

COGNITIVE STRUCTURES AND PSYCHOLOGICAL-FUNCTIONAL CHARACTERISTICS OF CREATIVE ACTIVITY EMERGING IN CONFLICT SITUATIONS DURING THE PROFESSIONAL PERFORMANCE OF ATHLETES

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Abstract:

This scientific article focuses on illuminating the cognitive components of athletes' creative processes in conflict situations. For the first time, it explores the interrelationship between athletes' creative thinking and their selection of optimal response types in conflicting circumstances, as well as revealing the specific features of interaction between an athlete's creative abilities and their conflict competence. Additionally, it describes the psychological factors of conflicts that negatively impact the psychological state of sports teams. The article demonstrates how these situations affect the outcomes of athletes' performances. It examines the causes of conflicts in sports settings, along with strategies for behavior in conflict situations and the correlation of these strategies with athletes' individual characteristics.

Keywords: Athlete, professional activity, conflict situation, creative activity, cognitive processes, sports coaches, sports, tools, cognitive activity, psychological characteristics, functional systems, creative thinking, stress resistance.

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 research 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 Review

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 in 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 necessary events, and when to take decisive action. [5]

The creative approach towards the opposing party and the conflict itself is multi-layered and hierarchical in nature, encompassing axiological, cognitive, emotional, and behavioral components. These components manifest through corresponding interconnected pairs of creativity mechanisms. M.M. Kashapov and Yu.V. Skvortsova emphasize that creatively overcoming problematic situations requires a person to recognize either the true complexity of these situations or the existing difficulties in their own intellectual skills. [6]

Thus, activities related to analyzing the emerging problem, considering factors causing the conflict situation, planning its resolution, and exercising self-control and self-assessment in the process of conflict resolution are inherently creative in nature.

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

As the role of sports in society increases, the number of conflicts in the sports environment is also rising. On one hand, this is not surprising, since sport itself represents a competitive environment where at least two opposing sides exist. On the other hand, conflicts arising in the

sports environment negatively affect the psychological state of athletes, which in turn impacts their performance.

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

Social conflict, as one of the most striking manifestations of contradiction, is itself inherently contradictory and serves not only a destructive but also a creative function. A precise approach is crucial in determining the role of conflict. The same conflict can be destructive in one aspect and creative in another. At one stage of development, under certain conditions, it may play a negative role, while at another stage, in a different situation, it can acquire positive significance. Sport can be viewed as a social phenomenon that develops through conflict and derives motivation from it. Conflict that arises in a sports team can contribute to its consolidation and restoration of internal unity. Proponents of conflict theory argue that internal conflicts related to goals, values, and interests that do not contradict the accepted foundations of intra-group relationships usually have a functionally positive character.

It should be noted that the outcome of a conflict depends on which group it involves and in what social system it is situated. In this case, we are interested in the sports system, but it, in turn, is divided into several subsystems, such as high-level sports and amateur sports. In each of these spheres, conflicts unfold 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. Additionally, there are external conflicts, in which contradictory relations arise between groups. In such situations, 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 develop 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 identifying the cognitive structural components of creative activity, manifested in conflict situations in the process of professional activity of athletes, and their psychological and functional characteristics, analyzing their interrelationships, as well as scientifically identifying the factors influencing the development of psychological stability and creative thinking of 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.

Research Methodology:

The research is based on the following scientific approaches:

Cognitive-psychological approach - determination of the athlete's cognitive processes and their role in creative activity;

Activity theory (A.N. Leontiev, S.L. Rubinstein) - analysis of the interaction of motivational, emotional, and cognitive components in the professional activity of an athlete;

Experimental psychodiagnostic methods - tests for assessing the speed of decision-making, the level of creative thinking, and emotional state in stressful situations among athletes.

Also, 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.

Analysis and Results

During our research, all study participants were divided into two groups - athletes and students. The athletes were further categorized 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 the professionals, sport is their primary activity and profession, while for amateur athletes, sport is a secondary pursuit. Professional athletes are constantly involved in training and competition processes, whereas amateurs engage in sports intermittently.

The creative thinking of athletes influences their choice of optimal response methods in conflict situations. The obtained data indicate that athletes with creative thinking abilities tend to seek the best solutions in conflicts that satisfy 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 applications 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 towards the profession is more pronounced in professional athletes. 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 also more interested. Amateurs can realize their creative potential not only in the profession, but also in sports, while 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. 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.

Curiosity and individuality are more pronounced in athletes. 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 provides new impressions during their free time. The nature of student activity inherently involves acquiring new knowledge. Additionally, the nature of activity influences individuality. Athletes must innovate in their activities and constantly improve to achieve better results or triumph over opponents. The student's task in educational activity often involves acquiring knowledge without necessarily demonstrating creative abilities.

Indicators on the "emotionality and empathy" scale in athletes showed differences with a high level of significance. Empathy is the ability to understand another person's feelings, put oneself in their place, show compassion, and comprehend their inner world. Despite the competitive nature of athletes' activities, they face similar difficulties. This helps them empathize with other participants in competitions and approach their problems with understanding. Often, many athletes maintain friendly relationships even while being rivals simultaneously.

Athletes and students also differ in their type of conflict response. In conflict situations, aggressive behavioral strategies often prevail among students, while athletes are frequently focused on finding optimal solutions to conflicts. Athletes are accustomed to working in a team, regardless of whether they engage in individual or team sports. Therefore, to achieve high results, an athlete, whether as a teammate or with a coach, must find optimal solutions.

We identified differences in the motivational component of conflict competence between athletes and students. 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. 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.

The research results showed that:

- In conflict situations, the cognitive components of athletes' activity (perception, thinking, attention) are highly activated;
- Athletes with a high level of creative thinking find faster and more effective ways to make decisions in stressful situations;
- Psychological and functional stability is directly related to the level of emotional self-control of the athlete;
- A high level of creative activity is manifested in combination with the athlete's motivational stability and internal self-esteem.

These results indicate that the cognitive potential of an athlete is not only an intellectual process, but also a key factor determining the level of his professional reflection and emotional adaptation.

Conclusion

As a result of the conducted scientific analysis, it was established that the creative activity arising in conflict situations in the process of professional activity of athletes manifests itself as a complex cognitive and psychological system. This system relies on the active integration of the athlete's cognitive processes - perception, thinking, attention, memory, and imagination, and their mutual compatibility determines the effectiveness of creative decision-making.

The research results show that there is a direct positive correlation between the level of creative thinking of an athlete and psychological stability in stressful situations. The harmonious functioning of cognitive components increases the athlete's ability to quickly analyze the situation in conflict situations, develop new solutions, and adapt their activities.

Also, the development of creative activity manifests itself as a factor that strengthens the competence of the athlete, psychological adaptability, and professional effectiveness. Therefore, the use of cognitive training, creative thinking exercises, and methods of psychological adaptation in the process of training athletes is of great importance in improving the quality of their professional activity.

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