

Impact of Emotional-Volitional Sphere of Future Specialists of Risky Professions on Professional Training Performance

Nataliia S. Kucherenko^{1,*}, Yuliia O. Bilotserkivska¹, Andriy L. Zlotnikov¹ and Dmytro P. Prykhodko²

¹Ukrainian Academy of Engineering and Pedagogy, Kharkiv, Ukraine

²Kharkiv National University of Air Force, Kharkiv, Ukraine

Abstract: *Objective:* The professional activities of specialists of risky professions are carried out in extreme conditions, characterized by a significant number of stressful factors, which, if the professional qualities of specialists are not sufficiently developed, leads to a decrease in the efficiency of performance of official duties, professional burnout, and psychosomatic disorders.

Background: The success of the performance of service tasks is primarily influenced by the developmental level of the emotional-volitional sphere, in particular self-regulation, emotional-volitional stability, ensuring the ability to make autonomous decisions, form and determine tasks following the requirements of complex, changing situations, and therefore, achieve their goals. The article aims to analyze the emotional and volitional state of future specialists of risky professions during training.

Method: The leading research method was observation. The emotional-volitional sphere is an integral part of the system of regulating activity as a professional. During the research, the main areas of the formation of the emotional-volitional sphere were identified. With the help of psychological analysis, the important properties of future specialists in the development of the emotional-volitional sphere have been determined.

Results: The analysis results show that future specialists have an average and low level of stylistic possibilities for self-regulation (modeling, programming, autonomy). The reasons for the low progress of future specialists have been determined.

Conclusion: The practical significance of the research lies in the development of recommendations for training and the formation of the emotional-volitional sphere during educational activities.

Keywords: Educational activities, professional activities, emotionally strong, extreme conditions, diagnostic group.

INTRODUCTION

Preparedness affects the attitude of specialists to their health, vital activities, achieving high professional results, colleagues, relatives, and people close to them. That is, measures are needed to manage stress, forming the necessary level of stress tolerance of rescuers. In modern conditions, psychological training is an essential component of the comprehensive training of specialists in risky professions. The ability to understand the requirements imposed by professional activities on specialists on time and correctly in extreme conditions allows focusing training primarily on the formation of a special extreme-oriented consciousness, using special psychological means that increase the psychological stability of staff. Its specifics and features were covered in the works of: V.O. Lefterov, R. Perelyhina, and Y. Dmytryshak, O.V. Timchenko, and V.V. Barko, O. Pokanevych, V.Ye. Khristenko and Ya.O. Ovsyannikova, S.M. Kucherenko, N.S. Kucherenko and O.O. Nazarov reasonably believe

that the personal qualities of future specialists have a vital role in their formation as professionals [1-6]. Also, it should be noted that many studies determine the discrepancy in the performance of professional functions in real conditions with high academic performance. This is mostly because the criteria for evaluating theoretical training and performing real professional tasks do not coincide. This aspect of professional training of specialists was noticed in the works of [7-12].

The features of the emotional-volitional sphere greatly influence the success of the performance of official duties. They can be considered one of the most important indicators of the psychological reliability of specialists in risky professions. It means maintaining positive mental health for successful work in difficult conditions [11, 13, 14]. In particular, I.I. Prikhodko, K.Yu. Gunbin and G.I. Besbavna determine in their studies that emotional-volitional stability is manifested: in the absence of psychological reactions of the employee in extreme situations, which reduce the effectiveness of actions and give rise to inaccuracies, errors; training in the perfect performance of professional activities in psychologically complex

*Address correspondence to this author at the Ukrainian Academy of Engineering and Pedagogy, Kharkiv, Ukraine; Tel: +380577312862; E-mail: ns.kucherenko@londoncollege.pro

conditions; in the ability to maintain professional vigilance, take reasonable care and attention to risk, danger, surprises; insensitivity to psychological pressure from third parties; in the ability to control oneself in psychologically tense, conflict, provoking situations [15].

Ye.M. Potapchuk notes that emotional-volitional stability is the ability to withstand real danger, show mental endurance and resilience, and overcome negative feelings and mental states – it is developed in a rescuer in the process of psychological training [16]. S.V. Zynchenko, S.V. Sochnev, and G.S. Hulan emphasize that the personal readiness of future specialists to operate in extreme conditions is emotionally intellectual, strong-willed, motivational. It contains an interesting attitude to the activity, a sense of responsibility, confidence in success, the need to fulfill tasks at a high professional level, mobilization of forces, overcoming uncertainty [17]. V.V. Yahupov identified the main indicators of professionalism of a military specialist, which give him the opportunity to act in extreme conditions, namely successfully: subjective competence, professional military, special or professional competence, development of personal and professional military qualities and characteristics as a specialist of an extreme type of activity, among which mental resistance to extreme conditions of action is leading [18].

The emotional-volitional sphere of future specialists is a holistic characteristic of the mental component of their activities in everyday and especially extreme conditions, readiness to withstand the stressful influence of stress factors of adverse situations of professional activity. The emotional-volitional sphere includes the practical systemic ability to withstand extreme excitation and emotional stresses under the influence of service stressors and the comprehensive practical ability to maintain an unimpeded high level of professional activity. This is the practical ability of their psyche to maintain high functional activity in the conditions of service stress factors, especially in extreme conditions, to resist frustration – both the result of adaptation to them and a high level of development emotional-volitional self-regulation.

Thus, the appropriate level of development of the emotional-volitional sphere of future specialists of risky professions is a necessary psychological condition for forming their individuality as a professional. Its main content is stability, balance, emotional lability, the adequacy of the manifestation of the emotions, and the

resistance of the psyche of specialists, the integral manifestation of which is the self-regulation of emotional states. At the same time, the main goal of emotional-volitional self-regulation is the formation of special mental states that contribute to the most optimal use by the employee of his internal capabilities, the disclosure of his creative potential, a wider and more effective manifestation of his professional qualities and abilities. Future workers especially need clear self-control, high self-restraint, the ability to make operational decisions, manage service operations, behavior and emotions. But these aspects are not given sufficient attention during training.

The analysis shows that the main direction of the training system in higher education is indicators of academic achievement; the priority in service and fighting training of future specialists is weighted towards their cognitive component. The formation of professional motivation, an emotional-volitional sphere, the necessary level of development of professionally significant qualities, special abilities, professional thinking, and the system of values ensure the effectiveness of tasks in difficult service conditions. However, not enough attention is not paid to these psychological features. At best, they are considered concomitant or secondary in importance. Therefore, the real readiness level of higher educational institutions graduates with specific educational conditions does not allow them to perform professional tasks effectively in various conditions of activity. They do not have the skills of constant professional and personal self-development. That is, a person-centered approach to training remains unrealized. Special education goals are narrowed, the orientation of future specialists to the acquired knowledge as the main foundation of official activity, the feeling of shortage of which later leads to a deviation from the performance of non-standard, difficult, unusual situations and tasks.

The activities of future specialists are a combination of various areas: technical and technological, organizational, experimental and design, psychological, pedagogical. They demand that they quickly transition from role relations to personal-rational ones, which is not always successful. One of the ways out of such a situation, V.I. Osiodlo considers implementing a competency-based approach [10]. V.V. Yahupov, V.I. Osiodlo, I.I. Prikhodko, and others noted that there are appropriate technologies, educational content, and educational environment for the realization of the goals of professional training of specialists of risky professions in higher educational institutions with

specific educational conditions [10, 11, 18]. The main purpose of our research is to study the impact of the emotional-volitional sphere of future specialists of risky professions on the success of professional training.

MATERIALS AND METHODS

An analysis of the training of future specialists of risky professions made it possible to determine the criteria for its success. For this purpose were used: normative documentation, the ability to train, expert assessments, self-assessment, and the like. We focused on educational process stages in which the essence and complexity of the profession were expressed and on which the performance of future specialists depended to a greater extent. The main criterion for selecting documents was their significance as a source of information on the content, parties, properties, and conditions of training future specialists of risky professions. Some information was obtained through an interview with specialists who had a corresponding goal, a specific plan. Also, for the analysis of educational activities, used the observation method, which was cited as unincorporated. As experts, experienced specialists with long work experience, high level of performance of professional functions were involved, who enjoy professional and personal authority.

When conducting research, taking into account several factors that affect the level of reliability of diagnostic results: the emotional state of the subjects, physical well-being, the microclimate in the group, positive attitude to participate in testing, the research was conducted by an individual, and group methods, measurements of certain indicators in the research were carried out almost simultaneously: the time intervals during which all subjects were examined did not exceed several days. Based on the data obtained from the analysis of the educational activities of future specialists, expert assessments, the subjects were divided into two groups according to their educational success: the first group is highly successful, while the second group is poorly successful. Moreover, qualitative characteristics of the formation of their emotional-volitional sphere are identified as self-regulation and locus of control. Developed self-regulation of the emotional manifestations, professional actions allow one to maintain the necessary positive emotional state and balance in stressful situations when performing activities in extreme conditions. This allows you to establish and maintain effective communication with personnel, people around you,

demonstrate the flexibility of thinking in complex, ambiguous professional situations. That is, it is one of the most important professionally important qualities. It can be assumed that only with established self-regulation skills, future specialists of risky professions can effectively fulfill their professional duties.

One of the main problems in this direction is the inability to restore their mental and physical strength due to a lack of time because they often work in extreme conditions for a rather long time. One way to solve this problem may be to train future specialists to self-regulate their mental state. This will allow them to control their mood, eliminate psychological tension, remain unaffected by negative emotions, and make decisions quickly and correctly in stressful situations. The importance of having such knowledge and skills is indicated by 57% of the experts involved in the study. Thus, the presence of advanced skills of the self-regulation of mental state in future specialists can become the basis for the successful fulfillment of their functional duties. Training in self-regulation of mental state should become one of the important directions of training for activities in extreme conditions.

RESULTS

Psychological analysis of professionally important characteristics of a specialist determines the need to study individual psychological features that in a certain way determine the success of their future professional activities. The analysis showed that among them, style features of personality self-regulation occupy a rather important place. When studying these features, a correlation was found between certain indicators of V.I. Morosanova's methodology, "The style of self-regulation of behavior – SSB-98", and an indicator of the success rate of professional training of future specialists. A relationship has been established between a high level of academic success and scales such as "planning" ($p \leq 0.05$), "assessment" ($p \leq 0.05$), "flexibility" ($p \leq 0.05$), and indeed with an overall level of self-regulation ($p \leq 0.01$). The analysis of the obtained data on the expressiveness of the main regulatory processes in future specialists of two groups with different levels of success of training made it possible to record reliable differences at the level of $p \leq 0.05$. Based on the results obtained, highly successful future specialists in training activities (the first group) show high performance on the corresponding scales of the methodology.

Thus, these future specialists have a sufficient level of planning during their training activities, an objective

assessment of the implementation of educational tasks, and flexibility in their implementation. They are also characterized by a high indicator of the overall level of self-regulation. These facts have confirmed the correlations provided above once again. Thus, it can be assumed that in future specialists who joined the 1st group, the need for informed planning of their educational activities is well-defined; it is clear, realistic, corresponds to the set educational tasks. Future specialists assess the surrounding conditions quickly and adequately and easily change the direction of action in unforeseen circumstances. The flexibility of regulators ensures adequate response to a rapid change of events, which is extremely important when performing professional tasks in a risk situation.

According to the data obtained, no significant differences between indicators of the success rate of their professional training and indicators of the scales "modeling", "programming", "autonomy" were found. Indicators of style features of self-regulation correspond to medium and low levels. They may have difficulties defining a clear program of activities, which provokes imbalance and inconsistency of individual actions. Such features may, to some extent, cause future specialists to become insecure about themselves in unstable conditions and critical situations. The probability of errors in the performance of training tasks is high. They are characterized by the weak form of modeling processes both of training activities and direct the content of training tasks. It can cause an inadequate assessment of both their forces and external characteristics of the environment. Thus, the studied features indicate the need to carry out appropriate work on forming individual self-regulation of future specialists. At the same time, special attention should be paid to indicators of modeling, programming, and autonomy, which in our opinion, will increase the level of success of educational activities.

The next step in our study was to identify the locus of control of future specialists due to the success of their training activities. The locus of control is related to the ability of the person to realize and take responsibility for his acts and deeds. This aspect is especially important for the activities of specialists in risky professions. To do this, the methodology "Level of subjective control" was applied by J. Rotter [19; 20]. The locus of control plays an important role in regulating human behavior, establishing and maintaining interpersonal relationships, and performing certain professional functions by a person [21-30]. Locus of control refers to several subjective factors that

are very important for ensuring the effectiveness of the professional activity. In the work of specialists of risky professions, responsibility for their actions, the life, and the health of their comrades, suffered is of great importance [31-38]. A specialist with an internal locus of control understands his personal strengths and weaknesses, which, to a certain extent, is the key to his success in performing professional activities, especially in extreme conditions. In other words, they can competently use them in building strategies and tactics for performing professional tasks.

A specialist with an external locus of control has self-confidence and transvaluation of his capabilities, inadequate self-assessment, which can negatively affect the structure of their professional activities [39-47]. They are not inclined to take full responsibility for the performance of the tasks. For that reason, they will not be meticulous and critical enough in the introduction of professional actions. They are not able to fully recognize their mistakes, evaluate them adequately. It is easier for them to shift the responsibility to someone else [48-57]. This led to the direction of our research to determine the level of subjective control of future specialists in risky professions [58-60]. The results showed that highly successful future specialists, compared to poorly successful ones, believe that they are personally responsible for most of the events of their lives, active in achieving the goal, autonomous, and independent in their actions. This is confirmed by high values on the total internality scale (first group $M = 7.88$, second group $M = 4.59$). The results are valid at $p \leq 0.05$. Also obtained high indicators of the locus of control of highly successful future specialists in the field of achievements ($M = 7.21$). In the group of poorly successful future specialists, this indicator is ($M = 4.59$). Future specialists of the 1st group believe that they have independently achieved success in training, personal life due to their efforts, energy, and willpower, and not due to a favorable combination of circumstances, happy occasion, or external support.

According to the internality scale in the field of failures, the differences in all future specialists of the two groups are insignificant, in the first group 5.99, in the second – 5.07. In the first group, the indicators are still slightly higher. This suggests that in highly successful future specialists, compared to other investigated ones, a sense of subjective control regarding negative situations is developed at a higher level. The internality scale results in family relations showed the following indicators: on this scale in the first

group 6.54, in the second – 5.01. This indicates that future specialists, classified as highly successful compared to poorly successful, consider themselves responsible for events taking place in the family. Also, higher performance was received on the internality scale in industrial relations in the group of highly successful future specialists. So, on this first group, they have an average indicator of 7.85, and the second – 4.35. The results are valid at $p \leq 0.05$. That is, representatives of the first group consider their actions regarding training an important factor.

Thus, this stage of our research allowed us to study the characteristics of the locus of control of future specialists of risky professions with different indicators of the success of professional training. The high level of subjective control is a professionally important feature that provides positive personal control over the fulfillment of educational tasks. Based on the data obtained in the empirical study, the recommendations aimed at increasing the level of the emotional-volitional sphere of future specialists were developed. The main result of these recommendations should be the increase of the educational activities success. Such recommendations can be used in organizing psychological preparation for activities in extreme conditions. To this end, we propose considering the basis of the training program for forming the emotional-volitional sphere of future specialists of risky professions. The training offer allows you to create conditions for deliberate changes in both the subject and personal characteristics of a professional. Its distinctive feature is the possibility for changes not only at the level of the subject and personal properties of a particular profession but also at the level of professional groups and organizations. The most likely changes are changes in the efficiency of professional activities, skills, and competence, the system of attitudes, values, and goals, the level of reflection.

DISCUSSION

The expressiveness of the internal focus in future specialists with low training success rates compared to highly successful ones can be caused by a high level of reflection. They tend to criticize themselves for mistakes and inconsistencies in their educational activities and life activities in general, which can block the development of new approaches and methods to learning and solving emerging problems. Internals are not characterized by conformality, which can cause conflict situations in their units with instructors. They may slightly underestimate the contribution of another

future specialist when performing a training task, which will damage the overall result, especially when performing tasks in extreme conditions. For more successful fulfillment of such tasks, it is appropriate for cadets to contact instructors, more successful future specialists. Future specialists of risky professions should be able to interpret the orders and instructions of managers correctly, where the top-down style of interaction mainly prevails, to fulfill them correctly in an extreme situation [61-73].

Multifunctionality of training allows achieving goals of intentional change of both subjective and personal properties of professionals [74, 75], which are decisive for the efficiency of activities of professionals of socioeconomic group [76-79]. In the training of any direction, four stages are distinguished: creating efficiency (tasks: overcoming tension and uncertainty, clarifying the goals and principles of work); orientation (task: concretization and individualization of training goals); changes (task: testing and consolidating new attitudes, knowledge, skills, and competence); final stage (task: obtaining generalized and individualized information on the effectiveness of the work and possible options for its continuation by each participant and the group as a whole, processing options for applying the results obtained in practice) [80, 81]. They propose applying the following training program to form the emotional-volitional sphere of future specialists of risky professions based on the step-by-step principle, which contributes to a gradual, deeper understanding by each participant. Each meeting logically follows from the previous one and is a substantial basis for the next. Individual and group reflection of procedures that are used at each training meeting is mandatory. The training program "Formation of the emotional-volitional sphere of cadets" is prepared to:

1. develop skills and abilities of self-monitoring and mental health management;
2. teach the techniques of active self-regulation;
3. teach training participants how to increase emotional and neuropsychic resistance to extreme conditions, the ability to relieve tension quickly.

Expected result:

1. improving the psychoemotional well-being of participants;

2. awareness of one's individuality, acceptance of oneself as a person who knows how to work on his shortcomings;
3. increasing tolerance towards others;
4. ability to produce "immunity" on external negative effects;
5. stabilization of mental state and control of own behavior adequately to the situation.

To achieve the purpose, such techniques are used:

6. role-playing and business games; interactive lectures
7. work in small groups and pairs using handouts;
8. situational skills development tasks;
9. analysis of specific situations from training participants practice;
10. group discussions; mini-lectures; drawing methods;
11. work is organized in such forms as an individual, work in pairs, in small groups, work of the whole group.

CONCLUSION

Taking into account the emotional-volitional sphere of future specialists of risky professions during training is a relevant issue. This problem's theoretical and methodological analysis showed that the existing approaches to its solution are determined by the complexity of the psychological structure of activity and various theoretical approaches of researchers. Currently, solving the problem of assessing the success of occupational training in higher education institutions with specific educational conditions does not have satisfactory results and therefore remains very ambiguous. The emotional-volitional sphere of future specialists of risky professions includes a system of regulatory activity of the individual as a subject of professional activity. The criteria for forming the emotional-volitional sphere are the following parameters: self-regulation, locus of control. The organization of training future specialists in higher education institutions with specific educational conditions does not currently ensure the effective formation of an emotional-volitional sphere for professional activity. In most subjects, the formation of

this sphere is low. Throughout the training, the development of the emotional-volitional sphere is slow.

The psychological analysis showed that among the professionally important properties of future specialists, style features of personality self-regulation occupy a rather important place, which is a certain way determine the success of their future professional activities. So, future specialists of the 1st and 2nd groups did not show reliable differences in results between the scales "modeling", "programming", "autonomy", the indicators of style features of self-regulation correspond to medium and low levels. They may have difficulties defining a clear program of activities, which provokes imbalance and inconsistent individual actions. Such features may, to some extent, cause future specialists to become insecure about themselves in unstable conditions and critical situations. There is a high probability of errors in the performance of training tasks, and they are characterized by the weak form of modeling processes both of training activities and direct the content of training tasks, which can cause an inadequate assessment of both their forces and external characteristics of the environment.

The expressiveness of the international focus in future specialists with low indicators of educational success compared to highly successful ones can be caused by a high level of reflection. They tend to criticize themselves for mistakes and inconsistencies in their educational activities and life activities in general, which can block the development of new approaches and methods for learning and solving emerging problems. The formation of the emotional-volitional sphere of future specialists of risky professions in Ukraine should act as an independent component of the training system as a set of psychological measures for organizing the educational process.

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