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CONCEPTUALIZATION OF IDEAS OF PSYCHOLOGICAL SAFETY IN SPORTS: PROBLEMS OF EXPERIMENTAL RESEARCH*

Vardanyan Y.V., Vardanyan L.V.

This article is devoted to the research of the concept “psychological safety in sports”. On the basis of analysis of ideas about psychological safety in sports and their representation in printed or verbal form the necessity of overcoming the fragmentation and lack of system is substantiated. The authors state that one and the same sports situation can constructively or destructively affect the psychological safety of direct or indirect participants of sports events. In this context, it is important to create the psycholinguistic basis of experimental research of psychological safety in sports. Great attention is paid to systematization of the content of the concept “psychological safety in sports”. The created models of words and expressions that convey ideas about this phenomenon are of particular value. In the structure of the concept the dominant meanings, expressed in the nucleus, and additional meanings, related to the periphery of the concept are distinguished.

Purpose: to explore the ideas of psychological safety in sports and their representation in printed or verbal form; to determine ways of overcoming the conceptual psycholinguistic problems in the process of experimental research of psychological safety in sports; to create the model of words and expressions which are used to verbalize the concept “psychological safety in sports”.

Methodology: theoretical analysis of psychological and linguistic literature,

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creation of the psycholinguistic basis of experimental research, modeling of the conceptual ideas of psychological safety in sports.

Results: psycholinguistic basis of experimental research of psychological safety in sports, the model of content and structure of the corresponding concept.

Practical implications: Pedagogical Psychology, Sports Psychology, Philology, Psycholinguistics.

Keywords: concept, psychological safety, psychological threat, mental ideas, emotional relations, the concept “psychological safety in sports”, conceptual field, structure of the concept.

КОНЦЕПТУАЛИЗАЦИЯ ПРЕДСТАВЛЕНИЙ О ПСИХОЛОГИЧЕСКОЙ БЕЗОПАСНОСТИ В СПОРТЕ: ПРОБЛЕМЫ ЭКСПЕРИМЕНТАЛЬНОГО ИССЛЕДОВАНИЯ*

Варданян Ю.В., Варданян Л.В.

Статья посвящена исследованию концепта «психологическая безопасность в спорте». На основе анализа представлений о психологической безопасности в спорте и их репрезентации в печатной или речевой форме обоснована необходимость преодоления их фрагментарности и бессистемности. Авторы констатируют, что одна и та же спортивная ситуация может конструктивно или деструктивно повлиять на психологическую безопасность прямых или косвенных участников спортивного события в зависимости от его отражения, возникающего переживания, соотношения ментальных и эмоциональных доминант, последующей оперативной или отсроченной

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интерпретации. В этом контексте подчеркивается важность создания психолингвистической основы экспериментального исследования психологической безопасности в спорте и профилактики ошибок, вызванных возможным несовпадением объективных значений и субъективных смыслов, возникающих при выражении или интерпретации представлений об изучаемом явлении. Большое внимание уделено систематизации содержания концепта «психологическая безопасность в спорте», представляющего собой постоянно пополняемое психолингвистическое явление. Особую ценность имеют созданные модели слов и выражений, передающие представления об изучаемом явлении и структурирующие их. В структуре концепта выделены доминантные значения, выраженные в ядре (которые придают ему устойчивость и определенность), и дополнительные, относящиеся к его периферии (которые обогащают его фрагментарными уточнениями).

Цель: исследовать представления о психологической безопасности в спорте и их репрезентацию в печатной или речевой форме; определить пути преодоления концептуальных психолингвистических проблем в процессе экспериментального исследования психологической безопасности в спорте; создать модель слов и выражений, вербализирующих концепт «психологическая безопасность в спорте» и объективированные в них личностные смыслы.

Метод или методология проведения работы: теоретический анализ психологической и лингвистической литературы, проектирование психолингвистической основы экспериментального исследования, моделирование концептуальных представлений о психологической безопасности в спорте.

Результаты: психолингвистическая основа экспериментального исследования психологической безопасности в спорте, модель содержания и структуры соответствующего концепта.

Область применения результатов: педагогическая психология,

психология спорта, филология, психолингвистика.

Ключевые слова: концепт, психологическая безопасность, психологическая угроза, ментальные представления, эмоциональные отношения, концепт «психологическая безопасность в спорте», концептуальное поле, структура концепта.

In modern Russia which is the organizer of the Universiade in Kazan (2013), Winter Olympic Games in Sochi (2014) and a number of other worldwide sports events, the interest to the sports has greatly increased. Therefore, a significant increase of researches related to it is reasonable and logical. In sports activity there is a necessity of constructive solutions of many psychological problems such as mobilization of winning spirit before start, overcoming of doubts and fears after injuries or defeats, relief of tension and stress during training and competition, maintenance of working ability and health in situations of destructive psychological influence of ill-wishers, etc. In this context, on the basis of analysis and comparison of ideas about psychological safety in sports and their representation in printed or verbal form, it becomes possible to study the conceptual ideas of psychological safety in sports.

In a constantly changing environment, when science and technological progress are under continuous development, the discovery of new phenomena and the invention of new items and technologies are happened. The sphere of language is also continuously updated and enriched, which contribute to emergence of many previously unexplored concepts. One of them is the concept “psychological safety in sports”. It is necessary to distinguish not only the meanings of words and expressions which are used to verbalize it, but personal senses objectified in them too. It is important for creation of the psycholinguistic basis of experimental research of psychological safety in sports and prevention of errors caused by potential discrepancy of objective meanings and subjective senses that arise during the expression or interpretation of ideas of this phenomenon.

Modern sports unites many groups of participants of training and competitive activities such as athletes, coaches, managers, sports doctors, nutritionists, referees, commentators, fans, trustees, sponsors, etc. Events that happen to them, or specially created by them, contain a lot of psychological sources that can maintain or reduce the internal and external safety, lead to its development or destruction. Quite often, the expectations and hopes of a person associated with a particular sports event or episode differ from the achieved result. In this situation he has certain psychological experiences of negative or positive modality of various levels of depth: despair – enthusiasm, frustration – triumph, indifference – implication, contempt – pride, disorientation – mobilization, betrayal – support, etc. If the event is significant for person, there is a real basis for destabilization of his emotional state and heightened response to what is happening. One and the same sports situation can constructively or destructively affect the psychological safety of direct or indirect participants of sports event. It depends on the reflection of this situation, occurring experiences, ratio of mental and emotional dominant, operational or deferred interpretation. Therefore, it is important to identify ways of overcoming the conceptual psycholinguistic problems in the process of experimental research of psychological safety in sports.

Analysis of Russian and foreign literature has shown that psychological safety is very often examined in the context of the study of other problems: psychological protection, maintenance of national and informational-psychological safety, safety of educational space, professional training of future teachers in the field of social safety and others (I. A. Baev [1], N. A. Vdovina [7], G. B. Grachev [9], E. I. Kirschbaum [13], P. A. Kislyakov [14], T. I. Kolesnikova [15] etc.). For today, the investigations of the problem of psychological safety in sports in general were reduced to a consideration of some of its aspects. Thus, the authors focused their attention on the study of motivation in sports [27], the influence of self-examination on the communicative problems with teammates or a coach [25], concern about mental well-being [26], [31], stress management [28], [29], [30], psychical self-regulation of an athlete [17], [18].

Despite the obvious need of deciding the problem of psychological safety in sports, this problem becomes an independent subject of study only in the works of several authors. These authors are members of the research laboratory “Development of professional competence of teachers and psychologists in the system of continuing education” created at the Chair of Psychology of Mordovian State Pedagogical Institute named after M. E. Evseviev. Thus, under the leadership of Y. V. Vardanyan “the substantiation and testing of the subject-oriented preventive and developing strategies of development of psychological safety in the specially organized training process is taking place. These strategies can preserve their stability during the competition and prevent or reduce the effects of psychological threats (идет обоснование и апробация субъектно-ориентированных профилактических и развивающих стратегий развития психологической безопасности в специально организованном тренировочном процессе, сохраняющих свою устойчивость в процессе соревнований и предотвращающих или снижающих действие психологических угроз)” [5, p. 75]. E. V. Tsaryova offered some way of “development of psychological safety of the subject of sports activity (athlete, teacher-coach, teacher of physical culture) during the university preparation in the process of learning of disciplines of psychological cycle (развития психологической безопасности субъекта спортивной деятельности (спортсмена, тренера-педагога, учителя физической культуры) на этапе вузовской подготовки в процессе освоения дисциплин психологического цикла)” [24, p. 183]. E. N. Ruskina proved in her research that “it is possible to teach athletes specifically how to use the psychological protection from the destructive influence and this is one of the main tasks of the modern teacher-trainer (возможно целенаправленное обучение спортсменов психологической защите от деструктивного влияния, что является одной из основных задач современного педагога-тренера)” [20, p. 53].

However, for a complete and comprehensive analysis of the process and results of conceptualization of ideas of psychological safety in sports and ways of their

expression it is necessary to deal with interdisciplinary research at the junction of Linguistics and Psychology. The analysis shows, that the category of “concept” is at the focus of attention of many researchers and is interpreted by them in different ways. This proves that in modern linguistics there is a tendency to new studies that produce variative understanding of concepts. Let’s consider their unifying framework.

According to V. I. Karasik, the idea that “the concept belongs to consciousness and unlike the notion includes not only descriptive-classifying, but also sensual-willed and imagery-empirical characteristics (концепт принадлежит сознанию и включает в отличие от понятия не только описательно-классификационные, но и чувственно-волевые и образно-эмпирические характеристики)” [12, p. 128] is one of the few ideas that is not controversial among linguists. Another common idea is that the concept is a complex multi-level composition. Thus, E. S. Kubrjakova believes that the concept synthesizes all the information that reflects the knowledge and experience of a person. She defined the concept in a following way: it is “an operational meaningful unit of memory, mental lexicon, conceptual system and the brain language (*lingua mentalis*), the whole worldview, reflected in the human mind (оперативная содержательная единица памяти, ментального лексикона, концептуальной системы и языка мозга (*lingua mentalis*), всей картины мира, отраженной в человеческой психике)” [16, p. 90]. Y. S. Stepanov wrote that “the structure of the concept includes all that makes it a fact of culture - the original form (etymology), the compressed to the main features of content, history, contemporary associations, ratings, etc. (в структуру концепта входит все то, что и делает его фактом культуры, – исходная форма (этимология); сжатая до основных признаков содержания, история; современные ассоциации; оценки и т.д.)” [23, p. 41]. S. G. Vorkachev defined the concept as “the synthesizing linguamental composition, which methodologically replaced the representation (image), notion and meaning and in a reduced form included them all (синтезирующее лингвоментальное образование, методологически пришедшее на смену

представлению (образу), понятию и значению и включившее их в себя в «снятом», редуцированном виде – своего рода «гипероним» последних)» [8, p. 4].

Some psychological concepts became the subjects of a special study. Thus, in the framework of the interdisciplinary ethnolinguacultural research of the concept “soul” it has been shown that its substantive content “includes not only the designation of a holistic inner psychic world, but also a manifestation of such its constituent components as character, will, emotions, feelings, etc. (охватывает не только целостное обозначение внутреннего психического мира, но и проявление его составных компонентов (характера, воли, эмоций, чувств и др.))” [4, p. 202]. However, despite the abundance of works connected to the analysis of concepts, only a small amount of them is made on the psychological material. Among them, there are still no philological researches devoted to the holistic study of the concept “psychological safety in sports”, which is one of the most important concepts in modern reality.

Thus, the literature review has shown that the problems of psychological safety in sports became an independent subject of psychological research. To solve these problems from the conceptual points of view it is necessary to deal with philological researches. To prevent different errors of expression or interpretation of ideas of this phenomenon it is necessary to deal with psycholinguistic researches. This confirms the relevance and prospects of addressing to the problems of experimental research of ideas of psychological safety in sports at the level of their conceptualization.

When designing a psycholinguistic basis of experimental research of psychological safety in sports we recognize that the concept is a complex, multi-faceted and multi-level composition. The content of the concept “psychological safety in sports” includes all ideas about safety that exist in the human mind and correlate with the spheres of psychology and sports. However, these ideas are not simply correlated to each other, but have a certain structure. For a comprehensive study of this concept and its structure it is necessary to isolate and analyze such its three constituent elements as “safety”, “psychology” and “sports”.

First of all, let's find out what is meant under the word "safety". To identify the meanings of this word let's address to dictionaries. Thus, in the dictionary by S. I. Ozhegov, there is following definition of the word "safety": "a condition in which there is no risk, but there is a protection against the danger (состояние, при котором не угрожает опасность, есть защита от опасности)" [19, p. 47]. According to the dictionary by V. I. Dahl, the word "safety" defines as "the absence of danger; security, reliability (отсутствие опасности; сохранность, надежность)" [10, p. 44]. In dictionaries greater attention is paid to the adjective "safe". It is defined in a following way: 1) non-threatening any harm, danger (не угрожающий каким-нибудь вредом, опасностью); 2) firmly protected, which can protect against hazards (надежно защищенный, защищающий от опасностей); 3) do not cause harm, harmless (не причиняющий вреда, безвредный); 4) being out of danger, do not expose it (находящийся вне опасности, не подвергающийся ей); 5) reliable (надежный) [19, p. 47], [10, p. 44], [3], [11].

To clarify and systematize the ideas of safety it is necessary to compile a list of words that express them. We can add to this list not just synonyms, but antonyms too. There are following synonyms of the word "safety": harmless, security, protection, reliability, stability, guard, invulnerability, firmness, resistance, etc. (безвредность, безобидность, защищенность, надежность, устойчивость, огражденность, неуязвимость, незыблемость, стойкость и др.). There are following antonyms of the word "safety": danger, threat, unreliability, risk, anxiety, fear, misgiving, qualm, vulnerability, instability etc. (опасность, угроза, ненадежность, риск, рискованность, тревога, опасение, уязвимость, нестабильность и др.) [21], [22]. In fact, the list of these words is open and is constantly replenished under the influence of mental and linguistic practices.

Discussing the structure of the concept, S. G. Vorkachev noted that its complexity and multi-dimensionality can't be reduced to the presence in the semantics of the concept just notional, metaphorical-figurative and valuable components. This structure is much broader and is also revealed in variably-

discursive properties of the concept. So, the author noted that the properties of the concept are “caused by its membership to a particular area of existence - the sphere of public consciousness, which coincides with the type of discourse where it finds some specific additional semantic features (обусловлены его принадлежностью к определенной области бытования – сфере общественного сознания, совпадающей в общих чертах с типом дискурса, где он обретает специфические дополнительные семантические признаки)” [8, pp. 6-7].

Relying on this statement, we have analyzed the notion of safety through the psychological discourse, what helps us to clarify the idea of it. Consider two lists of words: a) confidence, well-being, health, motivation, and b) pressure, manipulation, impact, stress, tension, self-examination. By themselves, these words are not connected to safety, but in the context of psychology they acquire specific features, and can express that what is meant by “psychological safety”. They form synonymous (psychological confidence, psychological well-being, mental health, positive motivation, etc.) and antonyms (psychological pressure, psychological manipulation, psychological impact, stressful situations, emotional tension, inadequate self-examination, etc.).

A special place in this context has an expression “psychological protection”. Associative it may be falsely attributed to factors contributing the strengthening of psychological safety. In fact, in psychological science this term is used to name the unconscious regulatory mechanisms used for “elimination or minimization of the negative, traumatic experiences associated with internal or external conflicts, anxiety and discomfort (устранение или сведение к минимуму негативных, травмирующих личность переживаний, сопряженных с внутренними или внешними конфликтами, состояниями тревоги и дискомфорта)” [2, p. 172]. The dual nature of psychological protection against psychological safety is that this phenomenon can't be measured in terms “useful” or “harmful”. On the one hand, it allows “to preserve the stability of the individual against the destabilizing experience and to achieve a more or less successful adaptation (сохранить устойчивость

личности на фоне дестабилизирующих переживаний и добиться более или менее успешной адаптации)” [2, p. 173]. On the other hand, it “deprives people of the opportunity to influence the situation actively and to eliminate the source of experiences (лишает человека возможности активно воздействовать на ситуацию и устранить источник переживаний)” [2, p. 173].

Thus, the consideration of “safety” in the context of psychological discourse helps us to reveal a number of words and expressions which, on the face of it, have nothing to do with safety, but in reality are used to objectify human notions about it. To do the analysis more complete it is necessary to add the sports component. This makes it possible to determine the conditions for the emergence of psychological safety in sports, to identify the sources of psychological threat to participants of training and competitive activities, to focus on the psychological component of sports activity. Thus, the conditions can be determined through following expressions: the creation of a harmonious psychological climate in the team, support the athletes’ confidence in their abilities and capabilities, motivation of athletic success, inspiration for new achievements, psychological readiness for reasonable behavior in a situation of victory or defeat, etc. The forms of action of sources of psychological threats can be identified by the expressions “psychological pressure, manipulation, lie, blackmail, brainwashing, blow to the reputation, negative emotional contamination, alienation, psychosexual assault, intentional spreading of fabricated vicious rumors, moral-psychological discrediting of personal senses, devalorization of significant values orientation, aggressive behavior, etc. (психологическое давление, манипулирование, ложь, шантаж, зомбирование, удар по репутации, отрицательное эмоциональное заражение, отчуждение, психосексуальные посягательства, умышленное распространение сфабрикованных порочащих слухов, морально-психологическая дискредитация личностных смыслов, девалоризация значимых для референтной группы ценностных ориентаций, агрессивное поведение и др.)” [5, p. 72].

Based on the foregoing thoughts, we can create the model of substantive

content of the concept “psychological safety in sports” (Fig. 1) and distinguish its nucleus and periphery (Fig. 2).

The content of the model (see Fig. 1) consists of such three segments as “safety”, “psychology” and “sports”. Each segment of the model, designated with the appropriate numeral, includes all the extensive knowledge from different disciplines and spheres of life accumulated by mankind over the centuries, on the basis of which the ideas of psychological safety in sports are formed in our minds. However, the considering concept is much deeper and more accurate than the sum of all these ideas. Thus, the intersection of segments comprising the ideas of safety (1) and psychology (2), leads to creation of a small area called “psychological safety” (A), which is narrower and more accurately expresses the corresponding ideas. Similarly, the intersection of segments containing ideas of safety (1) and sports (3) creates an area called “safety in sports” (B). The intersection of segments containing ideas of psychology (2) and sports (3) creates an area called “sports psychology” (C). In turn, these three areas (“psychological safety”, “safety in sports” and “sports psychology”) form the field of the concept “psychological safety in sports”.

Structurally, this concept includes the nucleus and the periphery (see Fig. 2). Its nucleus (N) is in the area of mutual intersection of all three components and it is the essence of the expression “psychological safety in sports”. The rest part of the areas (A, B and C) contains additional (secondary) information about the concept and forms its periphery (P).

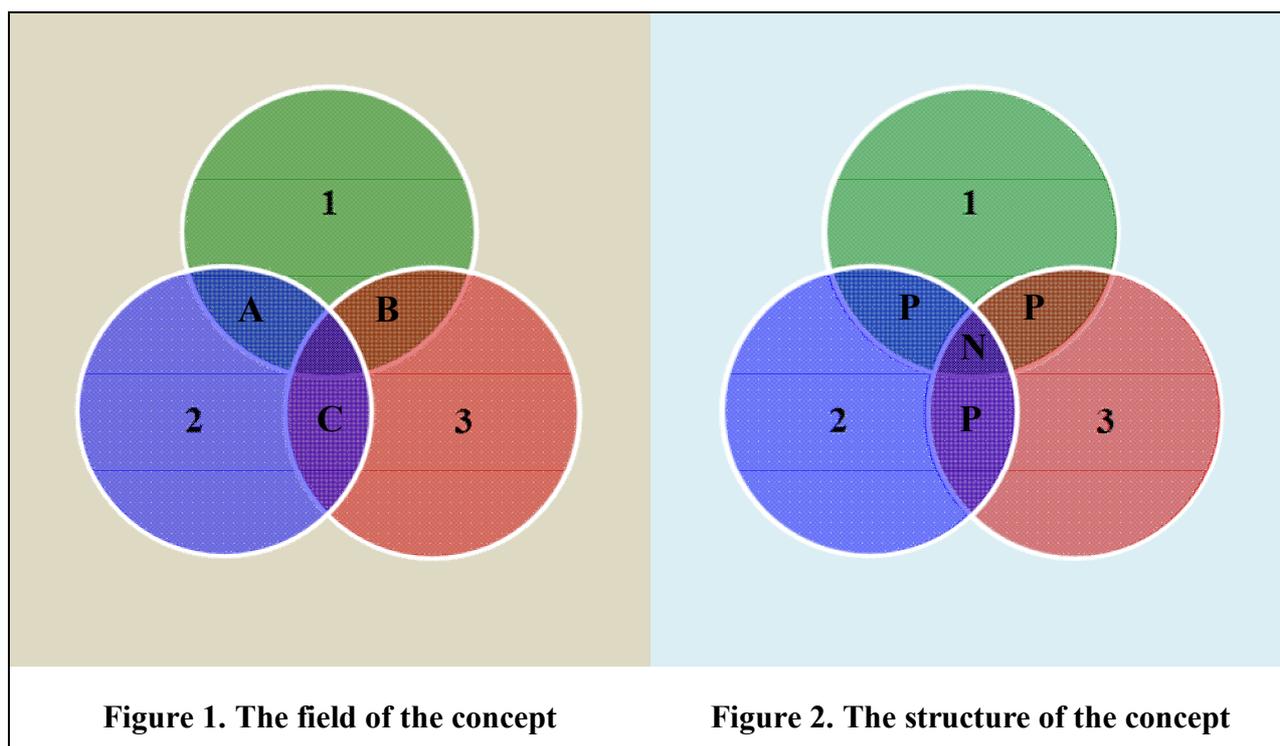


Figure 1. The field of the concept

Figure 2. The structure of the concept

Notations: 1 – ideas of safety; 2 – ideas of psychology; 3 – ideas of sports; N – the nucleus of the concept, containing the essence of ideas of psychological safety in sports; P – the periphery of the field of the concept “psychological safety in sports”, including related areas A – ideas of psychological safety, B – ideas of safety in sports, C – ideas of sports psychology.

Thus, in the structure of the concept “psychological safety in sports” its content (which is the constantly replenished psycholinguistic phenomenon) is systematized, and the dominant meanings, expressed in the nucleus (which gives it stability and certainty), and additional meanings connected to its periphery (which enrich it with fragmentary supplements) are highlighted. This greatly expands the experimental base of the research, allowing to analyze and compare a vast diverse number of mental ideas of psychological safety in sports and their representation in printed or verbal form of expression. Follow the understanding that “psychological safety of the subject of sports activity is a state of his protection and psychological well-being, achieved as a result of ownership of the methods of prevention, neutralizing and overcoming dangers and threats (психологическая безопасность субъекта спортивной деятельности представляет собой состояние его защищенности и психологического благополучия, достигаемое в результате владения приемами

профилактики, нейтрализации и преодоления опасностей и угроз)» [6, p. 111], it should be emphasized that in the analyzed concept we understand the need of studying of the peculiarities of this state. They differ through the groups of participants of training and competitive activity (athletes, coaches, fans, sports psychologists, sports referees, etc.), so there is the necessity of prevention of potential discrepancy of objective meanings and subjective senses that arise during the expression or interpretation of ideas of this state. This provides a constructive overcoming of conceptual psycholinguistic problems in the process of experimental research of psychological safety in sports.

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DATA ABOUT AUTHORS

Vardanyan Yulia Vladimirovna, Chief of Chair of Psychology, D.Sc. in Pedagogical Sciences, Professor

Mordovian State Pedagogical Institute named after M. E. Evseviev

13 Studencheskaya Street, Saransk, Mordovia, 430007, Russia

e-mail: julia_vardanyan@mail.ru

Vardanyan Liudmila Valerjevna, Senior Lecturer of Chair of English Language, Ph.D. in Philological Sciences

Mordovian State Pedagogical Institute named after M. E. Evseviev

13 Studencheskaya Street, Saransk, Mordovia, 430007, Russia

e-mail: ljudmila_v@mail.ru

ДАННЫЕ ОБ АВТОРАХ

Варданын Юлия Владимировна, зав. кафедрой психологии, доктор педагогических наук, профессор

Мордовский государственный педагогический институт им. М. Е. Евсевьева

ул. Студенческая, д.13, г. Саранск, Республика Мордовия, 430007, Россия

e-mail: julia_vardanyan@mail.ru

SPIN-код в SCIENCE INDEX: 8085-3255

Варданын Людмила Валерьевна, старший преподаватель кафедры английского языка, кандидат филологических наук

Мордовский государственный педагогический институт им. М. Е. Евсевьева

ул. Студенческая, д.13, г. Саранск, Республика Мордовия, 430007, Россия

e-mail: ljudmila_v@mail.ru

SPIN-код в SCIENCE INDEX: 6649-8242