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# SOCIO-PSYCHOLOGICAL FACTORS INFLUENCING THE FORMATION OF ATHLETES' PSYCHOLOGICAL AND EMOTIONAL STATES IN EMERGENCY SITUATIONS

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### Abstract

This article examines the socio-psychological factors influencing the formation of athletes' psychological and emotional states in emergency situations. The study analyzes theories of stress, motivation, adaptation, and emotional stability within the field of sports psychology. A review of scientific literature indicates that stress in athletic performance is associated with biological, cognitive, and socio-psychological factors (11). Furthermore, coach–athlete relationships, team environment, motivation levels, and social support were identified as key determinants of athletes' psychological resilience (6, 7). The findings highlight the necessity of a comprehensive approach to enhancing athletes' psychological preparedness in emergency situations.

**Keywords:** Sports psychology, stress, emotional stability, emergency situations, motivation, athlete psychology, adaptation, burnout.

### 1. Introduction

Modern sports activities are characterized by high levels of physical and psychological demands. Athletic success depends not only on physical

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preparedness but also on psychological stability, stress resistance, and emotional regulation.

Research in sports psychology demonstrates that stress plays a significant role in athletic performance. Hans Selye defined stress as the body's general adaptive response to external influences and developed the General Adaptation Syndrome theory, which includes three stages: alarm, resistance, and exhaustion (11).

One of the most influential theories explaining the relationship between emotional arousal and performance is the **Yerkes–Dodson Law**, proposed by Robert M. Yerkes and John D. Dodson. According to this theory, performance and arousal are related through an inverted U-shaped curve; both insufficient and excessive arousal can negatively affect performance (13).

Another important concept in sports psychology is Yuri L. Hanin's **Individual Zone of Optimal Functioning (IZOF) Model**, which suggests that each athlete possesses an optimal emotional arousal zone that contributes to peak performance (7).

The purpose of this study is to investigate the socio-psychological factors affecting the psychological and emotional stability of athletes in emergency situations.

### 2. Methods

The research involved an analysis of scientific literature in the fields of sports psychology, pedagogy, and social psychology.

The following research methods were employed:

- Theoretical analysis of scientific literature;
- Comparative analysis;
- Systematization;
- Generalization.

Scientific sources related to athletes' psychological preparedness, stress tolerance, motivation, and social environment were examined.

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David C. McClelland's motivation theory emphasizes that individuals with a high achievement motivation tend to maintain higher levels of performance under challenging circumstances (9).

Additionally, the **State-Trait Anxiety Inventory (STAI)** developed by Charles D. Spielberger is widely used in sports psychology to assess anxiety levels among athletes (12).

### 3. Results

The findings indicate that athletes' psychological and emotional resilience in emergency situations is associated with the following factors:

#### 3.1 Team Environment

The psychological climate within a sports team significantly affects athletes' emotional states. A positive team atmosphere reduces stress and enhances motivation.

#### 3.2 Coach–Athlete Relationships

Psychological support provided by coaches strengthens athletes' self-confidence and facilitates emotional stability during stressful situations.

#### 3.3 Motivation and Volitional Qualities

Athletes with strong achievement motivation are more likely to maintain effective performance during emergency situations.

#### 3.4 Stress and Burnout

Prolonged exposure to stress may result in emotional exhaustion among athletes. In sports psychology, burnout consists of three primary components:

- Emotional exhaustion;
- Reduced interest in sports participation;
- Decreased sense of personal accomplishment.

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The burnout phenomenon has been extensively studied through the **Athlete Burnout Questionnaire (ABQ)** developed by Thomas D. Raedeke and Alan L. Smith (10). According to this model, athlete burnout is characterized by emotional and physical exhaustion, reduced feelings of accomplishment, and devaluation of sports participation.

### 4. Discussion

Emergency situations in sports often test athletes' psychological resilience. Research indicates that elevated stress levels can contribute to emotional exhaustion and burnout (10). Burnout negatively affects athletes' motivation, psychological well-being, and overall satisfaction with sports participation. Furthermore, athletes' psychological resilience is closely linked to mental preparation. Mental training techniques enhance stress resistance and contribute to improved emotional regulation under pressure.

The findings suggest that psychological preparedness should be considered an integral component of athletic training programs, particularly in high-performance sports environments.

### 5. Conclusion

The results demonstrate that athletes' psychological and emotional stability in emergency situations is influenced by multiple interrelated factors.

The primary factors include:

- Coach–athlete relationships;
- Team environment;
- Motivation level;
- Psychological preparedness;
- Social support.

To improve athletes' psychological readiness, sports organizations should implement psychological training programs, stress-management techniques, and

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mental preparation strategies aimed at strengthening resilience and emotional stability.

The author conducted a theoretical analysis of scientific literature in sports psychology to examine the problem of athletes' psychological resilience and emotional stability.

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