EMOTIONAL SUSTAINABILITY AND EMPATHY AS IMPORTANT COMPONENTS OF PROFESSIONAL COMPETENCE OF TEACHERS OF SCHOOLS

Abdullaeva Shoira
Senior scientific officer-applicant
Social science faculty Psychology chairs
National University of Uzbekistan
UZBEKISTAN
E-mail: Shoirka-11@mail.ru

ABSTRACT

The article deals with the importance of emotional stability and empathy in teachers of general education schools as important components of their professional competence. In particular, it is noted that according to the degree of tension, the teacher's load is on average more than managers and bankers, genealogists and presidents of associations, that is, those who work directly with people. The behavior of modern teachers is often characterized by increased tension. The author revealed that empathy, as an important professionally significant quality of a teacher's personality, determines the organization of the educational process, its effectiveness and quality of education and has a statistically significant relationship with the number of years worked. A statistically significant positive relationship between low level of empathy and low anxiety level was revealed, as well as a positive relationship between the manifestation of low level of empathy and high anxiety, but the level of significance here is less than established. The author suggests variants of training in the development of reducing anxiety among teachers and increasing their emotional stability. Based on the analysis of scientific research and on his own experience, the author suggests ways of solving the problem - the organization of timely psychological assistance to teachers, prevention of professional burnout and professional deformation among teachers. The author believes that the task of psychological accompaniment of the emotional stability of a school teacher can be solved within the school by the forces of a psychologist on a specially organized socio-psychological training. One of the main blocks of this training will be the teachers' awareness of their own position vis-à-vis students and gaining personal courage to change the habitual directive-controlling style of attitudes towards students to an authoritative, empathetic style characterized by general emotional comfort, intellectual looseness, and leading to cooperation and joint creativity.

Keywords: Pedagogical activity, empathy, emotional stability, communication skills, training.

INTRODUCTION

Pedagogical activity is saturated with various strained situations and various factors that carry a potential possibility of increased emotional response. According to the degree of tension, the teacher's workload is on average more than managers and bankers, genealogists and presidents of associations, that is, those who work directly with people. The conditions of activity acquire the outlines of a tense situation, when they are perceived, understood, evaluated as difficult, complex, dangerous.

The aim of the study is to identify and study the emotional stability of teachers in general schools.

LITERATURE REVIEW

Most researchers agree that the problems of the intensity of pedagogical activity are conditioned by objective and subjective factors. Under the objective factors, understand the external conditions of the situation, its complexity, that is, complex, stressful conditions of activity (workload, collision with new difficult situations, increased intellectual loads, etc.). Subjective factors usually become peculiarities of personality that provoke excessive sensitivity of a person to certain difficulties of professional activity, personal (motivational, emotional, social and other) characteristics. Semenova E.M. believes that when analyzing the intensity of pedagogical activity, it is necessary to remember the dialectic of "external" and "internal" factors, about the unity of objective and subjective reasons[14]. The influence of a tense situation on a person's activity depends not only on the nature of the task, the external situation, but also on his individual characteristics, motives of behavior, experience, knowledge, skills, basic properties of the nervous system. The problem of the formation and development of emotional stability, as one of the professionally important qualities of a teacher's personality, attracted the attention of many foreign and domestic psychologists. Among a rather large number of studies [1,5,11] one can single out several approaches to understanding the phenomenon of emotional stability. Factors and conditions that determine its formation, the impact of emotional stability or instability on the effectiveness of the professional activity of the teacher.

The general conclusion that unites various approaches and, which determined a promising modern approach, is the understanding of emotional stability as a mental state that provide expedient behavior in complex and even extreme situations [6,11,12].

The behavior of modern teachers is often characterized by increased tension. The consequence of it are grossness, incontinence, shouting, insults of students, etc. The aggressive reaction of the teacher contradicts the pedagogical purpose of influencing the student and is often the cause of the progressive neuroticization of schoolchildren.

Thus, the problem of the teacher's emotional stability in psychology occupies one of the important places in the system of sciences about a man who performs activities in tense extreme conditions [3,4,12,13].

METODOLOGY

In our study, we set the task of studying the level of anxiety of teachers as one of the indicators characterizing the emotional sphere of the teacher. We also turned to the identification and study of the features of the empathy of teachers, since it is the ability to empathize is, in our opinion, one of the key features of the professional activity of the teacher.

To study the level of empathic tendencies, we turned to the methodology of the Kazan psychologist I. M. Yusupov. This technique is successfully used to study empathy (empathy), i.e. The ability to place oneself in the place of another person and the ability for arbitrary emotional responsiveness to the experiences of other people. Empathy is the acceptance of those feelings that someone else feels so if they were our own.

Empathy promotes the balance of interpersonal relationships. It makes human behavior socially conditioned. Empathy developed by a person is a key factor of success in those types of activities that require a "penetration" into the world of a partner in communication and, above all, in education and upbringing.

To identify and study the characteristics of anxiety, we used a personal scale of anxiety manifestations (J. Taylor, 1953). The questionnaire is designed to measure the level of anxiety (approval is included in the MMPI as an additional scale).

The questionnaire consists of 50 statements. For ease of use, each statement is offered to the subject on a separate card. According to the instruction, the examinee puts cards to the right and left, depending on whether he agrees or disagrees with the statements contained in them. Testing lasts 15-30 minutes. We used a poll version of J. Taylor's methodology. The data obtained were analyzed by methods of mathematical statistics, and then they were interpreted.

RESULTS

The obtained data on the scale of empathy were subjected to the following analysis. Distributing the sample data in ascending order, we proceeded to distribute the sampling intervals. Theoretical data distribution has an interval of 25 to 75 points. Our data range from 39 to 75 points. Initially, the theoretical distribution has a gradation of 4 levels, having 2 levels at the low pole and as high. The empirical data have a minimum value, starting from 39 points; accordingly, for the convenience of further analysis, we have identified 3 levels: low, ranging from 39 to 49, an average level of 50 to 61, and a high level of 62 to 75 points. The percentage of the number of subjects at the low level was 22.2%, and at a high 33.3%. Empathy, as a property of the individual, providing reflexivity and self-regulation of actions, should be at teachers at a high level. We see that in a situation of polar gradation, the indicators have a slight advantage in the direction of a high level. However, in general, the situation has a slight advantage in the direction of the average level.

Distribution of empathy level among teachers (in %)

Low level	Average level	High level
22,2	44,5	33,3

The definition of the concept of empathy, as a certain process, is reduced in many literary sources as a process of awareness, experience of feelings, emotions of the interlocutor. This process has a constructive beginning, which helps to realize first of all, both your feelings and the feelings of the interlocutor. Most often, in our opinion, empathic people take on a greater responsibility for the feelings of the other. They are active, strong, although at the same time they are subtle and sensitive.

Analyzing the situation further, we see that the sample data has a satisfying result. A low percentage corresponds to less than one third of the sample, which is 22, 2%. Next, we calculated the average result for the experience of the subjects and received 20 years. We performed the same procedure for a high level of empathy and got 14 years. Based on these results, we performed a Pearson criterion analysis to determine the appropriate relationship between the experience of the test subjects and the points of empathy obtained.

Relationship of low level of empathy and length of service

	Variable1. Low empathy	Variable2. Experience (large)
The numerical value of the correlation	1	,376
Significance level		,406

As we see, the correlation analysis has clearly confirmed that there is a direct relationship (positive) between the low level of empathy and the number of years worked. This confirms one of the main factors that leads to emotional burnout. Further, the correlation analysis was based on the high level of empathy and the length of service of the relevant subjects.

The relationship between a high level of empathy and length of service

	Variable1. High empathy	Variable2. Experience (small)
The numerical value of the correlation	1	-,006
Significance level		,982

Here we must note a negative or inversely proportional relationship between high empathy and a relatively small amount of work experience. This tells us that, the lower the experience of the subjects, the higher the empathy of the subject. We have clearly shown 2 pictures of different poles of manifestation of the empathic state in correlation with the worked-out years. We believe that a small number of teachers at work still maintain this fundamental property as a distinctive feature of their professionalism.

Obviously, the established differences in the experience of the work of the subjects have a relationship with the polar levels that we have identified in the scale of empathy. We are inclined to believe that this relationship gives us an alarming signal about emotional burnout. Here empathy as an individual property has undergone a distortion, that is, at the behavioral level, there is a change in the direction of the smaller displays of sympathy and empathy state. One should also take into account the fact that there is a correlation of data on the low level of empathy and externality. So we see that not only the experience, but also the way of regulating the actions of the individual, have an effect on the low manifestation of empathy. Accordingly, we believe that a low level of empathy is not a rejection of the perception of the feelings of another, but a certain inability to recognize feelings. In other words, the subjects of this group appear to empathy and sympathy performed externally with less liability respectively. Let us dwell a little more on the interpretation of the data. We believe that as empathy - have the ability to empathize with another and is based on "feeling right" another state, in particular the student, the teacher in a real school life practice is not able to feel each student as deeply as required by the behavior of empathy. It seems to us that if it was not in the class of 35-40 students, and half less, the teacher would not be as difficult as it is now. Especially it should be noted that as the points on the scale we see the trend as an increase in the reflexivity of feelings and emotions and their gradual realization. Before proceeding to an analysis of the data obtained, let us present the results of mathematical processing for the validity of J. Taylor's technique.

Indicators of the normal distribution of Taylor's anxiety technique

Z-value (Kolmogorov Smirnov)	P-value	Asymmetry	Excess
0,510	0,957	-0,151	-0,505

The anxiety scale, reflecting the level of situational and personal anxiety, has a theoretical distribution in the range from 0 to 40. Accordingly, the first thing we did was to divide our empirical data into levels with corresponding intervals. So, the empirical data was distributed in the interval from 9 to 34. It should be noted that in the theoretical distribution, there is a gradation of 4 levels of anxiety, but for convenience we decided to split the sample into three levels: low, medium and high, taking into account the empirical interval. The first level, low, was the interval from 9 to 15 according to the received data, the second level, the average, was from 16 to 25 and the third level, high, from 26 to 34. The percentage that was low was 13.8%. The percentage of the average level was 55, 5%. The percentage of high anxiety level was 30.7%.

Having presented the data on the anxiety scale, we can only assume that this distribution of subjects has many situational factors that determine the level of personal anxiety, while maintaining its individual causality under cover. We see that the overall picture is the average level of anxiety, which is a relative indicator of the stability of the emotional state. However, in the selected polar levels, the high anxiety index almost doubles. This leads us to the idea that anxiety, as a background regulator of the emotional state, affects the manifestation of empathy as a process of empathy and sympathy.

Next, we built our analysis on the Pearson correlation analysis in the SPSS program of the relationship of a certain state of empathy and anxiety. Therefore, we conducted a correlation analysis of the low level of empathy and high anxiety that we identified, because it is the high level of anxiety that in our opinion influences the manifestation of empathy as an integral professional quality of the teacher.

The relationship between low levels of empathy and high anxiety

	Variable1. Low empathy	Variable 2. High anxiety
The numerical value of the correlation	1	,830*
Significance level		,011

We see that there is a positive relationship between the manifestation of a low level of empathy and high anxiety, but the level of significance here is less than that established by us (p = 0,05). We must clarify that when conducting a correlation analysis, the number of subjects cannot provide a statistical difference, since it is a very small percentage of the entire sample. High anxiety, the characteristic properties of which are an unstable emotional state, irritability to others, negatively affect the process of education. First of all, the manifestation of the state of empathy suffers, without which effective interaction within the educational process is impossible. The reasons for emotional instability are, in our opinion, reduced to the fact that we established the relationship between empathy and work experience. The work experience in this case is a manifestation of emotional burnout, which in our opinion is the main factor that negatively affects the effectiveness of the construction of the learning process. However, we decided to test all types of interactions and received a positive relationship with a sufficiently large level of significance when performing correlation analysis of low level of empathy and low anxiety level.

The relationship between low levels of empathy and low anxiety

	Variable 1. Low empathy	Variable2. Low anxiety
The numerical value of the correlation	1	,849
Significance level		,069

This tells us that the existing type of relationship among the subjects does not have a true professional motivation for organizing an effective learning process. Perhaps with such a relationship, the learning process is less effective, for the teacher in this case is not included in the process of interaction with his fundamental internal position, like empathy, while maintaining a calm emotional tone, or even composure. Absence of empathy and sympathy here is the "litmus test" of an indifferent attitude, first of all, to the organization of the educational process and the quality of education. Obviously, the findings require more research, but in our study there is no doubt that the results are rather "sad".

DISCUSSION

In conclusion, from our point of view, it is necessary to briefly stop on some possible ways of correcting the emotional instability of school teachers.
The analysis of the literature makes it possible to single out several experimentally tested ways of increasing the efficiency of teachers' work:
- Improvement of the educational process in the pedagogical institutes and universities [6,9];
- perfection of psychological and pedagogical preparation of the teacher [7,9];
- the organization of all sorts of psychological trainings that improve the professional competence of the teacher [7,10].
Methods of socio-psychological training in the literature have received various names: active social education; Group of open communication; Socio-psychological training; Training and training group; Active social and psychological communication, etc.

This distinction, obviously, reflects the features and shades of theoretical and methodological approaches, coming from the personality of the coach. At the same time, the types of trainings presented in the practice of psychological influence can, to a certain extent, be streamlined by associating them with the three basic aspects of communication identified by G.M.Andreeva: perceptive, communicative, interactive. In the first case, situational trainings predominate, in the second case, discussion, behavioral trainings, in the third role. Summarizing all types of socio-psychological training, it should be noted that this kind of training is realized in conditions in a special way of organized intensive interaction of people in a small group.

In European countries, socio-psychological training has developed most in three directions: the psychoanalytic psychoanalysis of Z.Freud and his students (Adler's individual psychology, K. Jung's analytical psychology, neo-Freudianism by K. Horney, E. Fromm, H. Sullivan); Behaviourist (Ya Volna, etc.); Existential-humanistic (K. Rogers), gestalt therapy, logotherapy (V.Frankle and others).

In modern psychological science, a wealth of material has been accumulated that makes it possible to talk about active forms of group activity as the most effective methods of changing and developing the personality. Group psychological training is most often understood, firstly, as a set of active methods of practical psychology used to work with mentally healthy people who have psychological problems, in order to assist them in self-development. Secondly, the method of creating conditions for self-disclosure of participants and their independent search for ways to solve their own psychological problems. Third, the method of developing a variety of psychological structures and personality in general.

Despite the variety of forms of psychological training (socio-psychological, psychocorrectional, psychotherapeutic), they are all united by a key idea:

- First, the desire to help the development of the individual by removing: restrictions, complexes, the liberation of its potential;
- Secondly, it is the idea of changing, transforming the human "I" in a changing world.
In this connection A.F. Bondarenko very appropriately emphasizes that, expressed in various terms that make up the synonymic series of lexemes: "development", "growth", the idea of change associated with the development and actualization of personal potential, is correlated with the ideas and the concept of K. Jung's individualization, A. Maslow's self-actualization Personal growth of K. Rogers and, on the whole, expresses some generalized integral construct reflecting the reintegration of the personal self on the basis of new experience and readiness to perceive new experiences. In other words, here we are talking about the actual impact on those or other components of self-awareness, which is realized in all types of psychotherapy and in all types of group psychocorrelation work, it should be emphasized that even in those or other directions where such a task is secondary or not at all Is put and not realized. This is expressed by V.V. Stolin, that the therapeutic effect will be manifested insofar as the psychotherapeutic process strengthens or completes the structures of self-consciousness and thereby actualizes and optimizes its work[2].

From the foregoing, it follows that one of the most important goals of almost any psychological training is the development of the self-awareness of its participants. It emphasizes the idea of self-awareness in a broad sense as a kind of personal education, but also about self-awareness in the application to specific professional activities, which are involved in the pedagogical activity.

In L.M.Mitina's researches devoted to the study of the integration characteristics of teacher's pedagogical activity, the content, the structure of genesis and the dynamics of the professional development of teachers, it was said that the fundamental condition for the development of the integral characteristics of the teacher's personality is the awareness of the need for change, transformation of his inner world and the search for new opportunities Self-existence in professional pedagogical activity, i.e. Increase the level of professional self-awareness[8].

The development of professional self-awareness presupposes the formation of all its substructures - cognitive (clarifying, specifying and expanding knowledge about oneself, self-image as a professional), affective (developing a positive self-relationship, adequately assessing one's capabilities and potentials) and behavioral (fixing one's self-teacher In the teaching and educational situations of the pedagogical interaction of communication, improving the skills of active self-regulation), which causes the development of integral hara Teacher personality cipher.

The result of the process of professional self-awareness is the formation of the self-concept of the teacher, in which there is a cognitive, emotional and behavioral component. A high level of development of the self-consciousness of the teacher presupposes the self-awareness of one's own professional "I", the ability to analyze their behavior and actions, evaluate them from the outside, to discover those aspects of their activity that require development and improvement.

Consider the goals and objectives of socio-psychological training. At the level of common goals, it is possible to distinguish a sufficiently definite unity between its various variants. So, for example, Y.N.Yemelyanov has an increase in the level of

communicative competence of a person - both general and professional. In G.A. Kovalev, the goal of socio-psychological training is the development of knowledge, skills and skills of effective social learning in the subject. T.Yatsenko formulates the following training objectives: provision of general preparation for communication, the necessary people of those professors, in which the ability of communication has a professional significance; Providing professional and pedagogical training for the future teacher to communicate with students. L.A.Petrovskaya singles out as the main goal of the training the development of competence in communication, as well as two related goals. To the conjugate goals, she refers to the development of the active socio-psychological position of the participants of the training and the increase in their psychological culture[10].

The concretization of goals to the level of tasks determines the content of a particular form of training and thus reveals a very large variety of them. All this diversity (after LA Petrovskaya) can be divided into instrumental and personality-oriented socio-psychological trainings. The task of instrumental trainings is the development of individual special communication skills (the ability to conduct group discussions, active listening skills, etc.). This group includes all types of behavioral training. The main shortcomings of such forms of group work include the alienation of personal meaning from the personality of the individual and the imposition of meaning in the behavioral act. However, there are many people with a great emotional and moral potential, which can be frustrated due to the lack of aesthetically attractive ways of expression in their behavioral repertoire. Here, behavioral training can help people coordinate personal content with expressive means and acquire a new kind of life experience.

Therefore, it can be assumed that psychological training is one of the effective forms of development of emotional stability in the learning process. Considering the development of the emotional stability of the teacher, we proceed from the notion that it is possible not as a "proportional" and "proportional" development of all its system-forming characteristics. At the same time, in our opinion, the qualities, the combination of which represents the emotional stability of the teacher, will also receive uneven development during the training, for some of them, training will only be the impetus, the "trigger mechanism" for their formation in joint training activities.

Practical work on improving the efficiency of teacher's work, conducted by L.M.Mitina, is complex. Its organizational form - a scientific and practical seminar - includes both different types of trainings, as well as traditional forms of working with teachers - lectures, conversations.

The use of traditional methods of teaching, from L.M.Mitina's[8] point of view, can not be discounted, since they constitute an undoubted cultural foundation of today's science and, besides, have not yet exhausted themselves, since they are able to reveal rather deep layers of real phenomena. Integration of methods is necessary.

The main goal of the seminar, as L.M.Mitina states, is that the teacher should learn a new way of thinking, behavior, attitude towards the child, enduring values in life and work: good and love, sincerity and trust, tolerance and pluralism. In other words, the work of the seminar is aimed at ensuring that the teacher becomes more creative in communication and activity, filled with inspiration and faith in the good and the person, and at the same time brought much more vital and professional benefits to children[8].

The tasks of the seminar are formulated as follows:

1. Reorganization of the internal system of teacher-student relations from traditional stereotyped to personal-developmental.

2. Optimization of the social-perceptive sphere of the personality of the teacher; Development of optimal behavioral strategies of the teacher in typical and atypical pedagogical situations. Tasks should be defined on the cognitive, affective and behavioral levels.

The task of the seminar should be a gradual realization by the teacher of the opportunity and the need to work in a new way, on the principles of a personal relationship to the child, to receive pleasure and satisfaction from his work, the creative development of the personality, both the child and the teacher.

Agreeing with many authors, we recommend that scientific and practical classes be conducted according to the following scheme:
- drawing up a list of problems on a particular topic during the group discussion;
- their typologization;
- Identification of the current level of psychological knowledge, skills, skills during the discussion of a specific problem;
- lecture-conversation on the topic;
- work in small groups with subsequent discussion;
- training of teachers in the methods of perception, cognition, understanding, self-presentation, self-analysis, self-control, identification and other psychological techniques;
- solution of situational tasks;
- conducting training, including psycho-technical games;
- approbation by teachers of psychological techniques, their individual modification and correction of the input of practical activity;
- general discussion of the results of the use of psychological instruments by teachers;
-     summarizing;
- formulation of conclusions on the psychological problem.

However, it should be noted that the data obtained in our empirical study confirm the idea that the professional emotional stability of a teacher is not a derivative only of a psychosomatic status, i. Characteristics of the neuropsychic, emotional and features of personal or situational anxiety.

The emotional stability of the teacher is sufficiently predetermined by the nature of the attitude of the teacher towards the students. An authoritative attitude, respect for the student's personality at the verbal and behavioral levels, empathic attitude, sympathy and willingness to support the student create a situation for the learner of the desired communication. A pupil in such an atmosphere begins to feel the need for interaction with such a teacher, needs him as an adult, in who sees a mentor and, perhaps, an example for imitation. Obviously, with such characteristics of interaction between teachers and students, the interaction itself will be constructive and desirable for both parties and, apparently, there will not be a ground for confrontation, not recognition of the verbal and behavioral responses of the teacher to students, i.e. Speaking in pedagogical language, the disciples will be obedient.

The teacher, who bears personal professional responsibility, creates the atmosphere of psychological comfort of the educational process. It is also obvious that this professional competence, first, is connected with the teacher's internal attitude towards the children. In

other words, it is not so much the communicative skills of the teacher, the levels of their formation, but rather the content characteristics that describe the position of the teacher, as an adult in his attitude towards the student, as a child.

It seems to us that the formation of a constructive position of the teacher towards the student can not only be the subject of training of students as future teachers, since pedagogical universities do not conduct socio-psychological training aimed at the formation of professional skills. The same situation exists in the modern system of professional development of general education schools.

Apparently, the tasks of training teachers are not yet solved; the task of psychological accompaniment of the emotional stability of the teacher of the school can be solved within the school by the forces of a psychologist at a specially organized socio-psychological training. One of the main blocks of this training will be the teachers' awareness of their own position vis-à-vis students and gaining personal courage to change the habitual directive-controlling style of attitudes towards students to an authoritative, empathetic style characterized by general emotional comfort, intellectual looseness, and leading to cooperation and joint creativity.

CONCLUSIONS

Empathy, as an important professionally significant quality of a teacher's personality, determines the organization of the educational process, its effectiveness and quality of education and has a statistically significant relationship with the number of years worked. It seems to us also necessary to distinguish in the future the concepts of professional work experience and the number of years worked. Correlation analysis confirms that there is a direct positive relationship between a low level of empathy and the number of years worked. This confirms that one of the main factors that leads to emotional burnout is a long-term work characterized by the lack of the necessary reflection of a professional and polishing their professional communication skills with students. A statistically significant positive relationship between the low level of empathy and low anxiety level was revealed, as well as the positive relationship between the manifestation of low level of empathy and high anxiety, but the level of significance here is less than established, which once again confirms the need for teachers to understand that empathy in the activity of the teacher is a professional communicative skill Sphere.

ACKNOWLEDGEMENTS

REFERENCES

1.   Abolin L.M. "Emotional stability and ways to improve it" / / Questions of psychology. 1989, No. 4, p. 141 - 149.2.
2.   Bondarenko A.F. Social psychotherapy of the individual (psychosemantic approach). - Kiev., 1991. – 188. p.3.

3.   Vyatkin B.A. Temperament, stress and success of the athlete in competitions. // Stress and anxiety in sports. M., 1983. - P. 56-64.4.

4.   Helgorn E., Lufbora J. Emotions and emotional disorders: a neurophysiological study. - M., 1966. - 672p.

5.   Izard K. Emotions of man. - M., 1980. – 440 p.

6.   Kulyutkin Yu.N. Psychological problems of adult education. // Questions of psychology. 1989. №2. - P. 5-13.7.

7.   Markova A.K. Psychology of teacher's work. - M., 1993. – 192p.

8.   Mitina L.M. Psychological diagnosis of the communicative abilities of the teacher. A manual for practical psychologists. - Kemerovo, 1996. – 49p.

9.   Orlov A.B. Problems of restructuring the teacher's psychological and pedagogical preparation / / Questions of psychology. 1988. № 1. - P. 16-26.10.

10.   Petrovskaya L.A. Competence in communication. Socio-psychological training. - M., 1989. – 216 - p.11.

11.   Pisarenko VM "The role of the psyche in ensuring the emotional stability of man", M., 2003, - p. 110.

12.   Plakhtienko VA, Bludov Yu.M. "Reliability in sports" / / Physical culture and sports. M., 1985, - p. 78.

13.   Reikovsky Ya. Experimental psychology of emotions. – M., 1979. - 392 p.14.

14.   Semenova E.M. Training of emotional stability: A manual. - 3rd ed. - Moscow: Psychotherapy, 2006. - 256 p.