

# Formation of the Psychological Component of the Personality of the Setter of the Student Volleyball Team

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**Abstract** The psychological component of the personality of the setter player in volleyball is one of the urgent problems of our time. Based on a brief review of scientific research, the author concludes that various aspects of the problem were considered by psychologists, sports psychologists; trainers - educators; teachers of physical culture, etc. However, according to the author, it is necessary to consider the issue of the formation of the psychological component of the personality of the setter player (maintaining a favorable environment in the team), since this aspect of the problem is not sufficiently considered in scientific research. Having studied scientific research, the author comes to his own understanding of the psychological component of the personality of the setter player in volleyball. The theoretical substantiation of the problem and his own understanding of the psychological component of the personality of the setter player gave the author the opportunity to monitor the maintenance of a favorable environment in the student volleyball team, to identify the correspondence of the setter player to his role in maintaining a favorable environment in the team and to develop a methodology for the formation of the psychological component of the personality of the setter player in volleyball, which in the long term allowed the coach of the team to select the setter player, taking into account the psychological component of the personality. The aim of the study was to form the psychological component of the personality of

the setter player of the student volleyball team. A complex of methods of psychological and pedagogical research was used in the course of the research to obtain a reliable result: survey, testing, observation and experiment. Based on the analysis of the research results, the author comes to the following conclusions: the setter player does not fully fulfill the function of maintaining a favorable environment in the team; the selection of a setter player for a volleyball team is carried out without taking into account the psychological component of the personality; maintaining a favorable environment in the volleyball team is at a low level; the setter player does not know how to control the situation in the team; the developed and tested methodology for the formation of the psychological component of the personality of the setter player of the volleyball team is effective.

**Keywords** Setter Player in Volleyball, The Psychological Component of the Player, Monitoring, Research Methods, Maintaining a Favorable Environment in the Team

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## 1. Introduction

The psychological component of the personality of the setter player in volleyball and his role in maintaining a

favorable environment in the team is one of the urgent problems of our time, since the setter player combines not only virtuoso playing technique and high game intelligence, but also reduced sensitivity to external influences negative character" [1].

A review of psychological, pedagogical and special literature allowed us to conclude that for many decades, various aspects of the problem were considered by foreign and domestic authors at an interdisciplinary level (psychologists, sports psychologists, trainers, teachers, physical education teachers, etc.).

M. Vanek, V. Goshek, B. Svoboda, E. Til revealed that the intellect of volleyball players is much higher than that of representatives of other sports. Volleyball players are able not only to mobilize solve tactical problems, but also to quickly switch in a changing situation [2].

F.V. Kondrat'ev, V.I. Sekun and A.M. Mukhamedaliev, when testing volleyball players, drew attention to the fact that they have a pronounced desire to dominate, to impose their opinion and will on others. In addition, there is a predominance of a high level of anxiety associated with a sense of responsibility for any error in performance [2].

V.I. Popkov considered the psychological characteristics of the personality of the players in the process of training volleyball players [3].

E.R. Maksimova considered the psychological support of training volleyball athletes and paid special attention to the psychological reliability of athletes [4].

O.S. Krasnikova made an assessment of the readiness of the school team volleyball players for the playing activity of the setter player [5].

A.A. Rzhanov developed methods:

1) development of psychomotor components of agility of young volleyball players [6]; 2) selective selection of athletes for the "volleyball" specialization according to psychomotor inclinations [7]; and also considered: 1) psychological support and training of a team of young volleyball players [8]; 2) the role of the setter player in volleyball according to the innate properties of the nervous system, namely through the temperament and character of the player [9].

Yu.M. Iovenko considered the role of the setter player in volleyball through his technical and tactical training [1].

We do not detract from the merits of the scientific studies of the above authors, who, in the framework of the main research, examined the activity of the setter player in volleyball in various aspects. However, we believe that the problem of the psychological component of the personality of the setter player in volleyball at the present stage of development of psychological science and practice remains insufficiently studied.

In this regard, this problem is relevant and acquires scientific significance. In our opinion, it becomes a perceived necessity not only for the setter player, as a guide in maintaining a favorable environment in the team, but also for the players of the student volleyball team;

after all, with the help of the setter player, they achieve success in sports not only with the help of professional knowledge and skills, but also with personal qualities. It is necessary for both coaches and sports psychologists, since the choice of a setter player is necessary not only according to professional parameters, but also taking into account his psychological component. This problem is also relevant for other game sports, since the psychological component of the personality is an integral part of the success of players in basketball, football, handball, rugby, etc.

Having studied scientific research (A. A. Rzhanova [9], Yu. M. Iovenko [1], O. S. Krasnikova [5], E. R. Maksimova [4], etc.) about the activities of the setter player, we offer our own understanding of the psychological component of the personality of the setter player in volleyball. By the psychological component of the personality of the setter player in volleyball, we mean maintaining a favorable environment in the team (absence of conflicts, or their management in the "player - player" system, "setter player - team players", "team players - coach") in achieving the highest sports results.

Theoretical substantiation and our own understanding of the psychological component of the personality of the setter player gave us the opportunity to monitor the maintenance of a favorable environment in the student volleyball team; to identify the correspondence of the setter player to his role in maintaining a favorable environment in the team; to develop and test a methodology for the formation of the psychological component of the personality of the setter player in volleyball.

## 2. Materials and Methods

### 2.1. Organization of Research

The research was carried out in several stages over two years. The respondents were 60 people (10 student volleyball teams, including 10 setter players), who passed the survey, testing, observation and experiment. The prerequisite for the experimental work was the contradiction we identified between the activities of the setter player of the volleyball team and his psychological component of the personality. When conducting the research, we took the following scientific theories as a basis: - the theory of personality (A. Maslow [10], K. Rogers [11], L. S. Vygotsky [12], L. I. Bozhovich [13]; - the theory of activity of A. N. Leontiev [14], S. L. Rubinstein [15]; - theoretical approaches in the field of psychological conflicts Antsupov A. Ya., Novikov M. A [16] etc.

### 2.2. Research Objectives

1) monitoring the maintenance of a favorable

environment in the student volleyball team by the setter player; 2) determination of the correspondence of the setter player to the occupied role in the team in the field of maintaining a favorable environment in the team; 3) development and testing of the methodology for the formation of the psychological component of the personality of the setter player of the student volleyball team.

### 2.3. Research Methodology

Conducting a series of surveys, conversations, testing, observation to solve research problems No. 1, 2.

To solve the research problem No. 3, the following work was carried out:

- development and approbation in the educational process of methodological recommendations: for the setter player of the volleyball team and the coach; - conducting psychological training and business games for the players to maintain a favorable environment in the team.

## 3. Results

At each stage of the study, the assigned tasks were solved for the formation of the psychological component of the setter player in the volleyball team.

### 3.1. First Stage

Conducting a complex of surveys among respondents.

1. On this we conducted three types of survey. At this stage, we conducted the three types of survey we developed. Each survey consisted of certain positions, where the respondents gave the answer: "yes", "no", or "I find it difficult to answer." When compiling the content of the polls, we studied and generalized (the diagnostic technique of K. Thomas [16], the Spielberger questionnaire [16], the Bass-Darki questionnaire [16], the Eysenck questionnaire [16], the diagnosis method of V.V. Boyko [16], diagnostic technique by T. Eilers [16], diagnostic technique by D. Marlow and D. Crown [16], Cattell test [16], etc.). The study and generalization of these materials led us to the modeling of the survey methodology and the development of 3 types of survey based on the problem of our research.

(1) On the team environment (psychological and emotional) - 14 positions. Here is an example of five positions of survey № 1:

- Are there joint feelings in the team as a result of all the events taking place in the team?
- Is there a common opinion in the team on the current events?
- Are there traditions in the team?
- Is the relationship in the team subjective?

- Is the interaction of team players carried out on an interpersonal level? etc.
- (2) On conflicts in a volleyball team - 21 positions. Here is an example of eight polling positions № 2:
- Are there any conflicts in your team?
  - Is the current conflict short-lived?
  - is the existing conflict protracted?
  - Is the existing conflict intrapersonal?
  - Is there an interpersonal conflict?
  - is the existing conflict intergroup?
  - Is this conflict between the coach and the players?
  - Is this conflict between the players of the team? etc.
- (3) On the effectiveness of measures to resolve conflict situations on the part of the setter player - 18 positions. Here is an example of five positions of survey № 3:
- Is the setter player the leader of the team?
  - Is the communication between the setter player and the team formal?
  - Does the setter player analyze the conflicts that arise in the team of players?
  - Does the setter player take measures to prevent conflicts?
  - Is the setter player taking measures to resolve or resolve the conflict? etc.

The results of three types of survey are presented in Figure 1:

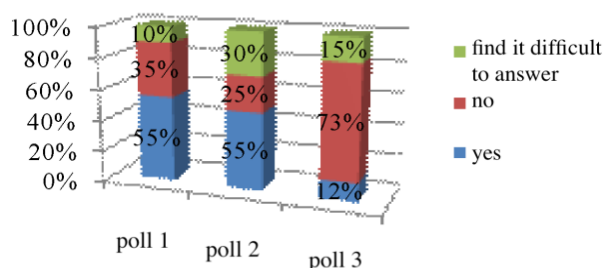


Figure 1. Results of polling teams

The results of the polls show that the favorable environment in the teams is broken (55%). Most of the players on the student volleyball team are involved in conflict situations, incl. and a setter player for each team. 73% of the respondents indicated that the setter player does not take measures to resolve conflict situations.

The processing of the results made it possible to conduct a conversation with the respondents, during which it turned out that 65% of the players do not think about the content of the questions put to them. This suggests that they do not quite understand what it is about maintaining a supportive environment in the team.

### 3.2. Second Phase

Testing and observation are carried out further. The

survey method as a whole did not solve the problem. In this regard, we conducted testing and observation, the main purpose of which was to identify the respondents' existing knowledge and practical skills in maintaining a favorable environment in the team.

The test tasks developed by us consisted of 45 questions (three blocks of 15 questions each). The type of test questions is open-ended with five possible answers. Here is an example of five test items for each block in table 1-3.

**Table 1.** Test tasks of block 1 (psychological and emotional environment)

Test task	Answer options
The result of all the events in the team, which are reflected in the joint feelings of the team members, is called:	<ul style="list-style-type: none"> <li>• general mood;</li> <li>• general opinion;</li> <li>• traditions;</li> <li>• relationships;</li> <li>• interactions.</li> </ul>
The most typical judgment of most athletes about events, both on and off the team, is called:	<ul style="list-style-type: none"> <li>• -general opinion;</li> <li>• -general mood;</li> <li>• -traditions;</li> <li>• -relationships;</li> <li>• interactions.</li> </ul>
The strictly defined actions and relationships established in the team, the observance of which has become a need, is called:	<ul style="list-style-type: none"> <li>• traditions;</li> <li>• general opinion;</li> <li>• general mood;</li> <li>• relationships;</li> <li>• interactions.</li> </ul>
The subjective connections and relationships that exist between athletes in groups are called:	<ul style="list-style-type: none"> <li>• relationships;</li> <li>• traditions;</li> <li>• general opinion;</li> <li>• general mood;</li> <li>• interactions.</li> </ul>
Interpersonal contacts of athletes in the process of training and competitive activity, due to which a mutual change in behavior, attitudes, mental states and attitudes is achieved, are called:	<ul style="list-style-type: none"> <li>• interactions;</li> <li>• general mood;</li> <li>• general opinion;</li> <li>• traditions;</li> <li>• relationship etc.</li> </ul>

**Table 2.** Test tasks of block 2 (conflicts)

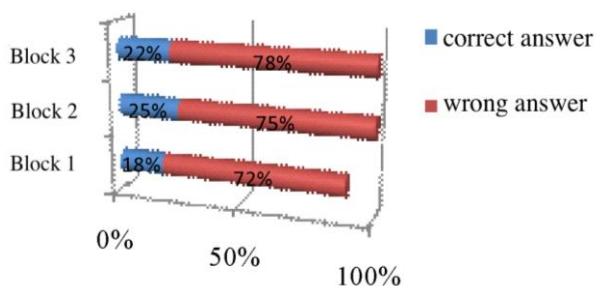
Test task	Answer options
The way to resolve significant contradictions that arise in the process of interaction, and usually accompanied by negative emotions, is called:	<ul style="list-style-type: none"> <li>• conflict;</li> <li>• internal conflict;</li> <li>• interpersonal conflict;</li> <li>• intergroup conflict;</li> <li>• protracted conflict.</li> </ul>
The conflict that occurs in your mind is called:	<ul style="list-style-type: none"> <li>• internal conflict;</li> <li>• peer conflict;</li> <li>• social conflict;</li> <li>• interpersonal conflict;</li> <li>• ecological conflict.</li> </ul>
The consequence of mutual misunderstanding or mistakes, which are quickly recognized, are:	<ul style="list-style-type: none"> <li>• short-term conflicts;</li> <li>• protracted conflicts;</li> <li>• internal conflicts;</li> <li>• interpersonal conflicts;</li> <li>• intergroup conflicts.</li> </ul>
Conflicts associated with deep moral and psychological trauma or with objective difficulties are called:	<ul style="list-style-type: none"> <li>• protracted conflicts;</li> <li>• short-term conflicts;</li> <li>• internal conflicts;</li> <li>• interpersonal conflicts;</li> <li>• intergroup conflicts.</li> </ul>
Conflicts within formal and informal groups, as well as between formal and informal groups, are called:	<ul style="list-style-type: none"> <li>• intergroup conflicts;</li> <li>• short-term conflicts;</li> <li>• protracted conflicts;</li> <li>• internal conflicts;</li> <li>• interpersonal conflicts, etc.</li> </ul>

**Table 3.** Test tasks of block 3 (activities to resolve conflicts)

Test task	Answer options
The person of any group, organization, team who has recognized authority and influence, and manifests itself in the form of managerial actions, is:	<ul style="list-style-type: none"> <li>• leader;</li> <li>• outsider;</li> <li>• patriot;</li> <li>• propagandist;</li> <li>• intellectual.</li> </ul>
The type of interaction between people, which is accepted within the framework of society and is used for strangers or familiar people, whose conversation does not deepen to the emotional level and is purely informational in nature, is called:	<ul style="list-style-type: none"> <li>• formal communication;</li> <li>• informal communication;</li> <li>• group communication;</li> <li>• verbal communication;</li> <li>• non-verbal communication.</li> </ul>
The type of analysis, which consists in determining the external manifestations of its properties in the system of relations of the society or psyche in which the conflict develops, is called:	<ul style="list-style-type: none"> <li>• analysis of conflicts;</li> <li>• analysis of problem situations;</li> <li>• analysis of role-playing games;</li> <li>• analysis of pedagogical tasks;</li> <li>• analysis of the activities of team players.</li> </ul>
Activities aimed at preventing the emergence of a conflict and its destructive impact on one side or another, one or another element of the social system, is called:	<ul style="list-style-type: none"> <li>• prevention of conflicts;</li> <li>• prevention of internal conflict;</li> <li>• prevention of interpersonal conflict;</li> <li>• prevention of intergroup conflict;</li> <li>• - prevention of protracted conflict.</li> </ul>
The joint activities of the parties to the conflict aimed at ending the opposition and solving the problem that led to the clash is called:	<ul style="list-style-type: none"> <li>• conflict resolution;</li> <li>• settlement of conflicts;</li> <li>• making decisions;</li> <li>• recognition of conflicts;</li> <li>• problem solving. etc.</li> </ul>

It should be noted that the correct answers to the given test items are in the first line. Then the computer program arranges the correct answers as it sees fit.

The results of all blocks of test items are reflected in Figure 2.

**Figure 2.** Respondent test results

The average result of correct test answers for three blocks is 22%.

During the observation, we included the players of the teams in the activities to resolve the problem situations we developed. Each team performed seven problem situations. Here is an example of 3 problem situations:

**Situation 1** (psychological and emotional environment in the team). In the process of educational and training activities, the coach made an incorrect emotional remark about the players. Express your general opinion on the current event.

**Situation 2** (conflicts). Imagine that there is a conflict in your team between the individual and the group due to

changes in the conditions of the educational process. One player on the team takes a position that is different from that of the team. Resolve the problem.

**Situation 3** (On the effectiveness of measures to resolve conflict situations on the part of the setter player). There is a conflict between players on your sports team. To reduce this conflict to a minimum or get rid of it, measures are needed to prevent it. Design a conflict prevention activity and play it.

During the observation, we included the players of the teams in the activities to resolve problem situations. The results are reflected in Figure 3, where "P" - team players; "SP" is the setter player.

The average result of trying to correctly play the situation to maintain a favorable situation in the team among the setter players is 14.5%, the team players - 14.2%.

Thus, the results of the 1st and 2nd stages of the study showed a low level of maintaining a favorable environment in the team by the setter player in general, and by the players of the student volleyball team in particular. The setter player does not perform the function of maintaining a favorable environment in the team (ie, he has a virtuoso playing technique and high game intelligence, but does not know how to work with players in society at all). The selection by the coach of the setter player of the team is carried out without taking into account the psychological component of the personality.

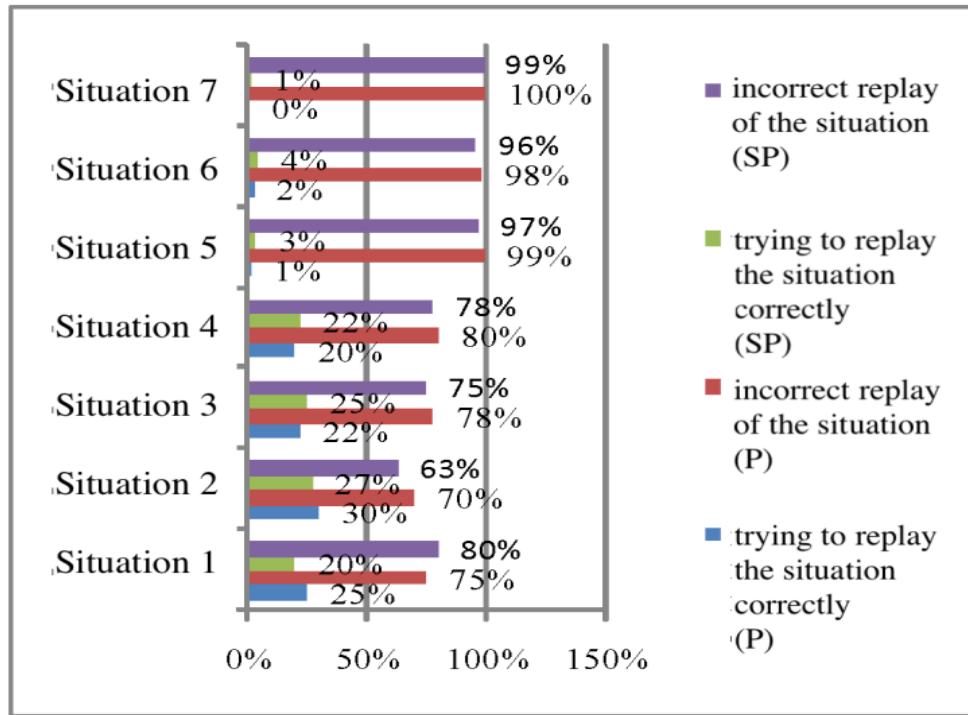


Figure 3. Observation results (playing out problem situations)

3.3. Stage Three

1. The results and conclusions of the 1st and 2nd stages of the study necessitated the development and testing of the methodology for the formation of the psychological component of the personality of the setter player of the student volleyball team.
2. We have developed and tested in the training process of volleyball players methodological recommendations for the setter player of the volleyball team: "The method of maintaining a favorable environment by the" setter "player of the volleyball team."
3. For the team coach, methodological recommendations were developed and tested: "The methodology for selecting a" setter "player in a volleyball team, taking into account the psychological component of the personality."
4. Psychological trainings and business games were conducted for all the players, the main purpose of which was training in maintaining a favorable environment in the team [10].
5. After the introduction of the methodology for the formation of the psychological component of the personality of the setter player in the educational and training process of volleyball players, the respondents again passed a survey, testing and playing out problem situations. Applying the mathematical method of processing the results, we obtained a control "slice", the results of which are presented in Figure 4:

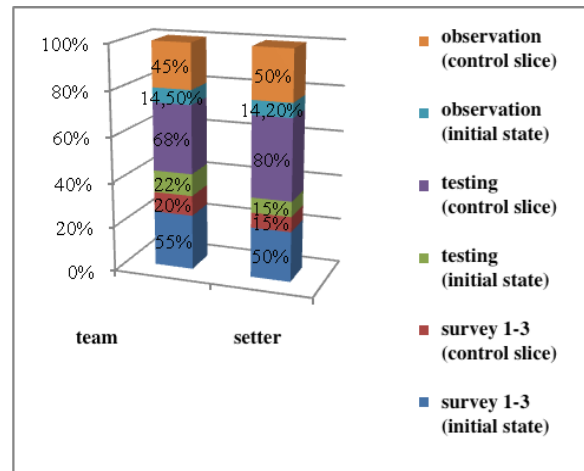


Figure 4. The results of the initial state and the control "slice"

The comparison of the results of all stages of the study makes it possible to observe the positive dynamics in the formation of the psychological component of the personality of the setter player in volleyball. The average result of the control "slice" of testing is 68% for the team players and 80% for the setter player. The average result of the control "slice" of observation (playing out problem situations) is 45% for the team players and 50% for the setter player. This allowed us to conclude that the methodology developed and tested by us has shown its effectiveness and can, in our opinion, have a positive effect on the team's sports results.

## 4. Discussion

In the course of our research, the working hypothesis was confirmed that the formation of the psychological component of the personality of the setter player of the student volleyball team will be successful if he receives the necessary knowledge and skills in maintaining a favorable environment in the team of players. The interpretation of the results of our study differs from the results of the study of A.A. Rzhанov [9], V.I. Popkov [2], O.S. Krasnikova [5]. This enables the coach of a student volleyball team to choose a setter player not only in terms of his technical and tactical training, but also the psychological component of his personality. In turn, this will provide an opportunity to raise the team's athletic performance to a higher level, since the setter player will fully perform the function of maintaining a favorable environment in the team.

## 5. Conclusions

The time in which we live is the era of the formation of human relationships. Players of sports teams urgently need the ability to interact with each other in order to achieve the highest sports results. Therefore, sports teams need players who are able to offer new ideas, take on the leadership of other players and arouse their enthusiasm and energy. In solving these problems, a special place belongs to the setter player of the volleyball team, his formed psychological component of the personality, reflecting the role of this player – maintaining a favorable environment in the team.

In the course of the study, the analysis of psychological, pedagogical and special scientific literature on this problem was carried out; complex surveys for team players were conducted; respondents were tested and involved in specific problem situations in the observation process.

The method of forming the psychological component of the personality of the setter player of the student volleyball team was developed and tested, which has shown its effectiveness. The results of the study allowed us to draw the following conclusions:

- the setter player does not fully fulfill the function of maintaining a favorable environment in the team;
  - the setter player does not know how to manage the situation in the team, does not take measures to effectively resolve conflicts;
  - the selection of the setter player for the volleyball team was carried out without taking into account the psychological component of the personality;
  - maintaining a favorable environment in the team of volleyball players is at a low level, which entails conflict situations among the players;
- the developed methodology for the formation of the psychological component of the personality of the setter player of the volleyball team is effective;
  - the developed and tested methodological recommendations for the team coach helped him in the selection of the setter player, taking into account the psychological component of the personality;
  - developed and tested guidelines for the setter player solved the problem of maintaining a favorable environment in the volleyball team.

Thus, analyzing the results of the study, we can confidently assert that the methodology developed by us for the formation of the psychological component of the personality of the setter player of the volleyball team has no analogues in the scientific literature. However, it should be noted that the activity of the setter player in various aspects has been considered by many of the above-mentioned authors.

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