

## Junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities

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Published online: September 30, 2025

Accepted for publication: September 15, 2025

DOI:10.7752/jpes.2025.09202

### Abstract:

**The aim** is to conduct theoretical and empirical research into statistical relationships and differences in the parameters of junior athletes' emotional intelligence in changed conditions of learning and training activities. **Methods.** The research participants, aged 14 to 19, with a total number of  $n = 124$  people, represented sports schools of the Olympic Reserve for children and youth. The sample included representatives of team and individual sports, participants and winners of sports competitions – from regional and local domestic tournaments of sports federations to European and World Championships. The research variables were measured using valid and reliable psychological instruments tested on junior sports samples. **Results.** Operationalizing the profile of the junior athlete's change readiness, proposed in the study, in the learning and training process can have a significant effect and give a competitive advantage over competitors. Twenty-six significant correlations were established, three of them being inverse. It was found that emotional intelligence and personal change readiness are closely related phenomena. Adaptability was relevantly identified as a mediating variable since adaptability is the most dependent and loaded variable. There was a caveat that high values of the parameters of adventurousness, passion, and resourcefulness together can lead to fatal mistakes. It was established that respondents with high levels of adaptability (Group 1) have significant superiority in the parameters "emotion management" and "emotion recognition". **Discussion and conclusions.** It was substantiated that the research into junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities is a successful attempt to clarify the role of the internal potential of junior athletes who are educated and trained at sports schools of the Olympic Reserve and achieve their professional development in crisis situations of sports activities. It was explained that changed conditions are characterized by emotional tension that reflects the competitive environment, which contributes to the relevance of training. At the same time, additional permanent obstacles do not allow athletes to develop the skills of special technical training safely and reliably. The established psychological correlations and the identified significant differences in the studied parameters possess scientific novelty and can be implemented in the learning and training process of sports educational institutions.

**Keywords:** adaptation, self-regulation, motivation, mental health, empathy, educational and professional activities, mental state, stress.

### Introduction

The permanent rapid changes that have been sweeping our society are accompanied by numerous uncontrolled crises such as the COVID-19 pandemic, war, interfaith conflicts, cross-cultural confrontations, and others. Social networks and applications based on artificial intelligence, which young people widely use, and the rapid growth of digitalization in all areas of social life have made their contribution and caused changes at the level of societal transformations. Changed conditions of social reality, regardless of the degree of predictability and foreseeability, require a sufficient level of adaptability from the subjects of activity. The individual's adaptability is the measure of their ability to adjust to different conditions and changes successfully. All this is accompanied by the individual's survival, self-preservation, and development at the biological and mental levels. The junior athlete's adaptability reflects their ability to respond to changes flexibly, search for new solutions, and develop a behavioral strategy and a step-by-step problem-solving algorithm to achieve the aim. Previous scientific studies found that junior athletes' readaptation caused by a forced break in sports can be successful if the athlete has a high adaptive potential combined with the well-formed internalization of production activity, in our case, learning and training activities.

In the psychology of sports activities, the athlete's adaptability is seen as the ability to adjust to the conditions of learning, training, competitive, restorative, and rehabilitative abilities, guided by norms and values, and the ability to solve sports problems successfully, adapting to new competitive situations. This interpretation of the athlete's adaptability allows us to discuss adaptive thinking. Adaptive thinking is based on seeing a situation from different perspectives and the ability to make flexible decisions in the most difficult and extreme conditions of activity. This articulation of the outlined issue gives us a reason for assuming that emotional intelligence and adaptation are closely related. Emotional intelligence is regarded as the athlete's ability to manage their emotions and the emotions of other participants in sports activities, which was convincingly shown in studies (Cece et al., 2019; Checa & Fernández-Berrocal, 2019). The outlined ability to manage emotions is the key competence in the process of social-psychological adaptation. Athletes with higher emotional intelligence and emotional stability (Cheban et al., 2020) are more successful in competitive activity, perform their functions better, and achieve a winning outcome more often. Accordingly, the development of emotional intelligence parameters could help them better adapt to situations of sports activities in changed conditions of social reality. It is known that the ability to manage one's psychoemotional states and the development of stress resistance and resilience can enhance favorable adaptation to stressful situations (Tavrovetska et al., 2023). These characteristics help junior athletes cope with adverse life circumstances more successfully. In studies on coping behavior caused by conditions of the social environment, respondents' meanings, value orientations, defense mechanisms, life resources, and adaptive potential come to the fore (Shcherbak et al., 2023).

Returning to the issue of emotional intelligence, we should underscore that it helps athletes study and adapt to new competitive situations better (Petrovska et al., 2021), which is important in the process of development and professional adaptation (Kopp & Jekauc, 2025). To a large extent, education, development, and professional activity can also be regarded as changed conditions of social reality. Moreover, junior athletes' learning and training activities constantly require new training and learning technologies, educational programs, and innovative solutions (Kremen & Ilyin, 2020; 2022). At the same time, the learning and training process involves the organizational component focused on the expected results of activity, which is controlled, unlike social changes, which are chaotic and uncontrolled and often cause significant losses. Empirical studies confirm that instant changes in competition plans (Shcherbak et al., 2023), athletes' unexpected actions, contest participants' adventurous risky behavior (Tavrovetska et al., 2023; Zhuravlyova, 2019), such restrictions as lockdown and other factors have affected the outcome and caused significant moral and material damages (Xue et al., 2024). The junior athlete's psyche and body are not always ready for changed conditions, even if they have had to overcome more difficult challenges. The athlete trains their nervous system and its functional readiness. Unexpected sports situations are often the most dangerous.

Scientists consider the individual's adaptability to be a stable and complex trait that manifests itself in the ability to undergo internal and external transformations to maintain or restore balance with the micro- and macro-society when changes occur. Adaptability as the individual's trait is closely related to several personality traits, particularly emotional intelligence (Joseph, & Newman, 2020; Karpenko, 2021). Scientific literature shows a diversity of emotional intelligence models. However, two models significantly prevail: 1) the ability model based on the idea of combining cognitive functions and emotions; 2) the mixed model (combining the individual's intellectual and emotional capacities and personality traits). In particular, researchers P. Salovey and J. Mayer (1990) based their concept on cognitive characteristics and personality traits. Researcher D. Goleman (1998) added enthusiasm, perseverance, and social skills. According to his theory, the scientist viewed emotional intelligence as the individual's ability to interpret their emotions and others' emotions to use the obtained information for achieving their goals. The authors of some concepts explain that the ability to understand and manage emotions can be focused on one's and others' emotions (Hall, 2007). Recent empirical studies on sports psychology conducted on junior samples convincingly prove that the ability to identify athletes' mental states allows the coaching staff to make timely substitutions or technical adjustments during the game and gain a competitive advantage over opponents (Kurova et al., 2023). All this can ensure the winning outcome.

The research into junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities is an attempt to clarify the role of the internal potential of junior athletes who are educated and trained at sports schools of the Olympic Reserve in crisis situations of activity which are regarded as changed conditions of reality. The changed conditions of activity are characterized by emotional tension, which, on the one hand, brings participants closer to real competitive conditions and, on the other hand, does not allow them to develop skills of special technical training safely and reliably.

**Hypotheses** of our research include the following statements: 1) emotional intelligence parameters have significant correlations with junior athletes' change readiness; 2) adaptability will confirm the functions of the mediating variable with the largest number of significant correlations with the studied parameters; 3) the comparison of the levels of adaptability will have significant differences in the parameters of emotional intelligence.

**The aim** is to conduct theoretical and empirical research into statistical correlations and differences in the parameters of junior athletes' emotional intelligence in changed conditions of learning and training activities.

## Methods

*Methodology* of the research into junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities includes the key concepts of the individual's emotional intelligence (Goleman, 1998; Salovey & Mayer, 1990), whose tenets imply understanding and managing one's emotions and the ability to empathize and interact with other people, i.e., the presence of a well-developed empathy component (Zhuravlova & Chebykin, 2021). Adaptability is viewed as the junior athlete's innate ability and developed characteristic that manifests itself in the capacity to adjust to changed situations and conditions, which requires a high level of emotional intelligence development. This combination implies well-formed self-regulatory change readiness (Boryshevsky, 2012; Rollnick et al., 1992), high psycho-emotional stability, and a sufficient level of resilience and psychological well-being (Martínez-Marín & Martínez, 2019). Since our research considers adaptability to be an innate and acquired ability to process information, we paid attention to the psychophysiological patterns of the junior athlete's functioning (Cretu et al., 2021; Ferraz et al., 2011). We also considered the following area of modern empirical studies the phenomenon of emotional intelligence in professional activity (Lepers et al., 2025; Vaughan et al., 2020).

*Organization of Research.* The changed conditions of learning and training activities at sports schools of the Olympic Reserve for children and youth were mainly related to objective factors such as changing coaches, altering the structure of a sports school, or other organizational changes introduced by the administration of a sports school. The coaching staff of the junior team had to be changed in the research process. The new coaches offered their vision of the training process. They applied innovative approaches to training and strategies for preparing for competitions, which significantly differed from the work of the previous coaching staff. Some participants moved to older age teams, namely from U-15 to U-17 and from U-17 to U-19. Though these measures were planned, joining new sports teams required the maximum adaptation resource. In our research, these measures were viewed as changed conditions of the learning and training process. It was generally believed that such changes have a positive effect on junior athletes. However, we also considered that these changes could have a negative effect if they were not properly discussed, planned, and implemented. There was no certainty that all changes had a positive effect. In part, the changes were not discussed in advance, which sometimes caused stress in junior athletes, a lack of motivation, and, as a result, poor sports performance. Between September and May of the 2024–2025 academic year, we collected empirical material in the changed conditions of learning and training activities. We used standard forms of valid methodologies, which were filled out by respondents before tactical training classes. The consent to conduct the research was given by the administrations of sports schools. The research topic was approved by the Educational and Methodological Councils of the universities with which the organizers were affiliated. The respondents were informed about the survey. The data were collected confidentially and in compliance with all ethical requirements. The aforementioned research design ensured the ecological validity of the experimental situation and the reliability of the empirical material.

*Participants.* The research participants, aged 14 to 19, with a total number of  $n = 124$  people, represented sports schools of the Olympic reserve for children and youth. The sample of junior athletes included representatives of team and individual sports, participants and winners of sports competitions – from regional and local domestic tournaments of sports federations to European and World championships. Junior athletes were educated and trained at the following sports schools of the Olympic Reserve for children and youth: SSSYOR №1 (Ivano-Frankivsk, Ukraine), LSSCY Enerhetyk” (Lviv, Ukraine) and LSSPC (Lviv, Ukraine). An equal number of male athletes ( $n = 62$ ; 50.00%) and female athletes ( $n = 62$ ; 50.00%) were randomly selected.

*Procedures and Instruments.* The “Emotional Intelligence” (EI) test (Hall, 2007) was a psychodiagnostic methodology, which allowed us to measure the parameters of emotional intelligence relevantly and reflected its two-factor nature. The two-factor nature implied the combination of intrapsychic and interpersonal dimensions. The intrapsychic dimension was represented by three scales: emotional awareness (EA), emotion management (EM), and self-motivation (SM). The interpersonal dimension was represented by two scales: empathy (E) and emotion recognition (ER). The respondents answered thirty statements. The interpersonal dimension reflected a tendency towards empathy, sympathy, and understanding emotions. A six-point bipolar scale was used. Data homogeneity for the test was measured using Cronbach's alpha ( $\alpha = .836$ ), which corresponded to a medium level. The “Questionnaire of Personal Change Readiness” (QPCR) (Rollnick et al., 1992) was an important methodology used to identify respondents' personal characteristics in the changed conditions of the learning and training environment. The respondents answered thirty-five statements. A direct six-point Stapel scale was used. Seven scales of the methodology were used: passion (PA), resourcefulness (RE), optimism (OP), adventurousness (AD), confidence (CO), tolerance of ambiguity (TA), and adaptability (A). The adaptability scale was seen as a mediator between emotional intelligence and change readiness. Hence, it is further regarded as a mediating variable. We recorded a high level of homogeneity ( $\alpha = .935$ ), which confirmed the legitimacy of using the data in statistical calculations.

*Statistical analysis.* The computer programs “MS Excel” and “SPSS” version 27 were used to perform statistical operations. We determined descriptive frequency characteristics, performed transformation operations, and compared the parameter values. We interpreted the research results with a significance level of no less than  $p \leq .050$ .

## Results

We consider it appropriate to present the research results through descriptive frequency characteristics. The following descriptive statistics seemed relevant: the mean of a distribution (M), the median (Me), the mode (Mo), and the squared deviation (SD). Tabl. 1 presents the above descriptive frequency characteristics for the methodologies “Emotional Intelligence” (EI) (Hall, 2007) and “Questionnaire of Personal Change Readiness” (QPCR) (Rollnick et al., 1992).

**Table 1.** Descriptive frequency characteristics of the research variables (n = 124)

Scale	M	Me	Mo	SD
<b>Intrapsychic Dimension of Emotional Intelligence</b>				
Emotional awareness (EA)	7.53	7.50	5.00	±1.22
Emotion management (EM)	6.12	6.00	6.00	±.98
Self-motivation (SM)	7.43	7.50	6.00	±1.45
<b>Interpersonal Dimension of Emotional Intelligence</b>				
Empathy (E)	6.01	6.00	4.00 <sup>a</sup>	±1.12
Emotion recognition (ER)	6.38	6.50	5.00	±1.37
<b>Personal Change Readiness</b>				
Passion (PA)	26.12	26.00	23.00	±4.35
Resourcefulness (RE)	26.44	26.50	24.00	±4.41
Optimism (OP)	27.05	27.00	25.00	±4.51
Adventurousness (AD)	24.96	25.00	21.00 <sup>a</sup>	±4.16
Confidence (CO)	27.01	27.00	23.00	±4.47
Tolerance of ambiguity (TA)	28.04	28.00	24.00	±4.66
<b>Mediating Variable</b>				
Adaptability (A)	26.68	26.50	22.00 <sup>a</sup>	±4.45

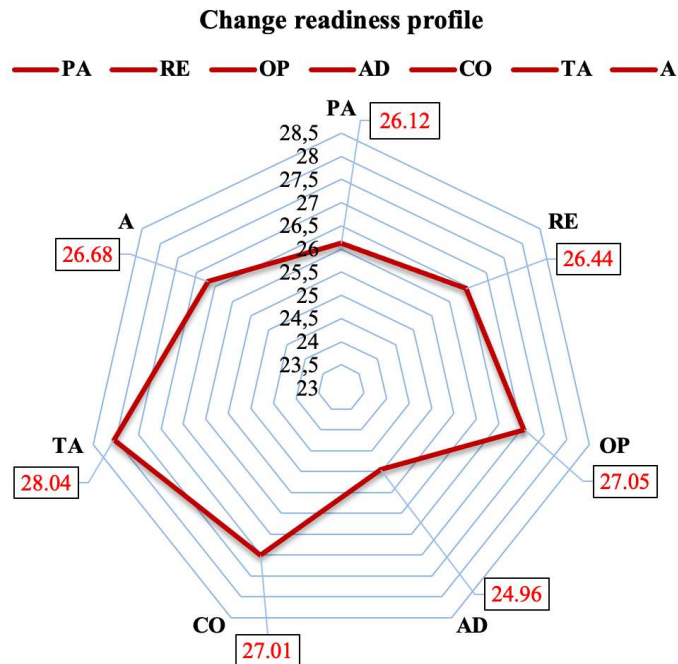
Note: M – the mean of a distribution; Me – the median; Mo – the mode; SD – the squared deviation; <sup>a</sup> – the index of the smallest equal mode value.

Medium and high levels of emotional intelligence parameters are important for junior athletes to achieve sports results since emotional intelligence affects their motivation, activates their capacity for self-regulation, and makes team interaction effective. Notably, athletes with high emotional intelligence cope with stress better, achieve higher results, and maintain a positive atmosphere in the team (Diachenko & Tyshchenko, 2025). The results obtained from the sample showed fairly high parameters of the intrapsychic dimension of emotional intelligence.

Emotional awareness (M = 7.53; SD = ±1.22) and self-motivation (M = 7.43; SD = ±1.45) are the most pronounced parameters. The interpersonal dimension of emotional intelligence was not as pronounced as the previous parameters. However, it indicated a sufficient level of empathy and emotion recognition. Some comparisons with similar samples allowed us to reveal an inverse trend in our sample.

The parameters of personal change readiness according to the “QPCR” (Rollnick et al., 1992) allowed us to create a junior athlete’s change readiness profile. Fig. 1 graphically presents a petal diagram of the profile. The contour of change readiness (a cherry color line) combined the expressivity points of relevant parameters and outlined the working area. Each athlete’s data on personal change readiness should be analyzed in the context of the junior athlete’s self-regulation parameters.

We believe that a junior athlete’s change readiness profile is a complex assessment of physical, technical, psychological, and tactical training. It is important that this profile was created in the context of changed conditions of learning and training activities. It also partially touches upon changes in personal life and challenges in sports activities. This profile can help coaches and teachers reveal their students’ self-regulatory potential, adaptability, and other characteristics.



Note: — the contour of personal readiness; PA – Passion; RE – Resourcefulness; OP – Optimism; AD – Adventurousness; CO – Confidence; TA – Tolerance of Ambiguity; A – Adaptability.

**Figure I.** Petal diagram of junior athletes' personal readiness for changed conditions of learning and training activities

The research design and strategy implied establishing correlations. Since the previous calculations confirmed a normal distribution of empirical data, we used Pearson's correlation coefficient ( $R$ ). Tabl. 2 shows the values of correlations between the pairs of variables, including the mediating variable.

**Table 2.** Relationships between the research variables (n = 124)

EI and A	Statistical parameter	Personal Change Readiness and Adaptability Variables						
		PA	RE	OP	AD	TA	CO	A
EA	$R$	.643**		.345**	.312**	.567**	.541**	.434**
	$p$	<.001		<.001	<.001	<.001	<.001	<.001
EM	$R$	-.195*	.340**	.242*		.603**	.359**	.785**
	$p$	.045	<.001	.033		<.001	<.001	<.001
SM	$R$			.453**			.597**	
	$p$			<.001			<.001	
E	$R$	.349**				.291**		.239*
	$p$	<.001				.003		.037
ER	$R$	-.367**	.291**					.568**
	$p$	<.001	.003					<.001
A	$R$	-.399**	.419**	.319**	.301**	.779**	.503**	1.00
	$p$	<.001	<.001	<.001	<.001	<.001	<.001	-

Note: EI – emotional intelligence; A – Adaptability (given *in italics*); PA – Passion; RE – Resourcefulness; OP – Optimism; AD – Adventurousness; CO – Confidence; TA – Tolerance of Ambiguity; EA – emotional awareness; EM – emotion management; SM – self-motivation; E – empathy; ER – emotion recognition; R – Pearson's Correlation Coefficient; p – nominal value; \* – correlation at  $p \leq .050$ ; \*\* – correlation at  $p \leq .010$  and  $p < .001$ .

Twenty-six significant correlations were recorded, three of them being inverse. Strong correlations between the research variables testify that emotional intelligence and personal change readiness are closely interrelated. Internal dependencies remain to be interpreted. Adaptability was relevantly viewed as a mediating variable since it has the largest number of correlations with emotional intelligence parameters (four) and all significant correlations with the parameters of personal change readiness. Adaptability is the most dependent and loaded variable.

The next stage involved identifying significant differences in emotional intelligence parameters by comparing the groups with different levels of adaptability: Group 1 – respondents with a high level of adaptability; Group 2 – respondents with a low level of adaptability. Tabl. 3 shows significant differences identified using the Mann-Whitney U test (*U*).

**Table 3.** Significant differences in emotional intelligence parameters between the groups with different levels of adaptability: Group 1 and Group 2

CM-W	EA	EM	SM	E	ER
U	1345.50	<b>734.00</b>	1485.00	1634.50	<b>632.50</b>
W	3234.00	2144.00	3363.00	3423.50	2056.00
$\lambda$	-1.19	-4.55	-.56	-.31	-4.88
p	.219	< .001	.375	.743	< .001

Note: CM-W – coefficients U-test Mann-Whitney; U – Mann-Whitney U test; W – Wilcoxon test;  $\lambda$  – Kolmogorov-Smirnov test; p – level of significance; EA – emotional awareness; EM – emotion management; SM – self-motivation; E – empathy; ER – emotion recognition.

It was found that respondents with a high level of adaptability (Group 1) have significant superiority in emotion management ( $U = 734.00$ ,  $p < .001$ ) and emotion recognition ( $U = 632.50$ ,  $p < .001$ ). Notably, Group 2 (a low level of adaptability) has no superiority in emotional intelligence parameters.

## Discussion

The scientific problem of junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities is the center of researchers' attention. There are recent studies on emotional intelligence conducted on samples of junior athletes (Diachenko & Tyshchenko, 2025). Special attention should be paid to operationalizing knowledge in the context of solving certain problems, which was the subject of our research and affected the formulation of hypotheses. The aforementioned problem is actualized by the tendency of junior athletes to engage in social comparison (Raievska et al., 2024), which can have a powerful competitive or a toxic effect. Changing circumstances, which permanently arise in professional activity, do not require modeling experimental situations for empirical research. The frequency of changes in juniors' lives prompts us to consider this phenomenon and identify important patterns. Operationalizing this problem prompted us to examine the phenomenon of adaptability thoroughly. The junior athlete's adaptability is viewed as an adaptive capacity that reflects stable resistant characteristics of the individual-typological and personal levels of individuality. These characteristics ensure the ability to adjust to various requirements of life activity successfully. They manifest themselves physiologically (from the biochemical level to the level of unconditioned and conditioned reflex regulation of activity) and (most importantly) psychologically, directing the individual's behavior.

The value of the obtained descriptive characteristics lies not only in ensuring the reproducibility of the empirical research. It is important that an empirical cross-sectional study was carried out in the process of the aforementioned changes, which ensured the high ecological validity of the research, the relevance of the measurement procedure, and the significance of the empirical data. The highest levels of the parameters "emotional awareness" ( $M = 7.53$ ;  $SD = \pm 1.22$ ) and "self-motivation" ( $M = 7.43$ ;  $SD = \pm 1.45$ ) also testify (see Tabl. 1) that these characteristics of emotional intelligence are the most sensitive to changes and are quickly actualized in critical situations. It is noteworthy that juniors' emotional awareness indicates their ability to understand, control, and express emotions and recognize others' emotions. Its combination with sufficient self-motivation may indicate a stable desire to engage in sports, achieve goals, and overcome difficulties. These are key skills for junior athletes' success in sports activities and emotional health. The profile of the junior athlete's change readiness (see Fig 1) reflected a relatively favorable picture, in which "tolerance of ambiguity" ( $M = 28.04$ ;  $SD = \pm 4.66$ ) is the most pronounced parameter and "adventurousness" ( $M = 24.96$ ;  $SD = \pm 4.16$ ) is the least pronounced parameter. It is obvious that the content features of the learning and training process are based on democratic principles with a predominance of self-discipline and respect for the opinions of significant others. At sports schools of the Olympic Reserve, tolerance is the ability of subjects to accept situations which contain several possible, often contradictory, interpretations and to respond to them actively. This does not necessarily

mean agreeing with ambiguity but instead outlines the capacity for distinguishing different viewpoints without excluding them, the ability to keep them in mind, as in dialectical thinking, understanding and assessing them through the prism of contradictions and interdependencies (Kremen, 2014). Operationalizing the profile of the junior athlete's change readiness (see Fig 1) in the learning and training process can have a significant effect in combination with artificial intelligence tools.

Psychological correlations (see Tabl. 2) demonstrated fairly strong relationships between emotional intelligence parameters and change readiness and adaptability. At the same time, we recommend that coaches and teachers pay attention to students with pronounced adventurousness, passion, and resourcefulness in changed conditions of activity, especially when a pair or triad of these parameters prevails. Low values of junior athletes' self-motivation and emotion recognition may have a negative effect on their competitive activity. Notably, intrapsychic dimensions more depend on personal change readiness than interpersonal dimensions. Low scores on the interpersonal dimension of emotional intelligence can be explained by limited social experience in sports activities and much focus on one's personality. Egocentric manifestations slow down the openness to communication and weaken the cognitive component. Constructive interaction with others and social experience can enhance athletes' adaptive potential.

A comparison of the groups of respondents with high levels of adaptability (Group 1) showed that such juniors have a better understanding of their emotional states and feelings as well as others' emotions and feelings. These juniors also manage their emotions properly, which undoubtedly gives them a competitive advantage over their counterparts. At the same time, no difference was recorded in the empathy component, which may indicate the dominance of regulations in some areas of young people's lives.

We achieved the aim and confirmed the hypothesis about the significance of correlations between the studied parameters, the relevant choice of adaptability as a mediating variable, and the superiority of the group with a high level of adaptability in emotional intelligence parameters. The obtained results possess scientific novelty, contain a number of important elements which operationalize the examined phenomena and can be implemented in the learning and training process of sports schools for children and youth.

## Conclusions

It was substantiated that the research into junior athletes' emotional intelligence in the context of adaptability to changed conditions of learning and training activities is a successful attempt to clarify the role of the internal potential of junior athletes who are educated and trained at sports schools of the Olympic Reserve and achieve their professional development in crisis situations of sports activities. The study explained the dialectical nature of social space, which is unstable but develops through the interaction and contradiction of different elements. It was highlighted that changed conditions are characterized by emotional tension, which reflects the competitive environment that contributes to the relevance of training. At the same time, permanent additional obstacles do not allow athletes to train special technical skills safely and reliably. We created a profile of the junior athlete's change readiness. Operationalizing this profile in the learning and training process can have a significant effect in combination with artificial intelligence tools and give athletes a competitive advantage over their opponents. Twenty-six significant correlations were established, three of them being inverse. It was underscored that emotional intelligence and personal change readiness are closely related phenomena. Adaptability was relevantly viewed as a mediating variable since adaptability is the most dependent and loaded variable. A comparison of the groups of respondents showed that juniors with a high level of adaptability (Group 1) have significant superiority in the parameters "emotion management" and "emotion recognition". Juniors with a high level of adaptability manage their emotions properly, which undoubtedly gives them a competitive advantage over their counterparts. The established psychological correlations and identified differences in the expressivity of the studied parameters possess scientific novelty. They can be implemented in the learning and training process at sports educational institutions.

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