

**PSYCHOSOCIAL FUNCTIONING OF PUPILS OF THE BALLET STUDIO  
OF SENIOR PRESCHOOL AGE**

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**Purpose:** identification of the psychosocial development features of senior preschool pupils of a private ballet studio in Kharkov.

**Material and methods:** the study involved 20 pupils of the Kharkov ballet studio at the age of 5 to 7 years, who have been practicing ballet from 10 months to 2 years. To obtain the results, we used the methodology of M. Jellinek and M. Murphy "List of childhood symptoms" PSC and Y-PSC in the Ukrainian adaptation of the "CC list of childhood symptoms" PSC-UKR and Y-PSC-UKR (OL Lutsenko, D.V. Shtrygol, N.G. Mikhanovskaya), namely the PSC version, which is filled in by the child's parents.

**Results:** the results of our research showed that, according to the assessment received from their parents, 45% of the pupils of the ballet studio have some psychosocial problems. At the same time, 25% have such problems on the scale of "internalization", and another 20% - on the scale of "externalization". Among 25% of the respondents who had some problems on the internalization scale, the most common answers were that the child gets tired quickly, is afraid of new situations, wants to be with his parents more than usual, feels bad and has less fun. Among the 20% of respondents who had some problems on the scale of externalization, the most common answers were that the child is restless, cannot sit still, is less interested in

school (in our case, in ballet classes), acts “like an instinct”, is easily distracted , flies too much in the clouds, doesn't follow the rules.

**Conclusions:** most of the pupils of the ballet studio have harmonious psychosocial development as assessed by their parents. Therefore, it can be assumed that ballet classes have a positive effect on the psychosocial development of older preschoolers.

**Keywords:** psychosocial development, senior preschooler, ballet studio, personality, PSC methodology, internalization, externalization.

## **Introduction**

Recently, parenting communities often discuss the issue of disinterest or low and short-term interest of modern children in games, toys, communication with peers, the desire to do ordinary things that are age appropriate. Thus, doubts arise about the adequate psychosocial development of the younger generation. Research conducted under the guidance of A.R. Luria proved that a child needs to create special conditions for the formation of skills of self-control and arbitrariness, which subsequently determines the formation of personality [2].

The development of the preschooler's personal sphere, in addition to the leading activity - games, is very strongly influenced by physical activity. This was proved by such mastodons of child psychology as L. Vygotsky, Leontiev, B. Teplova and others. [1] Among foreign scientists, this problem was studied by Andersen K., Cale L., Corbin J [6,7].

A worthy alternative to sports training is teaching classical choreography, because this lesson requires students to be strictly disciplined, patient, and comply with various restrictions. But a pupil of any ballet academy receives not only an athletic and flexible body, but also all-round development.

Children begin to study classical ballet at the age of four, and from this age, the future artist must consciously fulfill the requirements of the teacher. In addition, there is a strict selection according to the physical parameters and abilities of children. And after passing the casting, many different restrictions begin in the child's life:

nutritional requirements, constant overcoming of pain, a tight schedule and lack of free time. Not all children, and not all parents are ready for this.

But despite the limitations, choreographic activity has a positive effect on the development of the child. Ballet classes contribute to the formation of posture, the development of muscles, and the maintenance of the body in good shape. It is very important that during the lessons children learn to understand their body, to listen to their own feelings [4].

Classes in the ballet class are aimed at regime, discipline, responsibility. The child adjusts to the general system of rules that must be observed. It is this consistency that brings up a socially adapted person who is able to overcome difficulties. Ballet school is, first of all, an excellent way of harmonious development of the psychosocial functions of a child who is able to master his own behavior and mental processes.

Thus, we can say that ballet classes bring up a prosperous personality. By this term we mean the following meanings: it is internal motivation and the presence of conditions that determine the realization of such human needs as achieving a result and self-actualization [8, 9].

**Purpose of the study:** identification of the psychosocial development features of senior preschool pupils of a private ballet studio in Kharkov

### **Material and Methods of the research**

The aim of the study is to identify the features of psychosocial functioning and to investigate the level of internalization and externalization symptoms of the pupils of the ballet studio for preschool children.

The research method is the methodology of M. Jellinek and M. Murphy "List of Childhood Symptoms" PSC and Y-PSC in the Ukrainian adaptation of the "List of Childhood Symptoms" PSC-UKR and Y-PSC-UKR (A. Lutsenko, D. Shtrygol, N. Mikhanovsky) [3].

The "List of Childhood Symptoms" method was developed in 1988 to identify social dysfunction in children. Designed to recognize cognitive, emotional and behavioral problems and can be used to diagnose children from 4 to 18 years old.

The undoubted advantage of the technique is the availability of questions in the form of short statements that take into account the peculiarities of the child's psychosocial development in his daily life.

PSC has been adapted in many countries around the world. To answer the questions, the words "Never", "Sometimes" or "Often" are used, which translate into 0, 1 or 2 points. The total score is calculated as the sum of points for each of the 35 points. A value of 24 points or more for children 4-5 years old indicates the presence of behavioral or emotional problems. In addition, the test contains subscale indicators: internalization and externalization, which determine the nature of mental problems, if any.

The sum of the answers gives a quantitative characteristic. A good level of psychosocial functioning is indicated by an indicator of less than 8 points. The average level is in the range from 9 to 23 points. A lower level of psychosocial functioning corresponds to a result of 24 to 30 points, and a result higher than this indicator is considered to correspond to significant psychosocial dysfunction. Subscale indicators are taken into account separately: internalization and externalization.

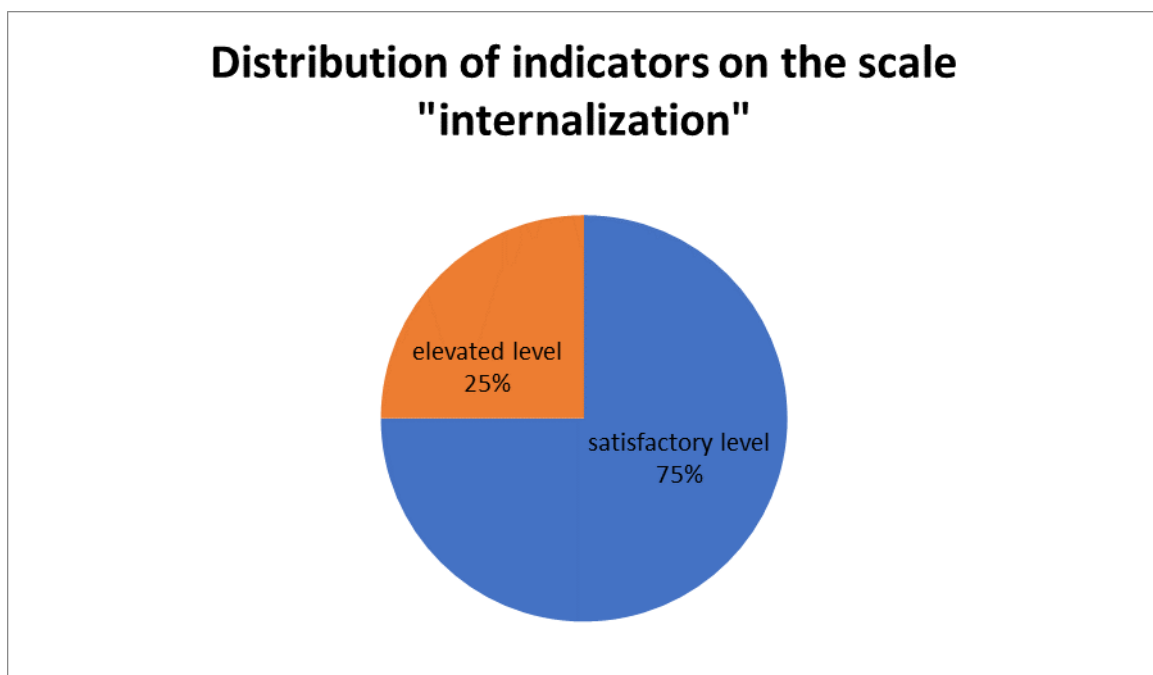
The study of psychosocial functioning was attended by 20 pupils of the ballet studio of the city of Kharkov at the age of 5 to 7 years, who have been practicing ballet from 10 months to 2 years. To obtain the results, we used the PSC option, which is filled in by the child's parents. After all, the Y-PSC version is used by a child independently if he is already 10 years old.

### **Results of the research**

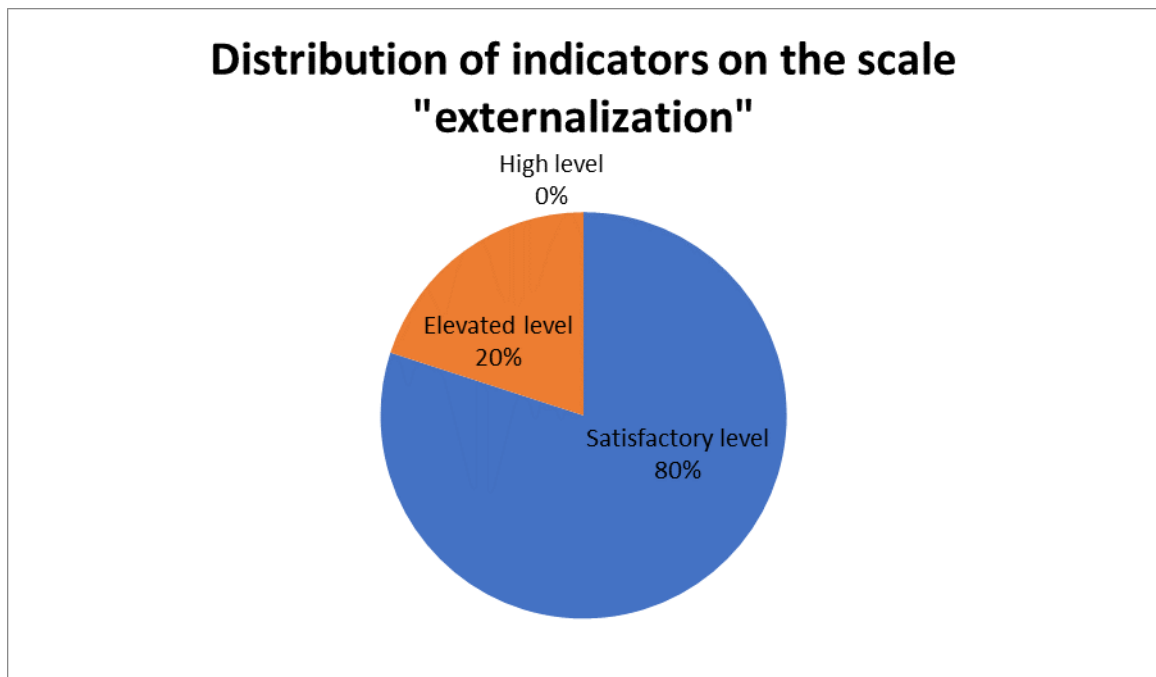
Figure 1 shows the distribution of data on the scale "Internalization". As we can see, 75% of children have a sufficient level for this indicator. An increased level of internationalization corresponds to 25% of participants. This means that the overwhelming majority of the pupils of the ballet studio in the city of Kharkov do not have such internal symptoms as problems of leaving, withdrawal, somatic complaints, anxiety and depression in accordance with the theoretical model of T. Achenbach [5].

Figure 2 shows the distribution of data on the scale "Externalization". It can be seen that 80% of children have an acceptable level for this indicator. An increased level of internationalization corresponds to 20% of participants. External symptoms are characterized by delinquent and / or aggressive behavior, hyperactivity.

The methodology has limitations, because an assessment procedure is used, so respondents may underestimate or overestimate certain symptoms, subjectively evaluate the child. We talked with the parents of children who received increased results on the scale of "internalization", after that we talked with the trainer of the studio. It turned out that most parents are sensitive to any manifestations of their children's activity, their desire to sometimes skip classes, but the teacher makes no complaints about the behavior of these children.

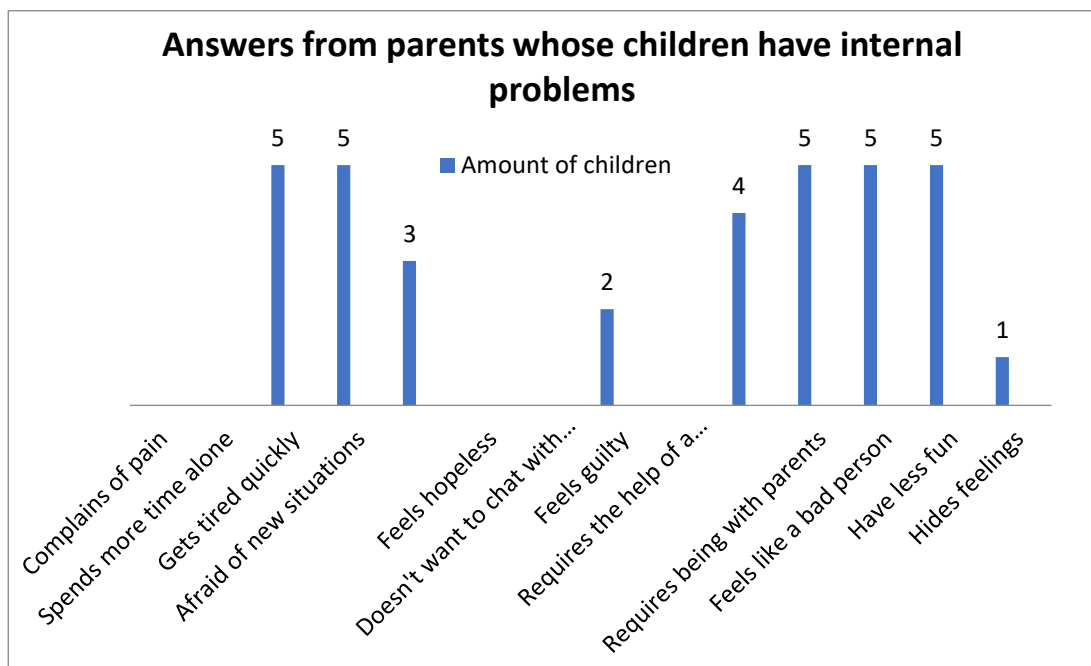


**Figure 1** Distribution of indicators on the scale of "internalization" among the studied students of the ballet studio



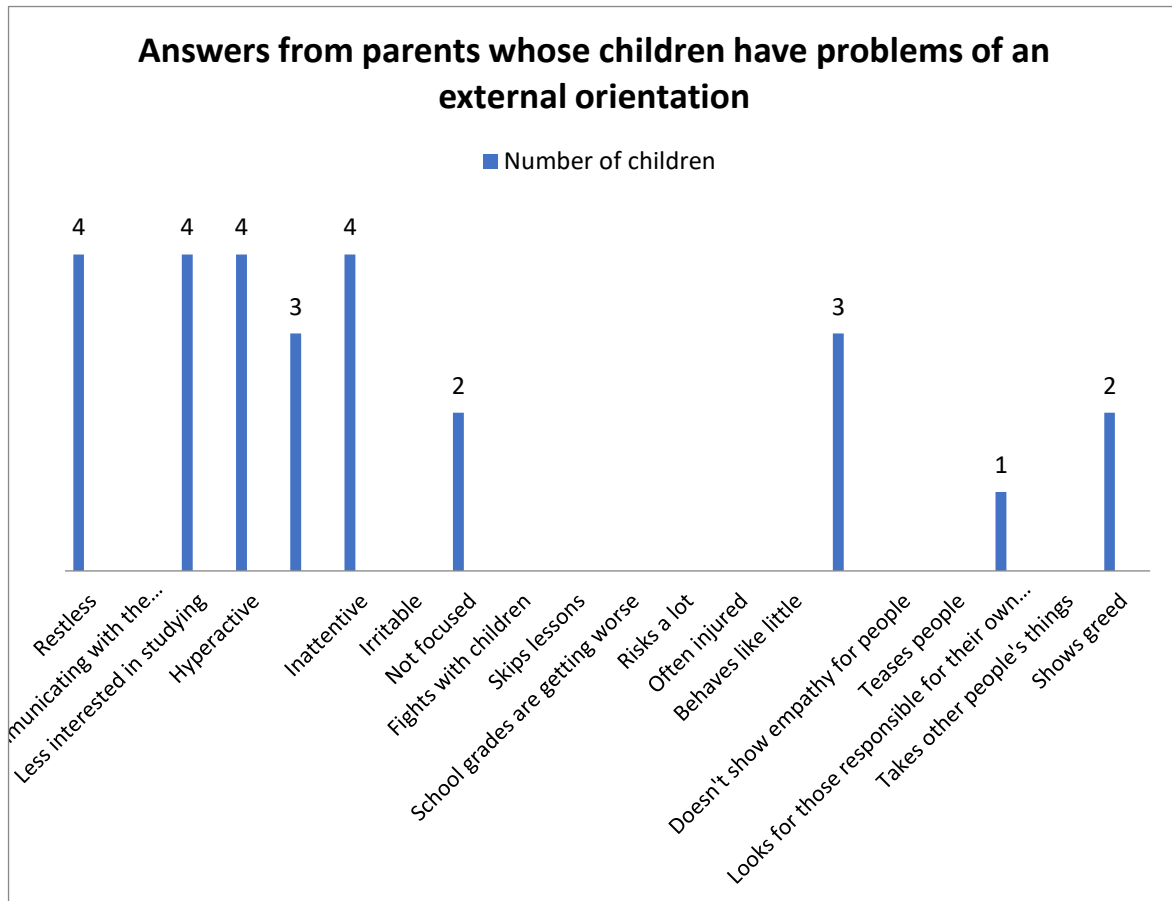
**Figure 2** Distribution of indicators on the scale of "externalization" among the studied pupils of the ballet studio

So, 9 children (45%) - have some problems of psychosocial development. At the same time, 5 children (25%) have these problems on the scale of "internalization", and another 4 children (20%) - on the scale of "externalization".



**Figure 3** Answers from parents whose children have internal problems

So, the most common answers were: the child gets tired quickly, is afraid of new situations, wants to be with his parents more than before, feels like a bad person and has less fun. We remind you that parents can assess the child in different ways, sometimes even exaggerate the presence of symptoms.



**Figure 4** Answers from parents whose children have external problems

There are 20 questions on the externalization scale, which are shown in Fig. 4. Among 20% of the respondents, the most common answers were: the child is too active, less interested in school (ballet classes), easily distracted, dreams too much, ignores the rules.

### **Conclusions / Discussion**

The results of our research confirm the opinion that physical activity, discipline during classes in a ballet studio have a positive effect on the development of the psychosocial sphere in childhood. [16; 7].

According to the results, most of the pupils of the ballet studio have a harmonious level of psychosocial development. Therefore, it can be assumed that ballet classes have a positive effect on the psychosocial development of older preschoolers. Almost half of the respondents have certain problems of an internal and external orientation. But we cannot be sure that the evaluation procedures of the methodology did not influence the results of the answers.

**Prospects for further research.** We plan to check the results of the study after some time, as well as apply additional methods for the study.

In addition, we plan to test the results of the study with an increasing number of participants.

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