



The impact of physical education classes on the psychological and emotional well-being of students of higher education institutions

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Abstract

Objective of the study is to determine the degree of influence of classes in the discipline "Physical Education" on the psycho-emotional state of students.

Methods and structure of the study. The analysis of the psycho-emotional state of students was carried out in three directions. The first direction is a comparison of the results of the SAN test during the training process (after practical classes) with the period without classes. The second direction is during the training process: 2 hours before the practical class and after 1 hour after the class. The third direction is a comparison of indicators during the training process (2 hours before the class) with the indicators of the period without classes.

Results and conclusions. Most students consider practical classes in the discipline "Physical Education" to have a positive effect on their psycho-emotional state. The results of the study confirmed that classes in the discipline "Physical Education" are an important factor in improving the psycho-emotional state of students.

Keywords: *psycho-emotional state, well-being, activity, mood, discipline "Physical Education".*

Introduction. According to the Coordination Council under the Government of the Russian Federation, on issues of planning and distribution of admission targets to universities, the ratio of budget places to fee-paying places in higher education institutions as a percentage in 2024-2025 is estimated at 40 to 60%. Educational practice shows that 60% of students studying on a fee-paying basis prefer to pay for their education in full or in part, and about 30% (they are included in the 60%) are forced to do so. In addition, most young people are focused on personal financial independence. This situation leads to the fact that many students work in their free time, and often during school hours. Irregular attendance of classes is also facilitated by the point-rating system of education, which allows students to selectively attend classes.

The consequence of this situation is the high workload of a significant part of students, their lack of time for rest and recovery. As practice shows, no more than 5% of students have the opportunity to visit fitness centers, and no more than 4% of students from non-physical education universities regularly engage

in sports. In addition, many students, due to their age and lack of necessary knowledge, regularly violate the work and rest regime. As a result - poor health, low activity, bad mood, which leads to a negative psycho-emotional state, decreased concentration, performance, quality of assimilation of educational material by students, the development of various chronic diseases, deterioration of health.

The relevance of the study is due to the need to increase attendance of classes in the discipline "Physical Education" in order to improve the psycho-emotional state.

Objective of the study is to identify the degree of influence of classes in the discipline "Physical Education" on the psycho-emotional state of students.

Methods and structure of the study. The impact of physical education classes on students' well-being, activity, and mood was assessed using the SAN (well-being, activity, mood) test, which reflects the degree of physiological and psychological comfort of a person's condition and determines the intensity and volume of a person's interaction with the physical and social envi-



ronment [2, 3]. The SAN test is represented by 30 pairs of words of opposite meaning, with each category (C, A, and H) characterized by 10 pairs of words. The assessment of the feature is recoded into a row from 10 to 70. In this case, a score of 3, corresponding to a bad mood, low activity, and poor health, acquires a value of 10, and a score of 3, reflecting good health, high activity, and good mood, acquires a value of 70 [4]. The analysis of the psychoemotional state of students was conducted in three directions. The first direction is a comparison of the SAN test results during the training process (after practical classes) with the period without classes. The second direction is during the training process: 2 hours before the practical class and 1 hour after the class. The third direction is a comparison of indicators during the learning process (2 hours before the lesson) with indicators during the period without lessons.

Results and conclusions. Results of the analysis of the first direction. The analysis of the results of the SAN test clearly showed that the indicators of all three of its components during the training period after practical classes in the discipline "Physical Education" are significantly higher, compared to the period without classes (on average by 15.7%), which undoubtedly indicates a positive impact of classes in the discipline "Physical Education" on the psycho-emotional state of students. The academic discipline "Physical Education", mandatory for all specialties, is one of the means of forming a comprehensively developed personality, optimizing the physical and psychophysiological state of students in the process of professional training [1].

Results of the analysis of the second direction. The analysis of the results of the SAN test in the tested students on the same day 2 hours before the class and an hour after it also shows that after the practical class in the discipline "Physical Education" all its indicators are significantly higher by an average of 4.4 units. When analyzing the first direction – comparing the SAN indicators on different days, there was a possibility that the difference in indicators could be due to the characteristics of the study days, in particular, the meteorological conditions of the days (magnetic storms, low or high atmospheric pressure, uncomfortable air temperature) on which the studies were conducted. The results of the analysis of the second direction completely exclude the possibility of the unreliability of the study for the above reasons, once again emphasizing the positive effect of physical activity on the psycho-emotional state of students.

Results of the analysis of the third direction. It was found that on the day of the lesson, 2 hours be-

fore it began, the SAN test showed a 2.6-unit higher score than in the period without classes. The reasons explaining this fact may be the following:

- for most students in higher educational institutions, since high school, the anticipation of physical education classes improves their mood, which, in general, affects other indicators, encouraging activity, improving mood;
- a positive attitude of students to practical classes in the academic discipline "Physical Education";
- their awareness of the positive impact of physical education classes on human health;
- positive mood during classes, based on the game and competitive teaching methods that prevail in physical education classes, is maintained by students after classes.

Conclusions. Most students assess the impact of practical classes in the discipline "Physical Education" on the SAN indicators as "positive". The SAN test indicators of students are significantly higher during practical classes in the discipline. The study clearly showed that classes in the discipline "Physical Education" are an important factor in improving the psycho-emotional state of students. The academic discipline "Physical Education" contributes to the effective solution of educational problems, high-quality training of university graduates by improving the psycho-emotional state of students during practical classes.

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