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FACTORS OF FORMING PSYCHOLOGICAL STABILITY IN SCHOOL SPORTS COACHES

Tursunbayev Sandjar Bahtiyorovich
Basic Doctoral Student
Institute for Retraining and Advanced Training of Specialists in Physical Education and Sports under the Uzbekistan State Academy of Sports
ORCID ID: https://orcid.org/0009-0006-3119-4209
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Abstract: This article examines the socio-psychological and pedagogical factors involved in the formation of psychological stability among school sports coaches. In modern educational systems, school sports coaches perform not only physical training functions but also educational, motivational, and psychological roles. Consequently, psychological resilience has become one of the essential professional qualities ensuring the effectiveness of coaching activity.

The study analyzes the influence of emotional self-regulation, stress resistance, professional motivation, communicative competence, leadership skills, and social support on the development of psychological stability in school sports coaches. Special attention is paid to the impact of psycho-emotional stress arising from competitive environments, pedagogical responsibility, and interpersonal interactions within school settings.

Keywords: psychological stability, sports coach, school sports, stress resistance, emotional intelligence, professional motivation, sports psychology, pedagogical activity, resilience, self-regulation, emotional burnout, coaching competence.

INTRODUCTION

In contemporary educational and sports systems, the professional activity of school sports coaches has become increasingly complex and multidimensional. Modern coaches are expected not only to improve students' physical performance and sports skills but also to contribute to their psychological development, moral education, and social adaptation. In this context, the psychological stability of sports coaches emerges as one of the key determinants of effective pedagogical and coaching activity.

School sports coaches operate under conditions characterized by constant emotional tension, high professional responsibility, competitive pressure, and intensive interpersonal communication. Daily interaction with students, parents, school administration, and colleagues requires coaches to maintain emotional balance, stress resistance, and professional self-control. Therefore, psychological stability becomes an essential factor ensuring successful adaptation to professional challenges and maintaining high-quality coaching performance.

Psychological stability refers to an individual's ability to preserve emotional balance, adequate behavior, and effective decision-making under stressful and emotionally demanding conditions. In sports pedagogy, psychological resilience enables coaches to manage conflicts, cope with professional stress, maintain motivation, and create a positive educational atmosphere for students.

The relevance of this research is determined by the increasing psychological demands placed on school sports coaches in modern educational environments. Rapid social changes, intensified competition in sports, and the growing expectations of society toward educational institutions significantly affect the psycho-emotional state of coaches. In many cases, chronic stress, emotional

burnout, and professional overload negatively influence coaching effectiveness and interpersonal relationships within sports teams.

Scientific studies in sports psychology indicate that psychologically stable coaches demonstrate higher levels of professional competence, communication effectiveness, and leadership ability. Moreover, their emotional condition directly affects the psychological climate of the sports team and the motivation of young athletes. Therefore, the formation and strengthening of psychological stability among school sports coaches is not only an individual professional issue but also an important pedagogical and social task.

The purpose of this article is to analyze the major factors influencing the formation of psychological stability in school sports coaches and to identify effective psychological and pedagogical approaches for its development.

LITERATURE REVIEW

The concept of psychological stability has been widely studied within psychology, pedagogy, and sports sciences. Researchers define psychological stability as the ability of an individual to maintain emotional balance, adaptive functioning, and productive activity in stressful situations.

Within sports psychology, psychological resilience is considered one of the essential professional qualities of coaches and athletes. According to modern psychological theories, psychological stability is closely related to emotional intelligence, stress resistance, self-regulation, motivation, and coping strategies.

American psychologist Daniel Goleman emphasized that emotional intelligence plays a decisive role in professional effectiveness and interpersonal communication. Coaches possessing high emotional intelligence are more capable of managing their emotions, controlling stress, and maintaining constructive relationships with athletes and colleagues.

Research in sports pedagogy demonstrates that coaching activity involves continuous psycho-emotional tension. Competitive environments, responsibility for students' achievements, organizational difficulties, and communication with parents frequently create stressful situations for coaches. According to sports psychologists, prolonged exposure to stress without effective coping mechanisms often leads to emotional burnout, professional dissatisfaction, and reduced coaching efficiency.

Studies conducted by Richard Lazarus on stress and coping theory revealed that psychological adaptation depends not only on external conditions but also on individual cognitive appraisal and coping strategies. Coaches who utilize constructive coping mechanisms demonstrate higher psychological resilience and professional adaptation.

Modern scientific literature identifies several major factors influencing the formation of psychological stability in coaches:

- emotional self-regulation;
- professional motivation;
- communicative competence;
- social and organizational support;
- leadership qualities;
- professional experience;
- psychological preparation;
- self-confidence and self-efficacy.

Researchers also emphasize the importance of psychological training programs aimed at preventing emotional burnout and developing stress-management skills among coaches.

Within the context of school sports, the coach performs not only instructional functions but also acts as a mentor, educator, psychologist, and leader. Consequently, the psychological condition of the coach significantly influences students' emotional state, motivation, discipline, and sports performance.

METHODOLOGY

This study is based on the analysis of scientific literature related to sports psychology, pedagogy, stress management, and professional resilience. The research utilized theoretical methods including analysis, synthesis, comparison, and generalization of scientific sources.

The article examines psychological and pedagogical factors influencing the formation of psychological stability in school sports coaches. Scientific publications, methodological manuals, and modern psychological concepts concerning emotional regulation, professional stress, and coaching activity served as the theoretical foundation of the study.

Special attention was given to:

- stress resistance in coaching activity;
- emotional burnout prevention;
- motivational factors;
- communicative competence;
- psychological adaptation;
- leadership behavior;
- emotional intelligence.

Theoretical approaches from sports psychology and educational psychology were comparatively analyzed in order to identify the most significant factors contributing to coaches' psychological resilience.

RESULTS AND DISCUSSION

The analysis of scientific sources demonstrates that psychological stability in school sports coaches is formed through the interaction of several interconnected psychological, social, and pedagogical factors.

Emotional Self-Regulation

One of the most important factors is emotional self-regulation. Coaches constantly face emotionally intense situations, including competitions, disciplinary problems, interpersonal conflicts, and responsibility for students' achievements. The ability to control emotions and maintain emotional balance significantly influences professional effectiveness.

Emotionally stable coaches are able to:

- make rational decisions under pressure;
- manage conflicts constructively;
- maintain positive communication with students;
- prevent emotional exhaustion.

Stress Resistance

Stress resistance is another essential component of psychological stability. Coaching activity frequently involves psychological pressure associated with competitions, performance expectations, and organizational challenges.

The study revealed that coaches with developed stress-management skills demonstrate:

- higher professional productivity;
- lower levels of emotional burnout;
- greater psychological adaptation;
- improved interpersonal relationships.

Constructive coping strategies, including relaxation techniques, cognitive restructuring, and time management, play a significant role in strengthening stress resistance.

Professional Motivation

Professional motivation strongly influences psychological resilience. Coaches with strong intrinsic motivation and clear professional goals display greater persistence and emotional stability.

Motivated coaches are more likely to:

- overcome professional difficulties;
- maintain enthusiasm toward work;
- demonstrate leadership qualities;
- create a supportive psychological environment for students.

Communicative Competence

Effective communication skills contribute substantially to psychological stability. School sports coaches continuously interact with students, parents, school administration, and colleagues.

High communicative competence enables coaches to:

- establish trust-based relationships;
- resolve conflicts effectively;
- provide psychological support to students;
- create a positive emotional atmosphere within sports teams.

Social Support

Social and organizational support significantly affects psychological well-being. Support from school administration, colleagues, family members, and the sports community reduces emotional stress and increases professional satisfaction.

The absence of social support often contributes to:

- emotional burnout;
- chronic stress;
- professional dissatisfaction;
- decreased motivation.

Leadership and Self-Confidence

Leadership qualities and self-confidence are also important factors in psychological stability. Coaches possessing strong leadership skills are better able to organize educational processes, motivate athletes, and maintain discipline within sports teams.

Self-confident coaches demonstrate:

- emotional resilience;
- decisiveness;
- effective communication;
- higher professional authority.

Emotional Burnout Prevention

The study also revealed that emotional burnout represents one of the major threats to coaches' psychological stability. Chronic stress, excessive workload, and emotional exhaustion negatively influence mental health and professional effectiveness.

Preventive measures include:

- psychological counseling;
- stress-management training;
- professional development programs;
- regular physical activity;
- emotional support systems.

CONCLUSION

In conclusion, psychological stability is one of the most important professional qualities of school sports coaches. It ensures emotional balance, stress resistance, effective communication, and productive pedagogical activity.

The study demonstrated that the formation of psychological stability depends on several interconnected factors, including emotional self-regulation, stress resistance, professional motivation, communicative competence, leadership skills, and social support.

Emotionally stable coaches not only improve the effectiveness of sports training but also positively influence students' psychological development, motivation, and social adaptation. Therefore, strengthening coaches' psychological resilience should become an important component of modern sports education and professional training systems.

The findings of this study indicate the necessity of implementing psychological support programs, stress-management training, and emotional intelligence development courses for school sports coaches. Such measures will contribute to preventing emotional burnout, increasing professional effectiveness, and improving the overall quality of sports education.

Overall, the development of psychological stability among school sports coaches represents an important pedagogical, psychological, and social task that directly affects the effectiveness of educational and sports activities.

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