de Educação - EIAE.**

Correction, formating, standardization and translation.

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