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SUBSTANTIATION OF THE NEED TO ESTABLISH THE READINESS OF FUTURE PSYCHOLOGISTS TO TACKLE CONFLICT SITUATIONS IN THE PROFESSIONAL ACTIVITY

The article studies the theoretical review and substantiation of psychological and pedagogical aspects of the problem of establishment of the readiness of future military psychologists to tackle conflict situations in their professional activities. The conducted scientific research made it possible to reveal the main loads and specifics of the practical activities of future military psychologists during their service in military units, which, in turn, actualized the need to establish readiness among young officers even at the stages of training in higher military educational institutions. The paper analyzes the issue of “readiness for professional activity”, and shows that the space of scientific thoughts is heterogeneous and has many approaches to understanding this definition.

It is identified that readiness for the future military psychologist to tackle conflict situations in professional activity is a complex characteristic of the individual, including a system of professional motives, psychological qualities, attitudes and states, subject and intellectual knowledge, skills and abilities, which together is the key to the effective performance of functional duties.

The paper proposes to interpret the process “readiness of future military psychologists to resolve conflict situations in their professional activities” as a holistic training covering professional knowledge, skills, patriotic views and beliefs; professional orientation to military service; reflection of their achievements; professional self-improvement.

It is found that the content of the readiness of future military psychologists to tackle conflict situations in professional activity is a set of relevant knowledge and skills, which is provided by mastering the relevant profession (professional training), acquiring professionally important personality qualities, entering professional activity after graduation from a higher military educational institution (professional adaptation) skill development in military service (professional self-improvement). Based on the best practices of the scientific community, five main components of readiness are outlined: motivational, value-oriented, communicative-informational, creative, operational-activity.

Key words: readiness; professional training; officer-psychologist; higher military educational institution; professional activity; components of readiness.

1. INTRODUCTION

The difficult socio-political situation in the state caused by the Russian aggression makes it necessary to train qualitatively new generation of psychological officers-psychologists, who will have a high level of professional readiness, which in turn will allow them to effectively perform functional duties under various conditions.

Such realities bring to the fore the issues of modernization of the higher military education system in Ukraine, which requires the introduction of innovative scientific approaches, effective ways, methods and means of professional special military training of future military psychologists into the educational process of military educational institutions.

Recent research and publications analysis. The readiness of the individual for professional activity was examined in a meaningful way within the framework of Philosophy, Psychology and Pedagogy [1]–[4]. Currently, the scientific field has a significant amount of theoretical and empirical research, however, we note that the psychological and pedagogical aspects

of the readiness of military psychologists for professional activity in the Armed forces are not fully described.

Control and managing people have always been considered one of the most difficult activities. This is especially true for military command and control, which is done by commanders in terms of increased danger to the lives of themselves and their subordinates. The relevance of effective personnel command and control is even more evident during combat operations, and the training process is conducted constantly, without being divided into peacetime and wartime. The experience of modern armed conflicts, including the Anti-Terrorist Operation and the Joint Forces Operation in the east of Ukraine also shows an increasing role of small group tactics in military setting. The socio-psychological mechanisms of group dynamics are directly manifested during such actions. This requires their consideration by commanders, as well as their systematic use of socio-psychological technologies for command and control of military personnel both in a combat situation and day-to-day life of troops [5].

The aim of the paper is to show the main aspects of the practical activity of military psychologists and substantiate the need for the process of establishment of the readiness of future military psychologists to tackle conflict situations in their professional activities even at the stage of training in higher education institutions.

2. RESEARCH OUTCOMES

The concept of readiness becomes particularly important in the context of future psychological officers' performance of their professional activities, which is significantly complicated by the process of adaptation to the specifics of military units and has a direct correlation with the effectiveness of their functional duties, as well as the duties of personnel accompanied by young officers.

In accordance with the task of our research, we consider it appropriate to analyze the scientific concepts of "readiness", "readiness for professional activity", "psychological readiness", "readiness for professional activity of a psychologist-officer" in the social, psychological and pedagogical planes.

Thus, based on the analysis of approaches of scientists of the scientific concept of “readiness”, we concluded that it is the primary, fundamental condition for the successful performance of any activities and it is established on the basis of acquired general and professional knowledge, developed skills and abilities, improving developed professionally important personal qualities.

We focus on the essence of the scientific concept of “readiness for professional activity”. Establishment of readiness of future officers-psychologists for professional activity in the Armed Forces of Ukraine accumulates psychological and pedagogical training that develop characteristics of an individual, his character traits, potential opportunities, in a system with special military training. So, if one cancels special military training for a psychological officer, then the success of professional training of a soldier is influenced.

Considering such a definition as “readiness for professional activity”, it is worth highlighting the view point of I. A. Zyazyun and V. A. Semychenko, who define the readiness for professional activity as a complex socio-pedagogical phenomenon, a complex unity of personal individual psychological qualities and a system of professional and pedagogical knowledge, skills and abilities.

K. K. Platonov interprets this term as “a subjective state of a person who is aware of himself capable and trained for a particular professional activity that he seeks to perform”.

S. D. Maksymenko and O. M. Pelekh note that “the readiness for professional activity” is a purposeful expression of a person, including his beliefs, views, attitudes, motives, feelings, strong – willed and intellectual qualities, knowledge, skills, abilities and attitudes.

Based on the analysis of the above interpretations, we came to the understanding that the dominant feature of readiness for professional activity of an officer-psychologist is its interactivity, which is manifested in the order of internal structures, the consistency of the main components of the soldier`s personality. We argue that the professional readiness of future officers-psychologists is a natural outcome of special military training and the professional self-determination, education and self-education, professional

education and self-education. So, the readiness of an officer-psychologist for the professional activity implies a motivation of soldier, which implies needs, beliefs, views, attitudes, motives, feelings, strong-willed and intellectual qualities, knowledge, skills, attitudes to certain behavior in unusual conditions, extreme situations. We are sure that the readiness of a future psychological officer is ensured in the process of obtaining special military training during an education process in a higher military educational institution and is the result of comprehensive personal development, taking into account the requirements due to peculiarities of a soldier's specialty.

Practical activity of a military psychologist is a socio-psychological study of the personality of a soldier in the process of military professional activity and involves primary, in-depth and dynamic study of personnel. Primary study consists in obtaining primary information about a soldier, namely: assessment of his mental health, level of cognitive abilities; adaptive potential, identification of persons with a low level of neuropsychiatric stability, determination of a professional suitability group and other indicators (usually conducted by a psychologist). In – depth study consists in identifying individual psychological characteristics of a soldier that can cause crisis states at the individual and collective levels (usually conducted by a psychologist or medic). Dynamic study consists in determination of the level of psychological readiness for military-professional activities, assessment of the dynamics of professionalism of military personnel (usually conducted by commanders and their deputies). Socio-psychological study can be both individual and group. In the first case, the object of study is the psychological characteristics of a soldier, and in the second – the socio-psychological characteristics of a military collective [6].

Comprehensive study of personnel and psychological support of military-professional activities allow the commanders to avoid miscalculations in the activities of officials to prevent combat losses among personnel and non-combat ones for reasons not related to the execution of assigned tasks, rational use of the psychological potential of military personnel, taking into account their individual characteristics, control the level of service loads and rest under the conditions of performing combat tasks, maintain and develop psychological stability, ensure high combat readiness (combat ca-

pability) of units and divisions. The experience of the ATO and JFO has convincingly shown that in terms of modern warfare, the effective use of troops (forces) is determined not only by outcomes of training personnel, but first of all by the psychological qualities of military personnel, the forecast of their psychological capabilities (stress resistance) in battle, the ability of their psyche to recover from combat environment actions [7].

We consider the readiness of future military psychologists to resolve conflict situations in their professional activities as a holistic training covering professional knowledge, skills, patriotic views and beliefs; professional orientation to military service; reflection of their achievements; professional self-improvement. So, readiness for professional activity in the Armed Forces of Ukraine of future military psychologists is considered to be a structural, multi-level process of providing cadets with theoretical and practical professional knowledge, creating orientation and professional stability of an officer of the Armed Forces of Ukraine, developing civic consciousness. Its final result will be considered a set of competence characteristics of an officer-psychologist, which should be formed during special military training in a higher military educational institution (higher military unit).

The readiness of a future officer-psychologist for professional activity in the Armed Forces of Ukraine is a complex characteristic of an individual. It includes a system of professional motives, psychological qualities, attitudes and states, subject and intellectual knowledge, skills and abilities. Together, they allow to successfully conduct this type of activity.

Having analyzed the best practices of scientists, we outline the following components of readiness: motivational, value-oriented, communicative-informational, creative, operational-activity (see fig. 1):

motivational component (the desire to perform military service of a tactical level officer, professional interests, instructions, a need for self-improvement);

value-oriented component (development of value orientations, positive worldview attitudes in the specific professional activity of a officer-psychologist);

communicative-informational component (organization of interpersonal communication, creative expression of individuality);

creative component (professional ethics, ideals, views, principles, beliefs, willingness to act in accordance with them);

operational-activity component (desire to increase the level of education in the field of professional activity, self-awareness as a professional who has the concept of self-knowledge and self-esteem).

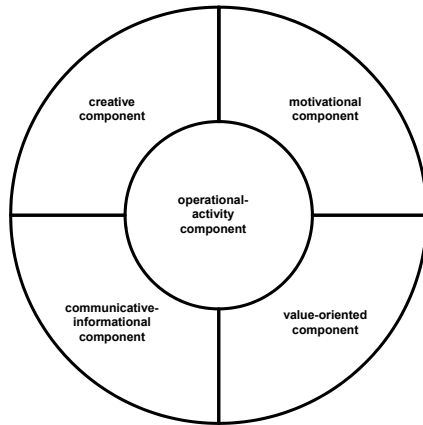


Fig. 1. Correlation of components of the readiness of future military psychologists of professional activity in the Armed Forces of Ukraine

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

In the process of analyzing the research of scientists, we come to the conclusion that the readiness of future military psychologists to tackle conflict situations in their professional activities is a necessary prerequisite for effective special practical military training in a higher military educational institution (higher military unit). The proper level of readiness helps a young officer-psychologist to successfully perform his duties, use his knowledge and experience, maintain self-control and quickly navigate unpredictable situations, adapt to the conditions of service in a tactical unit and improve his own skills.

The content of the readiness of future military psychologists to tackle conflict situations in professional activity is a set of relevant knowledge and skills, which is provided by mastering the relevant profession (professional

training), acquiring professionally important personality qualities, entering professional activity after graduation from a higher military educational institution (professional adaptation) skill development in military service (professional self-improvement).

In conclusion, we note that the task of our paper is not limited only to identifying the issue of establishment of the readiness of an officer-psychologist, but also outlines ways to solve it, in which we see **prospects for further scientific research.**

Список використаних джерел

1. Інноваційні педагогічні технології та методики в освітньому процесі військових навчальних закладів провідних країн-членів НАТО і України : колективна монографія / за заг. ред. д. пед. н. В. С. Рижиков; Військовий інститут Київського національного університету імені Тараса Шевченка. Київ : Науково-дослідний центр Військового інституту Київського національного університету імені Тараса Шевченка, 2018. 320 с.
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А. Юрков. Обґрунтування потреби формування готовності майбутніх військових психологів до вирішення конфліктних ситуацій у професійній діяльності

Статтю присвячено теоретичному огляду та обґрунтуванню психолого-педагогічних аспектів проблеми формування готовності майбутніх військових психологів до вирішення конфліктних ситуацій у професійній діяльності. Проведені наукові розвідки дали змогу розкрити головні навантаження та специфіку практичної діяльності майбутніх військових психологів під час проходження служби у військових частинах, що актуалізувало потребу формування готовності у молодих офіцерів ще на етапах навчання у вищих військових навчальних закладах.

Здійснено аналіз питання “готовності до професійної діяльності”, під час якого установлено, що простір наукових думок є неоднорідним і налічує множину підходів до розуміння цієї дефініції.

Визначено, що готовність майбутнього військового психолога до вирішення конфліктних ситуацій у професійній діяльності є складною характеристикою особистості, яка включає систему професійних мотивів, психологічних якостей, установок і станів, предметних та інтелектуальних знань, умінь і навичок, що в сукупності є запорукою ефективного виконання функціональних обов'язків.

Запропоновано тлумачити процес підготовки майбутніх військових психологів до вирішення конфліктних ситуацій у професійній діяльності як цілісну підготовку, що охоплює: професійні знання, вміння, навички; патріотичні погляди та переконання; професійну спрямованість до військової служби; рефлексію своїх досягнень; професійне самовдосконалення.

Виявлено, що зміст готовності майбутніх військових психологів до вирішення конфліктних ситуацій у професійній діяльності є сукупністю відповідних знань і вмінь, що забезпечується опануванням відповідної професії (професійна підготовка), набуттям професійно-важливих якостей особистості, входженням у професійну діяльність після закінчення вищого військового навчального закладу (професійна адаптація), розвитком майстерності у військовій службі (професійне самовдосконалення). Спираючись на напрацювання наукової спільноти, виділено п'ять основних компонентів готовно-

сті: мотиваційний, ціннісно-орієнтаційний, комунікативно-інформаційний, креативний, операційно-діяльнісний.

Ключові слова: готовність; професійна підготовка; офіцер-психолог; вищий військовий навчальний заклад; професійна діяльність; компоненти готовності.

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