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THE PROGRAM OF PSYCHOCORRECTION OF SPORTS PERFECTIONISM

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Introduction. According to G. Kolomiytsev, a model of destructive forms of sports perfectionism, which contains a number of basic supportive factors, including setting goals to achieve standards and objects for comparison, cognitive distortions, self -criticism, setting higher goals and the choice of new objects for comparison. The program of psychocorrection of sports perfectionism was built.

Results. The self -esteem of an athlete with a destructive form of sports perfectionism depends on compliance with the inflexible standards and requirements of sports. Hard standards function as "competition rules" and are determined by the stylistic features of the thinking described above, determine the demonstration of competitive behavior or avoiding attempts to achieve quality standards. In the first case, the advantage can be

achieved or lost, in the second case - the refusal of the fight - the athlete overcomes doubts not only in their own competitiveness, but also in the correctness of making a decision to refuse competition (Kolomiytsev, 2024). Today, the CPT identifies a number of techniques aimed at maintaining self-esteem and weakening strict standards of activity, which can be successfully applied in the correction of sports perfectionism. The cognitive distortions that support the destructive form of sports perfectionism G. Kolomiytsev are dichotomous thinking, commitment, selectivity of attention, excessive generalization, double standards, dramatization, emotional thinking, labels, personalization, reading. The study shows ways to overcome cognitive distortions in athletes. Conclusions. The psychocorrection program of destructive forms of sports perfectionism provides an online format with the involvement of participants in a number of lectures, Socratic conversations and independent work in workbooks. The program is aimed at realizing the following tasks: 1) formation of awareness of the phenomenon of sports perfectionism and own perfectionist beliefs; 2) awareness of the relationship between perfectionism and motivation for achievements in sports; 3) analysis of parental settings on perfectionism; 6) overcoming anxiety through mistakes and their own performance of sports and fears underlying; 7) personal transformations that cause the transition from self-criticism to self-acceptance; 8) correction of cognitive distortions that cause sports perfectionism and focus on their own virtues and benefits; 9) rethinking of negative beliefs and correction of thinking; 10) planning for the prevention of relapses of sports perfectionism.

Keywords: *training, program, reflectionism, sports perfectionism, personality psychocorrection*

Програма психокорекції спортивного перфекціонізму

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Вступ. Згідно створеній Г. Коломійцевим моделі деструктивних форм спортивного перфекціонізму, що містить низку основних підтримуючих факторів, зокрема встановлення цілей для досягнення стандартів та об'єктів для порівняння, когнітивні спотворення, самокритику, постановку більш високих цілей і вибір нових об'єктів для порівняння, було побудовано програму психокорекції спортивного перфекціонізму.

Результати. Самооцінка спортсмена із деструктивною формою спортивного перфекціонізму залежить від відповідності негнучким стандартам та вимогам спортивної діяльності. Жорсткі стандарти функціонують як «правила змагання» і зумовлені стильовими особливостями мислення, описаними вище, визначають демонстрацію конкурентної поведінки або уникнення спроб досягти стандартів якості. У першому випадку перевага може бути досягнута або втрачена, у другому випадку - відмови від боротьби - спортсмена долають сумніви не тільки у власній конкурентоспроможності, а й у правильності ухвалення рішення про відмову від змагальної конкуренції (Коломійцев, 2024). Сьогодні у КПТ визначено низку технік, спрямованих на підтримку самооцінки та ослаблення жорстких стандартів діяльності, що може успішно застосовуватись у корекції спортивного перфекціонізму.

До когнітивних спотворень, які підтримують деструктивну форму спортивного перфекціонізму Г. Коломійцевим відносно дихотомічне мислення, установки зобов'язань, селективність уваги, надмірна генералізація, подвійні стандарти, драматизація, емоційне мислення, ярлики, персоналізація, читання думок, пророче мислення. У представленому дослідженні показано способи подолання когнітивних викривлень у спортсменів.

Висновки. Програма психокорекції деструктивних форм спортивного перфекціонізму передбачає онлайн-формат із залученням учасників до низки лекцій, сократівських бесід та самостійної роботи

у робочих зошитах. Програма спрямована на реалізацію таких завдань: 1) формування обізнаності про феномен спортивного перфекціонізму та власні перфекціоністичні переконання; 2) усвідомлення зв'язку між перфекціонізмом та мотивацією досягнень у спорті; 3) аналіз батьківських установок щодо перфекціонізму; 6) подолання тривожності через помилки та власне виконання спортивної діяльності та страхів, що лежать в їх основі; 7) особистісні трансформації, що зумовлюють перехід від самокритики до самоприйняття; 8) корекція когнітивних спотворень, що зумовлюють спортивний перфекціонізм та фокусування на власних чеснотах та перевагах; 9) переосмислення негативних переконань та корекція помилок мислення; 10) плануванню профілактики рецидивів спортивного перфекціонізму.

Ключові слова: тренінг, програма, перфекціонізм, спортивний перфекціонізм, особистість, психокорекція.

Introduction. According to G. Kolomiytsev's model of destructive forms of sports perfectionism, which contains a number of basic supportive factors, including setting goals to achieve standards and objects for comparison, cognitive distortions, self-criticism, setting higher goals and the choice of new objects for comparison. The program of psychocorrection of sports perfectionism was built. The self-esteem of an athlete with a destructive form of sports perfectionism depends on compliance with the inflexible standards and requirements of sports. Hard standards function as "competition rules" and are determined by the stylistic features of the thinking described above, determine the demonstration of competitive behavior or avoiding attempts to achieve quality standards. In the first case, the advantage can be achieved or lost, in the second case - the refusal of the fight - the athlete overcomes doubts not only in their own competitiveness, but also in the correctness of making a decision to refuse competition (Kolomiytsev, 2024). Today, the CPT identifies a number of techniques aimed at maintaining self-esteem and weakening strict standards of activity, which can be successfully applied in the correction of sports perfectionism. The cognitive distortions that support the destructive form of sports perfectionism G. Kolomiytsev

are dichotomous thinking, commitment, selectivity of attention, excessive generalization, double standards, dramatization, emotional thinking, labels, personalization, reading. The study shows ways to overcome cognitive distortions in athletes.

The **Aim** is to develop a program of correction of sports perfectionism by CPT.

Results. The program of correction of sports perfectionism was implemented within 10 online sessions and envisaged the use of lectures, conversations, conducting workbooks with homework participants. At the first lesson dedicated to the introduction of the problem of sports perfectionism, a lecture "What is Perfectionism" was conducted on the materials of Martin (Martin, 2019). After the lecture, the participants of the program were asked to fill out the post in the workbook on the following questions: "How do you determine perfectionism? Write down your definition "and" Write down some examples of your perfectionist thinking. "

Within the framework of the second session, within the framework of the determination of the definition of sports perfectionism and its features, a lecture "manifestations of perfectionism" was conducted and the psychodiagnosis of perfectionism was made on the grounds determined by Martin, the results of psychodiagnostics on the materials of the statement were discussed. After class, participants filled the workbooks on the following questions:

1) "Which of the qualities of a perfectionist cause you the greatest distress? Determine the three to five qualities that cause the most problems, describe how often you encounter them";

2) "How does stress caused by perfectionism adversely affect your health, headaches, lower back pain, gastrointestinal disorders, exacerbation of chronic disease, etc.?";

3) "How does perfectionism affect mental health, whether depression, anger? Do you consider perfectionism exacerbated?";

4) "How do you usually respond to failures in sports and how do you feel?";

5) "Is you inherent in cycle on the problem and difficulty in making a decision?";

6) "Do you suffer from fatigue and workaholism? What will happen if you train less? ";

6) "What makes you train so much?";

7) "What do you sacrifice for training and sports in general?";

8) "What do you do during your leisure? How do you relax? Is the time of rest and hobbies in priority? ";

9) "Do you treat a hobby with ease and fun or turn it into a competition, imposing strict rules?";

10) "Are there any things that you have done for pleasure but stopped doing because of a shortage of time or because sports do you consider more important?" (Martin, 2019).

The next session was devoted to the determination of the link between perfectionism and the motivation of achievements in sports, there was a reflection of records in the workbook, as well as the psychodiagnosis of motivation of achievement and fear of failure. As an independent task to fill in the workbook, the following questions were offered:

1) "What is your fear of failure? Are there any opportunities that you have lost, the lessons you left or not even tried to solve because you were not afraid not to cope? ";

2) "Are there any things in your life that you continue to do, or relationships that you maintain because of fear that changes can happen worse than you are experiencing now?";

3) "In what condition is your relationship now? Will you spend enough time with a partner or / and family? Have you lost my relationship with your friends through sports? ";

4) "Do your friends or family members know you really? Do you share secrets, thoughts, dreams, or your relationships with them? Do you tell anyone about your anxieties, difficulties or failures? ";

5) "if perfectionism prevents you from having attachment to a person, as a result of your relationship?";

6) "Do you criticize others? How does your criticism affect your relationship with your surroundings? Try to put yourself in the place of the person you criticize and think about what feelings your criticism is? ";

7) "In your opinion, can a more condescending attitude towards the shortcomings of others can help you establish relationships with them? How? ”;

8) "What behavior of a perfectionist would you like to overcome?";

9) "Why does perfectionism interfere in your life? What is the opportunity you would take advantage of or at what risk would you go if perfectionism was not a hindrance? ”;

10) "What relationships would you like to establish the most?";

11) "Does perfectionism benefit for you?";

12) What qualities of a perfectionist would you not like to get rid of? ”;

13) “What is worried when you think about getting rid of perfectionism? Do you believe that again you can achieve the goals without perfectionism in sports? ”;

14) "How do you think you would have improved your life if you were able to overcome perfectionism?" (Martin, 2019).

В якості домашнього завдання учасники програми мали заповнити таблицю, запропоновану Шафран (Shafran et al., 2010), що дозволяє визначити довгострокові недоліки та переваги перфекціонізму: «Через 1 рік...все ще з перфекціонізмом» та «Через 1 рік...більше немає перфекціонізму», визначаючи сферу життя та відповідаючи на питання: «Що буде у цій сфері?» та вправу «Майбутня покращена версія себе» (Manning&Riggeway, 2016).

The next lesson was devoted to parental institutions on perfectionism with the conduct and psychodiagnosis of parental attitudes and early childhood decisions. The class discussed the questions:

1) “What are your parents or your parents in education? How did they affect your self -esteem?”

2) "What feelings are the idea that parents have evaluated or evaluated you? Do you realize that the labels they hang on you are not entirely correct? ”;

3) "Have your parents be very demanding, removed or unbalanced? If so. So can you trace the relationship between your own perfectionism and the methods of education accepted in your family?";

4) "Have you encouraged assertiveness, having your own opinion and Ilya, the desire to try something new?";

5) "What usually happens when you coped well with a sports task or achieved the goals of sports activities (victory, successful performance, high grades, etc.)?";

6) "What usually happened when you made mistakes? Did you consider failure as a lesson? Have you been forgiven or encouraged when you made a mistake or not achieving the goals?";

7) "What installations did you receive from a trainer, other athletes or social networks regarding the success and need to be perfect?";

8) "What was your childhood expected? What happened when you did not meet this expectation? What were the consequences?";

9) "Why do you think the qualities of a perfectionist have developed?" (Martin, 2019).

The next session was devoted to the correction of anxiety through mistakes and their own performance of sports and fears underlying them. For this purpose, the participants were offered a list of fears of a perfectionist and they had to choose the ones that were inherent in them. The question was considered: 1) "How do these fears affect you? Are you not able to let people or lose opportunities because of fears? ". Further participants were offered a list of cognitive distortions that underlie perfectionism, namely: polar thinking, reading thoughts, high requirements, catastrophization, labeling, expectation of miracles, duty. Each type of cognitive distortion participants in workbooks recorded their examples concerning their own sports activities (Martin, 2019). Further in the class for each of the fears identified by the participants, "sports imperfection" was asked to describe the situation, the deep belief behind them, the appropriate behavior. After that, the participants introduced the technique of cognitive reflection for awareness, critical comprehension and replacement of cognitive distortions by

the algorithm: recording of negative conviction, checking the distortions, declining distortion and replacing the distortion of realistic beliefs (Martin, 2019).

Upon completion of the class, participants got acquainted with the rules of bravery to be imperfect and recorded in notebooks answers to the questions: 1) "What does it mean for you to be bravery to be imperfect in life? In sports? "; 2) Can you remember when you have shown bravery in the face of perfectionism, giving resistance to your fears and pursuit of achievements? "

The next lesson was aimed at identifying the ways of transition from self -criticism to self -acceptance. In workbooks, participants answered the questions: 1) "Did the self -criticism of the best or worse attitude to themselves?"; 2) "How can recognition of their own difficulties and condescending attitude towards them can motivate?" The exercise aimed at developing compassion for yourself was further introduced. The participants had to remember the situation in their own sports activities, in which they were critical to themselves, to describe their own emotional states and to answer the question: "Have they been the only athlete in the world that made such a mistake? Why did you decide? ". After awareness of emotions and their own uniqueness in mistakes, participants had to say something to another athlete who is experiencing a similar situation. After that, they had to turn to themselves with the same sympathy as the illusory athlete-interlocutor, and then describe their own feelings when they expressed compassion for themselves (Martin, 2019).

As a homework, participants had to record the negative thoughts that they had a generality in general and as an athlete - in particular. Particular attention should be paid to the use of the words "should", "I must", "always", "never", which indicate the signs of self -criticism. The workbook was recorded in columns: date, situation and negative internal dialogue (Martin, 2019).

The next session discussed the results of the monitoring itself, the exercise to identify myths and their alternatives regarding the opinion of "self -criticism helps the athlete to achieve more" (Shafran et al., 2010). In addition, in the workbooks, the participants of the program within a few days were to fill in a table containing self-

monitoring letters: 1) "Date, sphere of perfectionism", "Perfectionist thoughts, estimated at 0-100% as they are faith", "Perfection behavior" , "Feeling for 0-100%"; 2) "Date, sphere of perfectionism", "Rules, estimated at 0-100%as they have", "self-critical thoughts", "Feeling for 0-100%", "what you do 0-100%"; 3) "thought", "emotion", "avoidance", "procrastination" "Testing efficiency", "safe behavior" (Shafran et al., 2010).

The next series of sessions was devoted to correction of cognitive distortions that cause sports perfectionism. Exercise for correction of selective attention, in which the athlete only notices sports and difficulties and disappears victories and successes in sports, provided the use of Socratic dialogues for:

1) Definition of selective (selective) attention ("When do you think about your sporting activity, what do you focus on?", "How much do you notice your mistakes in training and performances? Do you notice success?" How do you react to the positives of efficiency? ", " How do you feel when you reach the goals of sports or standards? ", " Do you disasts your goals when you reach them too easily, or if other athletes can reach them? ", " Once you reach the goals, or do Do you go higher, lower or at the same level next time? ");

1) Calling selective attention ("How does the concentration on your own mistakes and displaying success in moods are marked?" , "If you constantly set your goals higher, even after they have been successful in sports and disallow your achievements, saying" It was not difficult ", how will you feel the pleasure of sports?", "How do you think it is Affects other athletes when you disasts your goals, speaking of their insignificance? What does he do well, what could you happen to his mood and self-esteem?.

The next exercise of the session was the introduction of Socrates' dialogues to determine and overcome double standards and contained: 1) the stage of detection of double stations ("Do you have one list of rules for yourself and the other for other athletes?"; "Rules for yourself are more rigid than for other athletes?"); 2) the stage of overcoming double standards ("Is it fair to have stringent rules for yourself that differ from your rules for all other athletes?"; for other

athletes? "; "What does double standards in sports with your self-esteem and mood do?") (Egan, 2014).

The next class on cognitive distortions was to overcome generalization and duties. Examples of Socrates' dialogues to determine and overcome excessive generalization are:

1) identifying excessive generalization ("What do you think about yourself as a person as a whole when you assume at least a small mistake in sports?"; "What happens to your self-esteem when your implementation does not meet your standards");

2) overcoming excessive generalization ("Can you judge someone's value as a person in one case by one case failure to reach a goal or make a mistake in sports?");

To overcome the claims, the participants gave their examples in the following list: "I need to make myself achieve the goal"; "I always need to train carefully", "I need to spend time training only with benefit", "I need to always be productive in sports", "I need to always strive for the best", "I need to do the task as soon as possible", "I need more Train ", "I need to perform in competitions in my best manifestation. " After discussing examples of statements, Socratic dialogues were introduced:

1) Definition "you need" ("What do you say to start acting when you think you should do something?", "What does you think you think about a list of tasks in sports that should , "How often do you say" you need "and" I must "when you think about everything you should do?");

2) Overcoming "need"-confirmation ("How does the repetition of" you have to "make you feel?", "If the other athlete said" I need to train 7 days a week twice for a few hours "? Now, think, if I would like to do more regularly.

The next session was devoted to focus on the virtues and benefits of program participants. The participants were offered a list of the strengths of the athlete, among whom they had to mark their qualities (at least five). The following were the questions:

1) "What strengths influenced success in sports?";

2) "Performing what actions or sports tasks do you like?";

3) "Which of your strengths bring you pleasure?";

4) "Which of your athlete's strengths reflect your values?";

5) "What are the strengths of your trainer? Other athletes? How do they value you for who you are? " As homework, the participants had to record compliments in their workbooks over the next days, indicating the date and positive quality of the athlete for whom they praise themselves (Martin, 2019).

The next session was devoted to rethinking negative beliefs, the participants analyzed their own internal dialogues and determined a critical assessment and replaced it with realistic or positive internal dialogue. After that, the participants had to recall the situation for which they were difficult to forgive themselves and which caused them shame, sadness or anger and further answer the question:

1) "What can you say to the past to yourself to show understanding and compassion in this situation?" ;

2) "If the situation is repeated, what did you do differently? "

The session ended with an exercise to create forgive affirmations. As homework, the participants had to remember the situation in which they did something, for which they would like to apologize and write in writing an apology, to offer compensation. Then they had to apologize for the harshness and self -criticism in writing and answer the question: "What simple actions can you do something good for others?" (Martin, 2019).

Examples of the issues of the Socratic dialogue for changing beliefs were:

1) "How it follows that the mistake of the error in the performance did you fail the speech (game)?";

2) "Can you recall the examples of other athletes you admire and respect, but which are also making similar mistakes? How do you perform well / play? ";

3) "How does society as a whole determines what" failure "is as a person or athlete? How does this error match or not match this opinion? ";

4) "You can give examples of athletes who have not been admitted to the meeting / deprived of the opportunity to continue elaborate activity, etc. Due to such a mistake? "

5) "What are the reasons for the low pump assessment or inattention of the coach other than this mistake?"

An example of working with the deep belief "I am a bad athlete" is to determine the evidence that refutes it:

1) "I recently won the competition / scored goal, etc.;

2) "The trainer regularly gives me a positive feedback; 3) I have many supporters / fans / younger athletes who take an example from me, etc., which formulates a useful new deep statement: "I am a good athlete; I have all the good in sports: sports achievements are not equal to my value"(Egan, 2014).

The next session was devoted to the correction of thinking errors using the questions of "arrow -pointing arrows", which allows you to identify negative automatic thoughts? Forms for refuting negative automatic thoughts, exercises for refuting beliefs and rules, Exercise "Threshold & Riggeway, 2016), orthogonal continuum and continuum to change dichotomous thinking (Egan, 2014).

The final session was devoted to the planning of prevention of relapses of sports perfectionism. First of all, the participants were asked to develop a plan of action:

1) to think which strategies they consider the most useful and to outline them;

2) think about therapy as a whole and summarize the opinions on the following issues: "What changes do you want to develop further?", "What areas of life also need your attention except sports?"; 3) determine the place for storage of your burning actions;

4) to have copies of letters of the workbook in the free access, in case of requirement (Egan, 2014).

In addition, the participants discussed realistic and compassionate expectations of the following key thoughts:

1) Perfectionism can force to interpret a "failure" or a mistake in a dichotomous form (for example, as a complete relapse) and deepened in self -criticism;

2) it is unrealistic to expect that someone will become better and never make mistakes;

3) in the process of improvement in any field, there are always successes and failures that should be considered as a normal learning process, not as a cause of concern and trigger for perfectionism;

4) It is necessary to normalize the time when it is necessary to ask for the help of others during the difficult time of returning the symptoms of sports perfectionism, not to try to overcome difficulties on your own (Egan, 2014).

Conclusions. The psychocorrection program of destructive forms of sports perfectionism provides an online format with the involvement of participants in a number of lectures, Socratic conversations and independent work in workbooks. The program is aimed at realizing the following tasks: 1) formation of awareness of the phenomenon of sports perfectionism and own perfectionist beliefs; 2) awareness of the relationship between perfectionism and motivation for achievements in sports; 3) analysis of parental settings on perfectionism; 6) overcoming anxiety through mistakes and their own performance of sports and fears underlying; 7) personal transformations that cause the transition from self-criticism to self-acceptance; 8) correction of cognitive distortions that cause sports perfectionism and focus on their own virtues and benefits; 9) rethinking of negative beliefs and correction of thinking; 10) planning for the prevention of relapses of sports perfectionism.

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