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System for Identifying Ways to Eliminate Conflicts Among Future Sports Coaches

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ABSTRACT

This article describes ways to resolve conflict situations between student-athletes and future sports coaches and specific aspects aimed at resolving conflict situations in the pedagogical process.

Keywords: Sports activity, pedagogical conflicts, skill, means, method, professional skill, concept of conflict.

INTRODUCTION

In order for future sports coaches to gain experience in effectively managing student-athlete conflicts, attention will also be paid to: creating an environment in which student-athletes can focus on emerging conflicts not to leave, to create a mutually healthy competitive environment, to reconcile the parties in certain situations, to give each other athletes and students, to enter into a situation of cooperation.

Future sports coaches need to know that the development of athletes' performance depends on their effective training in order to resolve conflicts. Future sports coaches need to be made aware that conflict resolution is the final stage in their development. An integral part of the pedagogical process in this area should be the formation in future coaches of the experience of different approaches to their solution, based on the study of the existing features of conflicts and a comprehensive analysis.

In order to successfully resolve conflicts between athletes, future sports coaches must be armed with certain methods. Their main ones are methods of coercion and persuasion.

Using the coercive method, the athlete is forced by the coach to avoid conflicts. The persuasion method

encourages athletes to look for ways to reach an agreement. As a result, they make decisions that benefit both parties. In doing so, the coach uses clear evidence that convinces the athletes. In this process, the views of both parties, their actions, the level of participation in the training, the ability to perform the exercises are clearly taken into account by the coach. Finding and reaching compromises is important when using this method.

Conflicts are resolved by, firstly, by imitating the exact conflict situations, and secondly, by repeating the conflict situations with the athletes involved in the conflict situation. Such solutions can be partial or complete. In order to overcome the contradictions, future sports coaches need to master the following techniques. It is recommended to use a set of conflict resolution methods or direct and indirect conflict resolution methods. Direct or indirect pedagogical influence is applied to each athlete or all members of the team in order to resolve conflicts.

In order to make such an impact, the coach must first study the nature of the conflicts that have arisen between team members, resolve conflicts, and create a positive environment for participants to independently manage their actions.

In many conflict situations, the truth can be resolved by revealing it. This is a difficult step in resolving conflicts and exposing lies and injustices. Athletes' misconceptions about the conflict prevent them from resolving it completely. The discrepancy between the objective reality and the reasons given by the athletes is due to the negative behavior of the athlete.

At the same time, the emergence and resolution of conflicts depends on the attitudes of the parties to the conflict and the origin of the conflict. Athletes' behavior plays an important role in this. If a conflict has arisen between two members of the team, they will take all measures to resolve the conflict as soon as possible if they have been neutral or friendly to each other prior to the conflict. Otherwise, the conflict will worsen and have negative consequences for both parties. In this case, it depends not only on the conflicting parties and the object of the conflict, but also on their moral aspects. By combining the type of activity, its purpose, results, and means of communication, the following conflict resolution strategies can be used: aggressive behavior; showing flexibility; withdrawal from conflict; formation of alliances; such as adapting to losing a position.

RESULTS

Conflict resolution is a process of finding mutually beneficial solutions. This process is very important for athletes who are involved in conflict. As a result of the conflicts, their personal relationship becomes strained. In the process of resolving conflicts, sports coaches must perform the following tasks:

- 1) identification of real participants in conflict situations;
- 2) to study the tendencies, peculiarities, goals, abilities of the conflicting subjects;
- 3) to study and comprehensively analyze the existing interactions of the parties to the conflict before the conflict arose;
- 4) identify the natural causes of the conflict;
- 5) identify and pedagogically analyze the plans of conflicting athletes to resolve it;
- 6) to determine the attitude of athletes who did not take part in conflict situations, to clearly indicate their interest in a

positive solution;

7) use the following methods to resolve conflicts:

- a) the similarity of the causes of the conflict;
- (b) take into account the specifics of the conflicting athletes;
- (c) Ensuring that conflicts are positive;
- (g) Conflict resolution can improve inter-athlete relations and contribute to team development.

The use of analytical methods of conflict resolution can also be particularly effective. It is important to monitor the emotions of student-athletes, to clarify the causes of conflicts, to conduct research to come to the right decisions and decisions, to analyze the situation in parts.

The results of the analysis of conflicts between student-athletes showed that the successful resolution of it requires a transition from dialogue-based cooperation to active cooperation, that is, to ensure the unity of speech and action. Being able to put oneself in the place of others, that is, using the method of introspection, allows you to achieve the expected results.

It is imperative that the coach take an proactive approach in resolving conflicts. This approach requires coaches to use two models. These are: arbitration, the arbitration model, and the mediation model. The essence of the arbitration model is that the coach in the role of arbitrator first learns the nature of the conflict. He then discusses it with the student-athletes involved in the conflict. Only then will the two sides announce the final decision.

Conflict resolution depends on the positive actions of the student-athletes or coaches involved. The end of the conflict and the settlement of the conflict will be achieved through peaceful dialogue or force. Therefore, not only the coach, but also the student-athletes themselves should try to resolve the conflict.

The arbitration model also includes pedagogical and administrative ways of resolving student-athlete conflicts. It is also possible to promote conflict resolution independently and to intervene in the affairs of others. This implies tolerance of the sports coach.

If a sports coach is unable to independently manage

conflicts in an athlete's team, he or she can use two different methods. These are direct and indirect methods of communication. While these methods are seen as a way out of conflict, they do not completely eliminate them.

DISCUSSION

The mediation method, on the other hand, requires mediators to be involved in the conflict resolution process. The mediators organize the negotiation process and remain neutral. The coach in the role of mediator helps the athletes in the conflict to analyze the situation correctly and gives advice on how to get out of it. In this process, conflicting student-athletes and the mediating coach must follow these rules:

- 1) Conflicting students-students should be convinced of the objectivity of the mediating coach;
- 2) the mediating coach assumes a neutral position;
- 3) the ability of conflicting student-athletes to participate as a facilitator;
- 4) follow his recommendations in making the final decision;
- 5) the facilitator can listen to each of the conflicting students individually;
- 6) the main task of the mediating coach is to gather information, clarify the problem, he should not make decisions;
- 7) if, due to his position, the mediator subordinates the conflicting athletes to one another, this should ensure that it does not affect the resolution of the conflict;
- 8) The facilitator should provide an opportunity for each student-athlete in conflict to express his or her feelings, views, and opinions;
- 9) be able to reconcile the views of both parties on the issue under discussion;
- 10) The coach should allow the conflicting parties to decide to what extent they favor each other.

Future coaches need to be able to focus on conflict resolution based on the positive aspects of student-athlete behavior. Positive dialogues, discussions are dialogues of

equal, independent subjects, who inform each other of each other's interests, interests, goals for a positive solution.

When we look at two ways to resolve conflicts, it is important to note that mediation can be effective. Because when a future coach mediates the conflict resolution process, he is not interested in losing one of the parties. Therefore, the coach does not make a decision. It provides an opportunity for the conflicting parties to choose a positive solution.

Adherence to the following conditions is important to find a positive solution to the conflict. These include adherence to the principle of objectivity in the study of contradictions; have the ability to analyze conflict situations; the core of the conflict is to focus on the interests of the athletes involved in the conflict; prevent preconceived notions; such as mastering an appropriate communication method for conflicting athletes.

Based on the above, it is worth highlighting the following approaches to resolving conflicts between student-athletes:

- 1) the importance of using direct and indirect methods of resolving conflicts between student-athletes;
- 2) the importance of controlling the emotions of student-athletes, identifying the causes of conflicts, seeking and choosing the right solutions, analyzing the content of conflicts;
- 3) the need to use the method of substitution of students-athletes who are in conflict;
- 4) the importance of using the opportunity to involve a third party in the conflict.

As a result of the analysis of the methods of conflict resolution, we were able to conclude that they are all practical and guiding. It is important to note that in order to resolve conflicts, it is important for the future sports coach to identify the key issues and find the right solutions to them. Including:

- 1) the need for certain conditions to manage and resolve conflicts between student-athletes;
- 2) the need to create clear conditions for student-athletes to manage conflicts themselves;
- 3) Recognition of the need to use special methods to

resolve conflicts between student-athletes and encourage competition and cooperation.

Any conflict between student-athletes must be resolved. To do this, the coach must be able to use the optimal method. The coach is required to choose positive ways to resolve the conflict, with an in-depth analysis of what stage the conflict is at. A clear solution to the conflict between student-athletes is important in ensuring the quality of the educational process, and it is important to determine the nature of the emotions that arise in the process of conflict between student-athletes. Once a prospective coach has chosen a method that allows for student-athlete conflict, he or she should also identify situations that are convenient for him or her to use. In order to successfully resolve a conflict, it is important for the coach to be able to identify the hidden interests of the conflicting student-athletes.

Because meeting the interests of student-athletes allows them to find a positive solution to the conflict between them.

Communication is the most effective way to resolve conflicts between student-athletes. In doing so, the coach must know the following basic elements of communication and require athletes:

- Comprehensive analysis of the speech of conflicting athletes, identification of emotions and thoughts expressed in their speech;
- to pay attention to the presence or absence of hidden thoughts and lies in the speech of athletes;
- Ensuring open communication between conflicting athletes;
- to encourage the clarification of vague and incomprehensible ideas in the speech of conflicting athletes;
- Ensuring that conflicting athletes clearly listen to and understand each other's opinions;
- treat the athlete with respect and interest;
- The coach shows the athletes that he listens to and understands them by expressing his feelings;
- The coach expresses a positive attitude towards athletes, respecting their personality.

In order to resolve the various levels of conflict between athletes, future coaches need to know:

- 1) the coach makes a sincere, open statement to one of the conflicting athletes that he will reduce the scale of the conflict and stop its development;
- 2) the coach takes the necessary measures to reconcile the athletes in conflict;
- 3) the coach always keeps his promises to the athletes;
- 4) the coach encourages the conflicting athletes to take turns.

If a sports coach arbitrates between conflicting athletes during his career, he will not be able to achieve any positive results. The coach should always help to resolve conflicts between athletes. Therefore, future sports coaches need to be able to follow a number of rules in this process:

- The sports coach always makes fair decisions;
- The coach should always take a neutral position and not preach to athletes in conflict;
- The coach helps the conflicting athletes to find the best way to overcome it;
- ensure that the pedagogical measures taken by the coach are acceptable to all athletes in conflict;
- The coach can gain the trust of athletes and use it effectively in resolving conflicts;
- The coach is able to ensure the independence of athletes in the process of conflict resolution;
- The coach is able to form in athletes a conscious attitude to conflicts and their solutions;
- The coach can clearly state his position in resolving conflicts between athletes;
- The coach's humanitarian approach and actions influence the resolution of conflicts between athletes.

An important factor in resolving conflicts between athletes is to convince the opposing parties. Trying to persuade conflicting athletes is done by giving them advice and positive feedback.

A coach can only ensure that conflicts between athletes are resolved effectively when approached from an objective point of view. The following are important steps in resolving conflicts between athletes:

to study the objective nature of conflict situations between athletes;

take into account any circumstances that may affect conflict situations between athletes;

it should not be overlooked that conflicts between athletes are a normal life process.

Prospective coaches need to know how to use the following effectively to resolve conflicts between athletes:

- future coaches understand that it is natural for conflicts to arise in the course of their work;

- future coaches should be aware of natural conflicts and how to deal with them;

- future coaches should understand the natural causes of conflict between athletes, imagine the difficulties in overcoming them, and learn ways and means to warn athletes of them;

- Recognize that the future coach has a responsibility to resolve conflicts between athletes;

- Prospective coaches should be aware that conflict participants may have different behaviors and that they may need to use different methods;

- Future coaches should take into account the fact that the age characteristics and abilities of athletes are reflected in the conflict;

- Future coaches imagine that athletes have different understandings of events and their causes;

- Future coaches do not always fully understand the athletes' experiences, and athletes find it difficult to control their emotions and approach them intelligently;

- Future coaches will be able to see most athletes as witnesses in conflict situations, to join them directly, and to have a clear idea that in such a situation the conflict will begin to take on a collective character; it has a significant impact on the personal qualities of all the athletes in the

group. As a result, athletes are frightened and their spirits are damaged.

A number of criteria make it possible to justify whether the contradictions are of a positive or negative nature. The criteria for a positive solution are:

that conflicts can be resolved only when clear contradictions and struggles are resolved;

elimination of factors that frighten student-athletes;

ensuring that the conflicting parties achieve their goals as a result of the positive behavior of the athletes and the achievement of an effective resolution of the conflict;

positive changes in the behavior of conflicting athletes as a result of positive changes in emotional experiences;

and the development of student-athlete and decision-making skills.

The criteria that lead to a negative result are:

dissatisfaction, bad mood in the athlete, decreased training efficiency;

complexity of cooperation and communication between athletes;

the emergence of a hostile attitude towards the opposite side;

loss or negative result of cooperation and interaction with the other party;

such as focusing more on winning the conflict than solving specific problems.

There is a direct relationship between the process of overcoming conflicts between athletes and the level of satisfaction of their goals, desires and aspirations. When conflicts arise, each athlete has his or her own set of behaviors. That, in turn, has an impact on the conflict. Athletes' behavior and character in conflict situations are determined by value orientations, the specifics of the roles they take on, their dynamic status, and the content of their inclinations. In conflict situations, the athlete determines the content of his actions.

Future coaches need to have a clear idea of how conflicts

will develop and how to deal with them. In conflict situations, an athlete's behavior determines the way he or she behaves. Athletes have the following areas and strategies of conflicting behavior: competitive; problem solver; conciliator; moving away; conflict avoidance; compromise; fighter; aggressive; compressor; supportive; cautious, encouraging humility; collaborators, etc.

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CONCLUSION

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