

ABSTRACT

1. Title

"Optimal action using the example of high speed.

An Empirical Approach to the Psychological Regulation of Optimal Action Based on the Spaces of Action of Sports and Aviation."

2. Author and Source

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4. Summary

The topic of optimal action using the example of high speed is of high interest for everyday as well as special situations. On the basis of a specific action space, the constituent elements of optimal action are discussed and demonstrated on the basis of practical experience reports. To introduce the topic, a theoretical conception is created by means of action-space-specific, cognitive-psychological and action-theoretical basic considerations, which enable a differentiated view of the person-environment interaction in the cognitive theory of action. In this context, fundamental psychological concepts such as perception, cognition, emotion, motivation, consciousness, volition and personality as well as dimensions of action and its organizational structure are reflected.

The specific action space is formed by the two structurally related fields of sports and aviation. In the following, these are brought together in an empirical study and considered as exemplary, partly overformed micro-worlds, which allow the laboratory-like investigation of action in high-speed situations. To this end, 17 athletes from disciplines such as automobile, bobsleigh, motorcycle, skeleton, and ski, as well as 7 pilots of airliners and military aircraft were qualitatively interviewed regarding their action strategies, perceptions, and interpretations. The practical and situation-specific expert knowledge is subsequently analyzed, systematized, compared and presented in process models.

In this qualitative-empirical social science study, an actual "affected person science" is applied and subsequently action-leading and -accompanying cognitions and emotions of experts are reconstructed. This procedure implies the prior reflection of scientific theoretical presuppositions on the interpretive-constructivist paradigm, on logic, on truth, on subjective theories, on language and communication, on the researcher as an instrument, on the sample, and on the course of the research process. In a further step, hypotheses are generated on the basis of the findings obtained from the empiricism, which provide the basis for a scientific discussion.

By combining the empirical results with aspects of cognitive psychology and action theory, a contribution is subsequently made to an integrative action model that takes into account serial as well as parallel action components and thus demonstrates the interdependence of various regulatory mechanisms in the action process. From this, consequences for theory and practice are formulated in the form of aspects of action psychology, developmental psychology, social science, and training science.