

COGNITIVE COMPONENTS OF THE CREATIVE PROCESS OF ATHLETES IN CONFLICT SITUATIONS IN THE PROCESS OF PROFESSIONAL ACTIVITY AND THEIR FEATURES

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Abstract. This scientific article is devoted to highlighting the cognitive components of the creative process of athletes in conflict situations. In this regard, for the first time, the interrelationship between the creative thinking of athletes and their choice of the optimal type of response in conflict situations, as well as the peculiarities of the interaction between the creative abilities of an athlete and their conflict competence, has been revealed. The psychological factors of conflicts that negatively affect the psychological state of sports teams are also described. It is shown how these circumstances affect the results of athletes' performances. The causes of conflicts in sports, as well as strategies for behavior in conflict situations and the relationship of these strategies with the individual characteristics of athletes, are considered.

Key words: conflict, creative thinking, creative ability, creative approach, behavioral strategies, individual characteristics, skills, professional skills, sports coaches, sports, tools.

Introduction. It is known that creativity plays a special role in resolving conflicts in society. In modern conflictology, the most promising and understudied direction is the consideration of creative thinking as a source of specialist competence in conflict situations. A creative approach to conflict will be aimed at finding new solutions. Such a search is carried out through the ability to go beyond the usual and traditional ways and methods of thinking.[1]

The psychological basis of teaching creative thinking as a means of increasing the conflict competence of a specialist includes: firstly, knowledge of the psychological nature of the specialist's creative thinking; secondly, highlighting above-situational thinking as a leading feature in the structure of the specialist's creative thinking; thirdly, considering above-situational thinking from the point of view of increasing the specialist's conflict competence.[2]

Literature analysis and methodology. Analysis of the state of the problem shows that, despite its theoretical and practical development to a certain extent, the question of

the role of creativity in conflict competence remains relevant. In modern social psychology, there is no single research approach to interpreting the concept of "conflict competence" and identifying its components, as well as determining the role of creativity in the implementation of this competence.

A creative approach to conflict requires considering it as an interesting problem, a developing creative task, and finding its effective and beautiful solution. Accepting conflict as a challenge, a source of inner growth, expecting the highest pleasure of successfully resolving it and strengthening oneself, the creative personality not only considers it an inevitable and necessary phenomenon, but also consciously searches for and eliminates deep contradictions of reality. In this way, he brings himself, others, and the situation closer to the ideal.[3]

A creative approach to conflict always involves striving to identify untapped opportunities in all components of the conflict situation, learning from it, benefiting from it, drawing conclusions, and thereby becoming more perfect, deeper, and stronger.[4]

A holistic and creative approach to conflict involves managing one's own activities and consciously directing them in various meaningful ways. F.M. Borodkin and N.M. Koryak emphasize that at the initial stage of a conflict, it is necessary to identify aspects of the situation that are subject to our influence, as well as those that can be allowed to "mature" independently. Simultaneously, it is crucial to carefully observe the development of the conflict and determine when to wait, when to prepare for necessary events, and when to take decisive action.[5]

The creative attitude towards the other party and the conflict itself is multilayered, hierarchical, and includes axiological, cognitive, emotional, and behavioral components. These components are manifested through corresponding interconnected pairs of creativity mechanisms. M.M.Kashapov and Yu.V.Skvortsova emphasize that the creative overcoming of problem situations requires a person to understand the true complexity of these situations or the existing difficulties in their intellectual skills.[6]

Thus, activities related to the analysis of the emerging problem, taking into account the factors causing the conflict situation, planning its resolution, self-control and self-assessment in the process of conflict resolution are inherently creative.

Recently, sport has become a socially significant phenomenon, penetrating more deeply into people's lives. Sport has become an integral part of society's life. Therefore, attention to sports activity is increasing in all disciplines.

With the increasing role of sports in the life of society, the number of conflicts in the sports environment is increasing. On the one hand, this is not surprising, since sport in itself represents a competitive environment in which at least two opposing sides exist. On

the other hand, conflicts arising in the sports environment negatively affect the psychological state of athletes, which affects their results.

Also, the successful performance of athletes largely depends on positive relationships and psychological compatibility in the team.

Social conflict, as one of the most striking manifestations of contradiction, is itself inherently contradictory and performs not only a destructive, but also a creative function. A precise approach is crucial in determining the role of conflict. The same contradiction can be destructive in one way and creative in another. At one stage of development, under certain conditions, it can play a negative role, and at another stage, in a different situation, it can acquire positive significance.

Sport can be seen as a social phenomenon that develops through conflict and is stimulated by it. The conflict that arises in a sports team can contribute to its consolidation and restoration of internal unity. Supporters of conflict theory argue that internal conflicts related to goals, values, and interests, which do not contradict the accepted foundations of intra-group relationships, usually have a functionally positive character.

It should be noted that the outcome of the conflict depends on which group it is and in what social system it is located. In this case, we are interested in the sports system, but it, in turn, is divided into several subsystems, for example, high-level sports and amateur sports. In each of these spheres, contradictions proceed differently. In the context of a sports system, if a team achieves a certain goal, for example, winning a competition, the conflict may lose its relevance.

In addition, there are external conflicts, in which contradictory relations arise between groups. In such a situation, the atmosphere within the groups usually improves, as they must jointly confront the opposing side.

Modern sport places high demands on a person's physical and mental capabilities. The process of training, competition, and rest is often accompanied by the emergence of conflict situations. These situations can turn into either an overt confrontation or a hidden internal personal conflict.[7]

The emerging conflicts, the monotony of the training process, and uncomfortable pre-competition situations lead to nervous reactions and disruption of the interpersonal relationship system. This, in general, reduces the effectiveness of sports activities.[8]

Purpose of the research work. It consists in studying the interrelationship between creative thinking and competence in conflict situations in the resolution of conflicts by athletes.

Research objectives:

- to determine the relationship between the creative thinking of athletes and their choice of the optimal type of relationship in conflicts;
- highlighting the peculiarities of the interaction between the athlete's creative abilities and their competence in conflict situations.

Methods and techniques of our research. In the process of scientific research, methods of analysis, generalization, observation of scientific and methodological literature, systematic analysis of pedagogical and psychological phenomena, and generalization of results were used.

During the study, we analyzed the differences of the three groups according to Fisher's F-test (difference of variances) and Student's t-test (difference of mean values). Student's t-test is valid based on the assumption that the variances in the groups are approximately equal.

Research results and their discussion. All study participants were divided into two groups - athletes and students. In turn, the athletes were divided into those engaged in team and individual sports, as well as professional and amateur athletes. The main difference between professional athletes and amateur athletes is that for them, sport is a leading activity and profession, while for amateur athletes, sport is a secondary activity. While professional athletes are constantly involved in the training and competition process, amateurs engage in sports from time to time.

The creative thinking of athletes influences the choice of the optimal response method in conflict situations. The obtained data show that athletes with the ability to think creatively tend to seek the best solution in a conflict that satisfies both sides.

It was established that the general level of creative abilities is interconnected with the components of the competence of athletes in conflict situations. The relationship between the level of creative abilities of athletes and the cognitive, emotional, and volitional components of competence in conflict situations was also revealed. This interdependence confirms the opinion that the creative person analyzes the problems that have arisen, takes into account the circumstances that caused the conflict situation, plans to resolve the conflict, and also correctly assesses himself in the process of resolving the conflict situation.

The obtained data show that the creative approach of athletes to resolving conflict situations helps them manage their emotional state during conflict, as well as self-control. During the study, differences were identified between professional and amateur athletes in the cognitive component of conflict competence, creative attitude to the profession, and curiosity. Perhaps this is due to the fact that amateur athletes have a wider range of

application of knowledge about conflicts and methods of their practical application than professionals, since they are applied not only in sports, but also in professional activity.

A creative attitude to the profession is more pronounced in professional athletes (with differences in the significance level $p < 0.005$). Amateurs can realize their creative potential not only in the profession, but also in sports, while professional athletes manifest their creative potential mainly in their professions.

In addition to a creative attitude towards the profession, specialists are more prone to curiosity (with differences in the significance level $p < 0.08$). While amateurs can realize their creative potential not only in their profession but also in sports, professional athletes demonstrate their creative potential mainly in their professions.

Differences were also identified between athletes and students who do not engage in sports. Analysis of the reliability of differences showed a difference in the level of abilities of the creative personality (there are differences in the significance level $p < 0.05$). It turned out that the level of creative abilities in students is higher than in athletes. Indicators of creativity include speed (number of ideas generated), flexibility (diversity of ideas), uniqueness (uniqueness, unusualness of solutions), level of development, and detail of solutions. From this point of view, the indicators on the identity scale have a contradictory appearance.

Interest and originality were more pronounced in athletes ($p < 0.002$ differences in significance). In our opinion, this is related to their type of activity. Since athletes spend most of their time in training, they are characterized by a lively interest in everything that enriches life experience and gives new impressions in their free time. The nature of student activity implies the acquisition of new knowledge. Also, the nature of activity influences originality. Athletes must innovate their activities and constantly improve to achieve better results or win over opponents. The student's task in educational activity is often to acquire knowledge without demonstrating creative abilities.

Athletes have high indicators on the "emotionality and empathy" scale (with differences in the significance level $p < 0.001$). Empathy is the ability to understand another person's feelings, to put oneself in their place, to empathize, and to understand their inner world. Despite the competitive nature of athletes' activities, they face similar difficulties. This helps them empathize with other participants in the competition and approach their problems with understanding. Often, many athletes maintain friendly relations even though they are rivals at the same time.

Athletes and students also differ in the type of conflict response. In students in conflict situations, aggressive behavioral strategies often prevail (significance differences $p < 0.05$), and athletes are often focused on finding the optimal solution to the conflict (significance differences $p < 0.001$). Athletes are accustomed to working in a team,

regardless of what sport they play - individual or team. Therefore, to achieve high results, he, whether a teammate or a coach, must find optimal solutions.

We identified differences in the motivational component of conflict competence between athletes and students (differences in the significance level $p < 0.01$). M.V. Bashkin and M.M. Kashapov understand the motivational component of conflict competence as the state of the internal driving forces of the individual, contributing to optimal behavior in conflict. The level of the motivational component in students is higher than in athletes. Conflict competence, in their opinion, implies the predominance of the motivation to strive for success in the behavior of the individual, which contributes to the constructive resolution of the conflict.[9]

Differences are also seen in the emotional component of conflict competence, which is more pronounced in students (differences in the significance level $p < 0.01$). These authors understand the emotional component as the ability of a person to manage their emotional state in conflict situations, as well as in pre-conflict situations, as well as the ability to openly express their feelings without insulting the opponent.

Conclusion. In our opinion, these differences are determined by the nature of the activity. The competitive process, like the training process, is associated with high loads and significant emotional stress, which affects the behavior of athletes. It should be noted that this data contradicts the data obtained on the "emotionality, empathy" scale.

Analysis and generalization of the empirical results allow us to draw the following conclusions:

1. The creative thinking of athletes influences the choice of the optimal type of response in a conflict. The obtained data show that athletes with the ability to think creatively tend to find an optimal solution in a conflict that satisfies both sides.

2. The general level of creative abilities influences the components of conflict competence of athletes. Correlations were revealed between the level of creative abilities and the cognitive, emotional, and volitional components of conflict competence in athletes.

3. Differences were revealed between professional and amateur athletes in the cognitive component of conflict competence, creative attitude to the profession, and curiosity. Amateurs can realize their creative potential not only in the profession, but also in sports, while professional athletes can realize their creative potential in the profession.

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