

Aggressive behavior prevention in a dance duet

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Purpose: to study the features of aggression and the main directions of prevention of aggressive forms of behavior, among athletes engaged in sports dancing in the preliminary basic training.

Material & Methods: analysis of scientific and methodological literature, "Personal aggressiveness and conflictness".

Results: a theoretical analysis of the problem of aggressive behavior in sports dance duets. Level of aggressiveness of athletes of sports dances at the stage of preliminary basic training is determined. Reasons for the formation of aggressive behavior among young athletes are revealed. Areas of preventive and psychocorrective work with aggressive athletes are singled out.

Conclusion: a high level of aggression was detected in 19 (31,67%) of the study participants. Determinants of aggressive behavior in sport ballroom pair appear particularly family upbringing style and pedagogical activity of the trainer. Correction of aggressive behavior of young athletes should have a complex systemic character and take into account the main characterological features of aggressive athletes.

Keywords: sports dances, interpersonal interaction, aggressive behavior, conflict.

Introduction

Formation of communicative competence among athletes engaged in ballroom dancing is one of the necessary factors for their formation as professionals. Task of the trainers is to give the athletes a correct idea of the communicative properties of the personality that are necessary for a highly qualified specialist and to form and improve these qualities [1; 7].

Sources of communicative competence are innate personality traits, upbringing, life experience, general erudition and special teaching methods. Professional communicative competence can not be formed spontaneously, special work and psychological conditions are necessary.

Competence in communication presupposes readiness and ability to build contact at different psychological distances – both distant and close. Difficulties can be associated with the inertia of the position – the possession of any one of them and its implementation everywhere, regardless of the nature of the partner and the uniqueness of the situation. Flexibility in the adequate replacement of psychological positions is one of the essential indicators of competent communication [12; 22].

At the present time in psychological sports science there are no systematized notions about the regularities in the formation of mechanisms for the effectiveness of interpersonal interaction among ballroom dancers at the stage of preliminary basic training. Practically unexplored the question of the formation of adequate behavior in the pair and ways to regulate in it conflict situations. The urgency of the research is also conditioned by the need for scientific development of psychological tools for a comprehensive assessment of communicative potential and prevention of aggressive forms of behavior of ballroom dancers at the stage of preliminary basic training and scien-

tific substantiation of a program of psychological correction of their communicative competence.

Communicative competence is the basis of a person's practical activity. A. A. Rean notes that a specially organized process of formation of communicative competence does not only guarantee the formation and development of basic personalities, but also the emergence of higher levels of socialization and effectiveness in activities [20].

In studies conducted on the basis of the Kharkov State Academy of Physical Culture, it is shown that the process of formation of effective motivation for communication and constructive ways of behavior occurs in indissoluble connection with the enhancement of athletic skill and the dynamics of relations in a dance pair, while maintaining a high dependence on the success or failure of competitive activity [1; 2; 6; 10].

Sports' dancing refers to such sports, in which it is generally impossible to avoid situations with high mental stress, which are often repeated. The intensity of the training and competition process and the constant, not always effective contact with the partner, lead to uncontrollable emotional reactions from the athletes. In the works of V. I. Voronova, I. A. Zhavoronkov, it was shown that athletes who have adequate methods of conflict management are more active, have less anxiety, greater confidence in their forces and partner (partner) strengths, striving for rivalry and willingness to mobilization of all forces for victory [7; 8; 12].

A feature of communication among athletes engaged in sport dancing is the motivation and improvement of communication in its various forms. In the sports dance, the leading is emotional-personal communication, as sports dancing, being on the verge of art and sports, like no other sport approaches art. It is in sports dancing that emotional emotions are a great

influence on the spirituality and morality of children, not only in connection with successes or failures in competitions and performances, but also in connection with direct relations with a male partner (female partner) [1; 2].

Peculiarity of communication among sportsmen engaged in ballroom dancing can be the manifestation of sympathies or antipathies, the degree of realization of subjective, informal relations, the emotional experience of sporting situations, and so on. Specificity of this sport requires the dancers to interact in all its manifestations and to contribute to the success of the pair [2; 8; 10].

S. A. Zimel'ova, A. V. Kiselev note that inability to find a way out of conflict situations, to overcome everyday difficulties faced by a person, in the process of communication and joint activities lead to emotional stress that undermines physical and mental health [14; 16]. In the works of S. N. Enikolopov, the idea is traced that behind any act certain goals are hidden, and behind the conflict is the incompatibility of the goals and desires of the participants in the conflict [5]. In sports activities, the loss of interest in training, and especially its absence – is a factor that leads a dancer athlete to conflict, because the degree of fatigue with the same energy loss depends on the emotional attitude to training. G. P. Artemyeva proves in her works that the negative attitude causes the athlete personal aggressiveness, negative emotions, tension, does not allow to relax, to forget the past troubles. As a result, nervousness accumulates, and stress occurs. And the conditions for its emergence is that the need for interesting performances at competitions is not being met, and there is no way to achieve an important goal – self-realization [1; 2].

Important psychological components of conflict is the desire of the parties, the strategy and tactics of their behavior and their perception of a conflict situation, ie the information models of conflict are available in each of the parties and in accordance with which opponents are organizing their behavior in conflict [18; 22].

Analysis and generalization of the special literature made it possible to establish that the harmonious interaction of partners in ballroom dances, the high level of wear and compatibility with the individual psychological characteristics of the personality of dancers is crucial in achieving high results in competitions. In the opinion of G. P. Artemevoy, V. I. Voronova, a big role in creating a stable pair is played by joint actions of partners, participation of trainers and parents [1; 2; 7; 8].

Formation in young athletes of the ability to adequately express their emotions and the ability to take responsibility can be the key to effective interpersonal interaction in a dance duo.

At present, psychological and pedagogical science lacks the algorithms for developing harmonious partner relations in sport dance, so it is important and timely to study the characteristics of emotional intelligence, namely, the characteristics of the aggressive behavior of young athletes as a determinant of their productive interpersonal interaction in pairs, and determined the relevance of our work.

Relationship of research with scientific programs, plans, themes. The research was carried out in accordance with the thematic plan of the research work of the Kharkov

State Academy of Physical Culture for 2016–2018 on the theme “Modern diagnostic technologies and means of preserving the psychological health of athletes”.

The purpose of the research: to study the features of aggression and the main directions of prevention of aggressive forms of behavior, among athletes engaged in sports dancing in the preliminary basic training.

According to this purpose, the following tasks are solved:

- to conduct a theoretical analysis of the problem of aggressive behavior in sports dance duets;
- to determine the aggressiveness level of athletes in sports dances at the stage of preliminary basic training;
- to reveal the reasons for the formation of aggressive behavior of sportsmen in sports dances at the stage of preliminary basic training;
- to establish the directions of preventive and psychocorrective work with aggressive athletes at the stage of preliminary basic training.

Material and Methods of the research

Athletes aged 10–12 years were studied in the number of 60 people who are engaged in sports dances during the preliminary basic training. To substantiate the relevance of the topic, a theoretical and methodological analysis of the problem was carried out. To study the indicators of aggressive behavior, the “Personal aggressiveness and conflictness” [19].

Results of the research and their discussion

First stage of our study was the study of the level of aggression and conflict of sportsmen engaged in sports dancing at the stage of preliminary basic training.

The results of the study of the level of conflictness and aggressive behavior of athletes engaged in sports dancing at the stage of preliminary basic training using the method “Personal aggressiveness and conflictness” is presented in Table 1

As shown in Table 1, 12 (20,00%) of the participants in the study have a low level of aggression, of which 6 (21,42%) are boys, and 6 (18,75%) are girls. As A. A. Rean points out, a low level of aggressiveness usually indicates the insincerity of the respondent's answers, his desire to meet the social norm [20]. According to S. L. Soloviev, such indicators are found in individuals with low self-criticism and overestimated claims [22].

According to the results of our study, an average level of aggressiveness occurs in 29 (48,33%) of the surveyed athletes, 14 of them (50,00%) are boys and 15 (46,87%) are girls. A. A. Rean, considering the problem of aggression, notes that the average level of aggressiveness of a person is expressed in spontaneity, some anonymity and a weak ability to inhibit. Of course, this level of emotional response is due to spontaneous aggression and is associated with the inability to switch aggression to activities and inanimate objects [20].

A high level of aggression was detected in 19 (31,67%) of the

Table 1

Distribution of athletes engaged in sports dancing at the stage of preliminary basic training, according to the levels of aggression

Level of aggression	Points	Boys (n=28)		Girls (n=32)		Whole group (n=60)	
		Abs. val.	%	Abs. val.	%	Abs. val.	%
Low	≤35	6	21,42	6	18,75	12	20,00
Average	36–44	14	50,00	15	46,87	29	48,33
High	≥45	8	28,57	11	34,37	19	31,67

study participants, of whom 8 (28,57%) were boys and 11 (34,37%) were girls. It is these athletes, whose level of aggression is high, constitute a risk group for interpersonal interaction in a pair, and require special attention from the coach and sports psychologist [3; 10; 11]. American psychologist B. Baron highlights the following characterological peculiarities of a person with a high level of aggressiveness:

- perceive a wide range of situations as threatening, hostile to them;
- supersensitive to negative attitude towards themselves;
- pre-configured for negative perception of oneself by others;
- do not assess their own aggression as aggressive behavior;
- always blame the environment for their own destructive behavior;
- in the event of intentions of aggression, there is no sense of guilt or fault found very weakly;
- do not take responsibility for their actions;
- have a limited set of reactions to the problem situation;
- in a relationship show a low level of empathy;
- poorly developed control over their emotions;
- weakly aware of their emotions, except anger;
- afraid of unpredictability in the behavior of parents and coaches;
- have neurological deficiencies: unstable attention, weak memory, unstable memorization;
- do not know how to predict the consequences of their actions (emotionally stuck on a problem situation);
- positively relate to aggression, because of aggression they gain a sense of their own importance and strength.

Obviously, the above character traits, if they manifest themselves in young athletes, lead to conflict situations in a pair. The training of the conflicting couple is filled with negative emotions, which, as scientists have proved, hinders the memorization and assimilation of material, and certainly deprives the meaning of dance itself, as the expression of certain relationships: what we feel, then we dance [18]. To achieve high

results in a sports pair, there must be mutual understanding, complementarity and mutual support. To prevent the development of aggressive forms of behavior among young athletes, coaches and parents should be aware of the reasons for the formation of such behaviors (Table 2). It is also advisable for sports psychologists to understand the main directions of preventive psychological correction of the aggressive behavior of athletes engaged in sports dancing at the stage of preliminary basic training (Table 3).

N. I. Koritchenkova, M. P. Quadritsius in their works on the issues of personality development in communication, note that the formation of aggressive forms of behavior is strongly influenced by the conditions of family upbringing [15; 17]. Negative personal behavior is reinforced by unfavorable relationships with teachers and trainers who do not have the skills to communicate with “difficult” children. Confrontation, unceasing long-term conflicts and mutual emotional dislikes cause verbal aggression among young athletes on coaches and physical aggression on their partners [10].

To optimize the educational process, in the pedagogical principle of the unity of the requirements for the child, coaches and parents of young athletes should know and understand what their gesture and actions lead to aggressive emotional reactions. The determinants of the formation of aggressive behavior are presented in Table 2.

Analyzing psycho-pedagogical literature, we can conclude that the formation of aggressive tendencies in children 10–12 years old, as patterns of behavior, completely depends on the conditions in which a young athlete is brought up. And here it should be remembered if a young athlete demonstrates aggression, then this form of behavior is necessary for him to “survive”. According to the theory of A. Maslow, the needs of the individual are the driving force of his activity, in this case the gesture and actions of the young athlete, therefore, the manifestation of aggression is, on the one hand, the struggle for survival (the realization of the need for security) or the opportunity to attract attention (the realization of the need for attention and love), if other ways to attract the attention of meaningful adults or peers do not work [13; 20].

In working with young athletes who demonstrate a high level of aggressiveness, one should always ask the question: “Why is it necessary for a person? (What need does the person now satisfy through this form of behavior?)”. Depending on the answer to this question, two directions for further psychocorrective work with aggressive athletes who engage in sports dances during the preliminary basic training stage can be identified (Table 3).

Prevention and psychological correction of the aggressive behavior of athletes engaged in sports dancing at the stage

Table 2

Determinants of the formation of aggressive behavior

Reasons for the formation of aggressive behavior	
In family	In training
Authoritarian style of education	
Demonstration of aggressive forms of behavior	
Prohibition of manifestation of "undesirable" feelings and emotions	
Assessing only the result of an activity, not a process	
Prohibition to make mistakes	
Use of orders and decrees as leading methods of education	
Parents and coaches put the child (athlete) mutually exclusive requirements	
Basic educational means: punishment (often physical), deprivation of privileges, introduction of restrictions and absence of rewards	
Comparison of the child (athlete) with other children (athletes)	
Indifference to the emotional state of the child (athlete)	
Emphasis on mistakes, and the child's successes are considered appropriate	
Destroyed emotional attachments between parents and children (Especially between parents and sons)	Formality of emotional contact between the coach and the athlete
Parents do not share the values and interests of the child	Coach shares only the sports interests of a young athlete
Indifference of parents to the social success of the child	Indifference of the coach to the success of an athlete outside sports
Conscious deprivation of love and care in case of guilt	Public punishment
Frequent isolation of children	Emotional ignoring of small successes in training activity

Table 3

Directions of preventive and psychocorrective work with aggressive athletes who are engaged in sports dances at the stage of preliminary basic training

When implementing the security needs	When you realize the need for attention and love
Optimization of the level of personal anxiety of young athletes	Formation of an adequate level of self-esteem in young athletes
Permission to display anger in acceptable forms	Development of empathy in young athletes
Training of young athletes techniques of control over negative emotional states, verbalization of unfavorable emotions	Evaluation of the process of the activity of an athlete or his individual elements, and not just the result
Development of self-regulation skills	To react emotionally to the successful actions of a young athlete, not just mistakes
Formation of constructive patterns of behavior in problem situations for athletes	Implementation of the rule: – accept the athlete; – understand; – recognize.

of preliminary basic training should be of a complex systemic nature and take into account the main characterological characteristics of aggressive athletes: lack of control over your emotions; inadequate self-esteem, a limited set of behavioral responses in problem situations for them, lack of empathy,

as well as a high level of personal anxiety. To form an ability for adequate forms of behavior and controlled manifestations of emotions in young athletes, preventive and psychocorrective work should be aimed at developing their emotional intelligence, adequate self-esteem and the formation of simple communication skills [9; 12].

Considering the fact that the ability of an adult to own himself is the best guarantor of adequate behavior for children, it is appropriate for parents and coaches of young athletes to adhere to the following rules:

- switch attention from fixation to the negative behavior of a young athlete to his own uncontrolled negative emotional states;
- to master techniques of constructive, positive communication with the aim of eliminating the corresponding aggressive behavioral reaction from young athletes or reducing the already existing (Table 4).

Table 4

Methods of effective and constructive interaction with aggressive athletes

Method	Examples and explanations
Talk to the athlete about your feelings and experiences of the language of the inner "I", in the language of "I-messages."	– I am pleased when you behave this way; – I am annoyed by such actions; – I find it difficult to work in such conditions.
"Actively listen" to the child's inner world, the world of his feelings.	Pay attention to nonverbal signals (proxemics, the ratio of levels in the vertical plane, posture, facial expression, sight, tactics) and paralinguistic signals (expressiveness of speech, intonation, voice loudness, pitch, speech speed.
Evaluate the behavior, not the personality of the young athlete, talk about undesirable and desired his actions.	– this is a «bad" act, and not you «bad"; – this act is not worthy of you, – this act worthy of you;
Try to see in the words and actions of the child a positive attitude and good intentions.	If a young athlete has committed some kind of inappropriate act, ask yourself: why does he need it?
Regulate your emotional state.	To regulate your emotional state, you must follow the following algorithm of actions: – to be aware of my condition (I'm angry, I'm afraid, I'm worried, etc.) – to recruit their emotions (say aloud about their emotional state «I'm angry because of this behavior", instead of screaming and reproaches).

On the part of the psychologist, painstaking work is needed to assist parents in developing clear rules and requirements, as well as the responsibilities of their child (young athlete). Since it is in the family that the primary socialization of the individual occurs, the clarification of the rules of interaction with other people: what can, but can not be done; the establishment of social norms of behavior [15; 17].

In the formation of athletes engaged in sports dancing in the preliminary basic training phase, the ability for effective interpersonal interaction with partners, it is appropriate to develop in them a sense of empathy, a better understanding of oneself and others. It is necessary to create opportunities for self-expression, the formation in young athletes of the know-how of practical possession of expressive movements – the means of human communication (facial gesture, gesture, pantomime). The development in young athletes of communication skills in various life situations and adequate evaluation activity aimed at analyzing one's own behavior and the actions of surrounding people will act as a preventive mechanism of their aggressive behavior. It is also important to form positive traits in young athletes engaged in sports dances during the preliminary basic training phase, which promote better mutual understanding in communication. It will be extremely necessary to increase the level of self-control in relation to one's emotional state in the course of communication, the formation of tolerance for the opinion of one's partner, in turn, will establish relations between the athlete and the trainer.

Conclusions

1. Trainers and parents of young athletes should remember that aggressive behavior is a kind of SOS signal, a cry for help, attention to one's inner world, in which there are too many destructive emotions, with which the individual can not independently cope.
2. According to the results of our study, a high level of aggression

was detected in 19 (31,67%) of the study participants, of whom 8 (28,57%) were boys and 11 (34,37%) were girls. It is these athletes, whose level of aggression is high, constitute a risk group for interpersonal interaction in a pair, and require special attention from the coach and sports psychologist.

3. The following factors can be the determinants of aggressive behavior in a sports ball pair: authoritarian style of upbringing, demonstration of aggressive forms of behavior by parents and coaches, prohibition of manifestation of "undesirable" feelings and emotions, evaluation only of the result of activity, not process. And also indifference to the emotional state of the child (athlete), the formality of emotional contact, public punishment.

4. Prevention and psychological correction of the aggressive behavior of athletes engaged in sports dancing at the stage of preliminary basic training should be of a complex systemic nature and take into account the main characterological characteristics of aggressive athletes. Helping young athletes in realizing their real self, developing potential opportunities, responding to internal conflicts and fears, reducing anxiety and guilt, as well as elementary training in good-will rules will give a socially acceptable way out of aggressiveness and other negative feelings.

The prospect of further research in the development of a program for the prevention of aggressive behavior of athletes in sports dancing at the stage of preliminary basic training in order to form an effective interaction in a dance duo.

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