

Psychological Structure of Humanities Students Conflictological Competence

Kovalevskaya E.V.
Pskov State University
Pskov, Russia
summereal@gmail.com

Ivanova S.P.
Pskov State University
Pskov, Russia
svetlana97551@mail.ru

Gribanova D.Ya.
Pskov State University
Pskov, Russia
dianab81@mail.ru

Abstract—This article presents the results of empirical research aimed at identifying the psychological structure of students in the Humanities conflictological competence. Conflictological competence is a type of professional competence, which includes the readiness and ability to manage conflicts in the professional activity. In the course of the study it was revealed that conflictological competence is an integrative property, including adaptive, personal, operational, volitional, anti-aggressive, functional, active, cognitive indicators. These indicators are combined into four components: adaptive-operational, cognitive, functional-active, personal-regulative. It is established that in general, students of Humanities are characterized by rather high level of formation of these components, but their volitional self-regulation, adaptive capabilities, skills of active listening and reflection need development.

Keywords—*conflict; conflictological competence; personal maturity; professional competence; psychological structure.*

I. INTRODUCTION

Conflict is one of the most widespread forms of people's relationships at different levels - international relations and social institutions, in personnel management and in interpersonal interaction. Of course, armed conflicts, outbreaks of violence in ethnic clashes, family quarrels and disagreements in organizations are incomparable, but the nature of most of them is similar: all social conflicts begin with the fact that one side achieves something that the other does not want to do or give. These conflicts include the usual friction between children and parents (teachers), forcing to learn lessons, and the relationship of the parties in court, and the transaction of sellers with buyers, and disputes between politicians, discussing the state budget and seeking to find a compromise on some paragraphs. The process of resolving any conflict is associated with time consuming and psychological tension of the participants.

Conflict situations in the field of humanitarian workers (social workers, psychologists, social educators, etc.) helping people to solve difficult social problems – are especially acute. Communication with "difficult" clients requires not only great

patience and compassion of helping professionals, but a high level of intelligence development as well. It allows you to instantly assess the problem situation and the position of its subjects, a strong will that keeps from making impulsive decisions and activates the search for the only right way out. Naturally, the experience of constructive resolution of social conflicts does not come immediately, and sometimes is not formed at all. There are some questions about it: Is it possible to manage social conflicts? How to weaken their destructive power? What determines the success of the professionals' behavior in a conflict situation?

II. LITERATURE REVIEW

The problem of conflicts and their resolution is very relevant for modern social psychology. Different aspects of conflict are studied by A. Y. Antsupov, N. V. Grishina, M. Deutsch, A. L. Zhuravlev, N. V. Klyueva, S. Lazar, K. Thomas, L. Festinger, R. Fisher, B. I. Hassan, K. Horney, etc. At the same time, the interest of specialists in the conflict is increasingly focused on the so-called personal "conflictological competence" and its psychological structure. This concept is studied by such scientists as M. V. Bashkin, S. M. Emelyanov, A. V. Karpov, A. I. Prigozhin, and others. M. A. Gross, L. K. Guerrero also point to the importance of competence-based approach to conflict communication. According to them, the set of comprehended and aimed at resolving the conflict of competencies constitute an individual style of conflict [1].

According to a significant part of the authors a conflictological competence is a type of professional competence, an integrative property, which includes the readiness and ability to manage conflicts in the professional activity (V. I. Ivashkin, 2016 [2]; M. M. Kashapov [5], S. N. Fomina, A. N. Mitiaeva, 2009 [4] T. R. Saraliev, 2011 [3]; etc.). There are different components in the structure of conflictological competence: personal (personal features), cognitive (system of knowledge and representations) and operational (system of skills and experience). So, M. M. Kashapov indicates two main components in the structure of conflictological competence: an operational (active) and

personal (not situation), which involves the release of a person on a new level of understanding and perception of conflict situations, to expand its space-time boundaries, which leads to the most effective search for solutions to acute problem [5]. S. R. Petrukhin in the structure of conflictological competence highlights the emotional component (the ability to control and manage emotions in a conflict situation, as well as in pre-conflict situations); volitional component (self-control, the ability to conscious mobilization of forces in conflict situations); cognitive component (the objective perception of conflict, knowledge about the conflict); a motivational component (motivation for the constructive resolution of conflict) [6].

O. V. Pashkova distinguishes three components of conflict competence: basic component (personal features, self-esteem); cognitive component (knowledge about conflicts, ways of their resolution and prevention); behavioral component (strategies of behavior in conflict) [7].

M. M. Botvinick, T. S. Braver, M. Deanna, C. S. Carter, J. D. Cohen in their studies emphasize the importance of cognitive control in the process of conflict [8]. K. Altmanninger, W. Schwinger, G. Kotsis point to the great role of cognitive processes, in particular semantic analysis in the process of classifying an event to the category of conflict by a person [9].

J. Morrison points to the importance of emotional indicators in conflict competence, the most important of which is the emotional intelligence of the person responsible for the ability to understand the emotions of other people [10].

Thus, the theoretical analysis of the literature on the problem of research showed that conflictological competence is a complex integrative property, including personal, cognitive, operational components.

III. RESEARCH METHODOLOGY

The aim of the empirical study was to determine the psychological structure of Humanities students conflictological competence .

The following hypothesis of the study was tested: conflictological competence is a complex psychological phenomenon that includes cognitive, personal, operational indicators that form a whole structure.

There were such research tasks: 1. To reveal the psychological structure of conflictological competence of students of Humanities; 2. To establish the severity of indicators and components of the structure of conflict competence among students of Humanities.

The methodological basis of empirical research are: systemic-structural approach to the study of personality (A. V. Brushlinskii, A. L. Zhuravlev, A. V. Karpov, S. L. Rubinstein, etc.); subject-activity approach, in which the notion of "subject of communication" is considered (K. A. Abulkhanova-Slavske, D. N. Zavalishin, V. V. Znakov, E. A. Sergienko, etc.); competence-based approach, including in education (A. A. Bodalev, I. A. Zimnyaya, A. V. Karpov, M. M. Kashapov, V. N. Kunitsyn, N. B. Parfenova, John. Equal, D. E. Mitchell, W. G. Spady, R. M. Wolf); approaches to the concept of

professional competence (A. K. Markova, Y. P. Povarenkov, V. N. Sofina, M. Eraut, D. T. Hall, P. H. Mirvis, D. E. Super); theoretical approaches to the notion of "conflict" (A. Y. Antsupov, N. In. Grishin, M. M. Kashapov, L. Cozer, M. Deutsch, F. Fisher, etc.); approaches to the concept of conflictological competence (G. S. Berezhnaya, L. I. Barsegova, M. M. Kashapov, M. L. Mitina, E. N. Rychikhina, A. I. Shipilov, E. C. Runde, T. A. Flangan).

The following methodics were used to diagnose indicators of conflict competence:

1. For the diagnostics of personal conflictological competence indicators:

- Author's method of diagnostics of personal maturity. The methodics is based on the principle of semantic differential and includes 30 paired statements. It reveals the level of personal maturity and its individual properties: the aspiration to self-development and knowledge of others, planning your life, self-efficacy in difficult life situations, social interest, flexibility, acceptance of others, self-determination, acceptance of failure.

- Methods of diagnostics of volitional self-control (A. G. Zverkov, E. V. Eidman);

- Methodic of diagnostics of social and psychological adaptation of Rogers-Diamond in the adaptation of A. K. Ositsky.

2. For the diagnostics of cognition indicators of conflictological competence:

- The questionnaire for identifying the perceptions about the personal due to the appearance of a conflict. Developed and tested in the framework of this study (the results of testing published). The questionnaire includes 16 statements that need to be evaluated on a 5-point scale in relation to interpersonal and intrapersonal conflict. It allows to reveal perceptions about interpersonal and intrapersonal conflict-ideas about the functional state in the conflict, perceptions about negative emotional states in the conflict, perceptions about aggression in the conflict, perceptions about activity in the conflict.

- A method of semantic differential to identify representations of real and expected conflict resolution. Original indicators must be evaluated in relation to the real and expected resolution of the conflict that may occur in life.

- Methodology-test "Ability to anticipation" L. A. Regush.

3. For the diagnostics operational indicators of conflict competence:

- Method of diagnostics of reflexivity (A. V. Karpov)

- Questionnaire to identify the formation of active listening skills in the conflict. Developed and tested in the framework of this study (the results of testing published). The questionnaire includes 10 statements, requiring a 5-point scale. Identifies the following indicators: focus on understanding the partner, summarizing, reflection of feelings, finding out, paraphrasing.

- Diagnostics methodics for leading type of communicative response (M. M. Kashapov, I. A. Karachev).

Methods of mathematical statistics were used: frequency and factor analysis.

The study was conducted in Pskov State University and in College of Pskov State University. Respondents were students of 2-3 courses of Humanities ("Psychology", "Special defectological education", "Social work", "Pedagogical education") in the number of 202 people.

IV. RESULTS

Factor analysis was used to determine the psychological structure of conflict competence of students of Humanities. Data set was factorized to 8 factors (explained 53% of the variance):

Factor 1. Adaptive indicators of conflictological competence (9,6% of the variance) includes the variables: "adaptive" (0,906), "self-acceptance" (0,778), "acceptance of others" (0,754), "emotional comfort" (0,665), "internality" (0,616), "dominance" (0,515), "perceptions of conflict resolution from the point of view of emotions" (0,486). These indicators are responsible for the adaptation of the person in a conflict situation.

Factor 2. Personal indicators of conflict competence (9.5% variance) include the following variables: "personal maturity" (0,910), "social interest" (0,743), "self-efficacy in difficult life situations" (0,734), "self-determination" (0,621), "acceptance of failure" (0,563), "acceptance of others" (0,529), "the striving for self-development and knowledge of others" (0,355). This group of factors includes personal maturity and its individual features

+Factor 3. Operational indicators of conflictological competence (9.1% of variance) includes the following variables: "active listening skills" (0,969), "reflection of feelings" (0,725), "focus on partner" (0,624), "summarizing" (0,587), "reflexivity" (0,475), "the finding out, " (0,473), "representations about negative emotional states in conflict" (0,302). These indicators include active listening skills and other skills which are manifested in the situation of conflict and contribute to its successful resolution..

Factor 4. Volitional indicators conflictological competence (6,7% of the variance) includes: "volitional self-control" (0,921), "perseverance" (0,856), "self-control" (0,594). These indicators are involved in the regulation of behavior in a conflict situation.

Factor 5. The factor of non-aggression in conflict (5.6% of variance) includes the following variables: "aggression as a type of communicative response" (-0,750), "perceptions of aggression in conflict" (-0,609). These indicators reflect the orientation of the person to calm and goodwill in a conflict situation.

Factor 6. The functional indicators of conflictological competence (4,4% of the variance) includes: "the avoidance as a type of communicative response" (0,785), "perceptions of decline in functional status in the conflict" (0,546), "perceptions of conflict resolution with the perspective of

time" (0,366). These indicators reflect the functional state of the person in a conflict situation, his acceptance of the fact of deterioration of well-being and occurrence of negative emotions in the conflict.

Factor 7. Activity indicators of conflictological competence (4.2% of variance) includes: "the development level of predictive ability" (to 0.506), "representation of activity in the conflict" (0,493), "decision as a type of communicative response" (0,477), "perceptions of conflict resolution from the point of view of energy" (0,468), "escapism" (-0,399). These indicators reflect the activity of the subject in the conflict, its focus on solving the problem.

Factor 8. Cognitive indicators of conflict competence (3.9% variance) include: "flexibility" (0.653), "content of forecasting in conflict" (0,492), "subjective significance of conflict resolution" (0,457), "life planning" (0,421). These indicators reflect the ability of the person to "include" the conflict in the structure of life, to see the significance of what is happening and anticipate its consequences.

Thus, the primary structure of conflictological competence shows the importance of the following processes in a conflict situation:

- adaptation in conflict situations;
- the presence of a mature personal approach to the conflict, including taking responsibility for their role in what is happening;
- possession of skills and abilities that provide more constructive behavior in conflict;
- participation of volitional processes in the regulation of personal behavior;
- non-aggressive interaction;
- awareness and acceptance of the fact of functional state decrease in the conflict situation;
- the presence of active actions in the direction of conflict resolution;
- ability to understand the significance of conflict for life and the future and to assess its consequences.

At the second stage of factor analysis, a more generalized structure of conflict competence was identified (50% of variance is explained), including 4 components:

Factor 1. Adaptive-operational component (12,5% of the variance) includes operational (0,715) and adaptive (0,477) indicators.

Factor 2. Cognitive component (12,5% дисперсии) (0,801).

Factor 3. The functional-active component (12,5% of the variance) includes functional (0,763) and activity (0,623) indicators.

Factor 4. Personal-regulative component (12,5% of the variance) includes the strong-willed (0,780) and personal (0,560) indicators.

TABLE I. PERCENTAGE DISTRIBUTION of HUMANITIES STUDENTS ON INDICATORS CONFLICTOLOGICAL COMPETENCE LEVELS of SEVERITY

Indicators	Levels of severity				
	High	Above average	Average	Below average	Low
Adaptive	13	16	45	14	12
Personal	16	11	45	17	11
Operation	16	16	40	14	14
Volitional	18	12	35	18	17
Non-aggression	15	15	44	9	17
Functional	15	16	37	18	14
Active	16	14	39	16	15
Cognitive	13	15	43	16	13

Analysis of the data (table 1) shows that only 29% of students (13% - high level and 16% - above average level) have high adaptive capability. In a conflict situation, they fully accept what is happening, respect the opponent and his position. 12% of respondents show low adaptive capability, which suggests that in conflict they may respond to the situation inadequately.

27% of students (16% - high level and 11% - above average) have a high level of personal maturity. They take responsibility for their behavior, relations and life in general. They see their role in what happened, consider the conflict as a source of self-development In a conflict situation. But 28% of students (17% - below average and 11% - low) are personally immature, these people do not behave effectively, do not realize their role in what is happening, do not accept and blame others in difficult situations.

Volitional indicators at a high level were found in 18% of respondents, at the level above average-in 12%. Such students have high self-control, show perseverance and composure in conflict. 17% of respondents have a low level of formation of these indicators, which suggests that it is difficult for them to maintain calm and composure in difficult, including conflict, situations.

17% of students show aggression in the conflict. They behave in relation to the opponent irritably, try to look for the cause of what happened in him.

31% of respondents (15% - high level and 16% - above average level) are aware of and accept the deterioration of the functional state in the conflict, in this regard, they clearly control the time limits of the conflict situation. With a significant deterioration in well-being, such students are able to "leave" the conflict for a while to recover.

Only 30 % of students (16 % high and 14 % above average) are active on the path to conflict resolution, while 14

% of young people are passive, seeking to get away from the problem rather than solve it.

28% of students (13% - high level and 15% - above average level) are able to fully understand the significance of the conflict for their lives, anticipate its consequences and therefore plan their further actions.

Thus, according to the results of the study, it can be concluded that in general, students have sufficiently formed indicators of conflict competence, but still a significant part of students who cannot behave in a conflict situation constructively and effectively.

The percentage distribution of students of Humanities by secondary factors of conflict competence is presented in table II.

TABLE II. PERCENTAGE DISTRIBUTION OF STUDENTS OF HUMANITIES ON LEVELS OF SEVERITY COMPONENTS OF CONFLICTOLOGICAL COMPETENCE

Components	Levels of severity				
	High	Above average	Average	Below average	Low
Adaptive-operational	15	17	39	18	11
Cognitive	14	13	44	15	14
Functional-active	15	15	39	16	15
Personal-regulative	16	14	39	12	19

These results complement the highlighted trends. Thus, 19% of students have a low level of formation of the personal-regulative component. Most likely, it is connected with insufficient development of processes of volitional self-control at a considerable part of respondents.

In addition, attention should be paid to 18% of students with a level below average and 11% - with a low level of formation of the adaptive-operational component.

The obtained data show that the priority directions of psychological and pedagogical work with students are:

- development of will and volitional self-control;
- development of adaptation capabilities;
- development of active listening and reflection skills.

V. DISCUSSION

As a result of this study, it was found that conflictological competence is a set of adaptive, personal, operational, volitional, functional, non-aggressive, active and cognitive indicators that form an whole structure of four components:

- adaptive-operational;
- cognitive;
- functional-active;
- personal-regulative.

Adaptive-operational component includes personal characteristics that provide adaptation to the conflict situation, and skills that contribute to the constructive resolution of the conflict.

The cognitive component includes cognitive abilities and processes that are responsible for planning their actions and anticipate a conflict situation and contribute to the awareness of the subjective significance of what is happening.

Functional-activity component is responsible for the activity and subjective well-being of the person in the conflict situation.

The personal-regulatory component includes the processes of self-regulation and self-efficacy in conflict.

These components are equally important for the success of behavior in conflict, so the formation of conflict competence should affect all aspects.

VI. CONCLUSION

Thus, as a result of this study found:

- primary structure of students of Humanities conflictological competence includes the following indicators: adaptive, personal, operational, volitional, non-aggression, functional, active, cognitive;
- secondary structure of students of Humanities conflictological competence includes four components: adaptive-operational, cognitive, functional-activity, personal-regulative;
- in general, students have a sufficient level of formation of the selected indicators and components, but there is a significant part of the respondents, which are characterized by low will and self-control, low adaptive capability, underdeveloped skills of active listening and reflection.

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