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MOTIVATIONAL DIMENSION OF PROFESSIONAL DEVELOPMENT OF A SERGEANT OF THE ARMED FORCES OF UKRAINE

МОТИВАЦІЙНИЙ ВИМІР ПРОФЕСІЙНОГО СТАНОВЛЕННЯ СЕРЖАНТА ЗБРОЙНИХ СИЛ УКРАЇНИ

The article deals with the motivational aspects of the professional development of a sergeant of the Armed Forces of Ukraine. It is determined that in the process of professionalization, the development and transformation of the motivational sphere of the sergeant as a subject of activity takes place. The development proceeds in two directions: in the course of the transformation of general personality motives into motives of professional activity and through the dynamic development of motives of professional activity, which is expressed in the emergence of new and involution of a number of old motives, changes in the absolute and relative importance of individual motives, as well as the structure of motives. It is stated that, depending on personal characteristics and existing social factors, a person in the process of achieving a goal expects the appropriate result of their actions and tries to predict it in their mind. The content of their professional expectations depends on such personal traits as belief in the effectiveness of their efforts, self-confidence, strength of motivation and desires, and emotional coloring of the expectation itself. Furthermore, their attitudes, value orientations, and role factors greatly influence an individual's professional development. The article states that the representation in the structure of professional motivation, on the one hand, of the specifics of a particular activity and, on the other hand, the subjective significance of its individual components, allows for predicting the level of mastery of the profession, the adequacy of the subject's orientation to the goals, objectives, and conditions of activity. The lack of conditions and opportunities for the creative realization of one's aspirations often leads to negative trends in the behavior and activities of a sergeant, which can even be destructive. It is substantiated that a sergeant expects the desired result only when he is confident in himself and believes in the effectiveness of his efforts. Therefore, knowledge about one's capabilities is formed on the basis of the experience gained, i.e., the experience gained in the past. In solving any professional issue, the sergeant consciously analyses and synthesizes the cause of any situation and expects the appropriate result, in his opinion.

Key words: motivation, professional development, sergeant, military leader, professional activity, professional development, serviceman.

У статті розкрито мотиваційні аспекти професійного становлення сержанта Збройних Сил України. Зазначено, що у процесі професіоналізації відбуваються розвиток і трансформація мотиваційної сфери сержанта як суб'єкта діяльності. Розвиток триває за двома напрямками: у ході трансформації загальних мотивів особистості в мотиви професійної діяльності і через динамічний розвиток мотивів професійної діяльності, що виражається в появі нових та інволюції низки старих мотивів, зміні абсолютної та відносної значущості окремих мотивів, а також структури мотивів. Визначено, що залежно від індивідуальних особливостей та наявних соціальних чинників особистість, яка перебуває у процесі досягнення мети, очікує на відповідний результат власних дій та намагається його уявно передбачити. Зміст її професійних очікувань залежить від таких особистісних рис, як віра в ефективність власних зусиль, впевненість у собі, сила мотивації і бажань, емоційне забарвлення самого очікування. Крім цього, значну роль у професійному становленні особистості відіграють її установки, ціннісні орієнтації та власне рольові чинники. Зазначено, що відображення у структурі професійної мотивації, з одного боку, специфіки конкретної діяльності, а з іншого – суб'єктивної значущості окремих її компонентів дає змогу спрогнозувати рівень оволодіння професією, адекватність спрямованості суб'єкта цілям, завданням та умовам діяльності. Відсутність умов і можливостей для творчої реалізації своїх прагнень часто спричиняє негативні тенденції в поведінці і діяльності сержанта, що можуть бути навіть руйнівними. Обґрунтовано, що сержант тільки тоді очікує на бажаний результат, коли впевнений у собі та вірить в ефективність власних зусиль. У такому контексті знання про власні можливості формуються на основі набутого, тобто пережитого у минулому досвіду. Вирішуючи будь-яке професійне питання, сержант свідомо аналізує і синтезує причину будь-якої ситуації та очікує відповідного, на його думку, результату.

Ключові слова: мотивація, професійне становлення, сержант, військовий керівник, професійна діяльність, професійний розвиток, військовослужбовець.

Introduction of the issue. The professional activity of sergeants in the Armed Forces of Ukraine is multifaceted and takes place in the ongoing context of the Russian-Ukrainian war. This exposes them to complex stressors, leading to overload and rapid physiological and mental exhaustion. Therefore, it is crucial to study various aspects of their professional activity, particularly concerning the development of a sergeant's personality as an active agent of their professional growth. Special attention should be given to the role of motivation in shaping their leadership, their aspirations in the course of professional fulfillment, and, ultimately, the effectiveness of their performance [1–4].

Analysis of research and publications. The theoretical study revealed that most scholars examine motivation within two psychological approaches. The first is the monistic approach, which considers motivation a singular psychological phenomenon, and the second one interprets motivation as a complex mental construct. Despite their differences, both approaches share a common perspective: they view motivation as a multifaceted psychological quality that integrates various levels of human activity. The functions of motivation can be considered programming and regulation of professional activity of an individual, integration of personal efforts to achieve a goal, which are generally components of the goal-setting process – the primary mechanism of individual activity [5–14].

Modern psychological studies show that the motivation of professional activity at different stages of professional development has certain features, i.e. professional development of a specialist is a dynamic process of forming them as a subject of professional activity. Professional formation covers a long period of a person's life, during which life an professional plans, social situations, leading activities, etc., change [15–19]. The most well-known today are the ontogenetic (age) and professional-genetic models of professional development of a personality. The ontogenetic models consider a person's professional development in the context of the age periodization of their life in general, while the professional-genetic models relate such development to the period of the actual performance of a specific professional activity by a person.

Scholars distinguish two types of professional development of a personality, which are fundamentally different in the peculiarities of self-realization at all stages of professional ontogenesis:

- the first is characterized by pronounced adaptive behavioral strategies that do not go beyond the existing level of life;
- the second is characterized by the complete fulfillment of the individual in their professional work,

manifested through super-role professional activity and a strong aspiration for boundless career growth.

Researchers assert that the foundation of a personality's professional development lies in a system of external and internal factors whose interplay defines the core contradiction of this development (L. Karamushka, S. Maksymenko, V. Osodlo, N. Chepeleva, V. Yahupov, et al.). As external factors encompass the professional requirements imposed on an individual and the socio-professional opportunities available to them throughout the process of professionalization, internal factors include an individual's professional aspirations and capabilities, along with their expectations and demands regarding the conditions of professionalization. This system of factors outlines the general social context in which personality development occurs while addressing the tasks of professionalization. It can be referred to as an individual's "situation of professional development". The professionally oriented qualities a person acquires during professionalization are inherently linked to this context. The situation of professional formation does not determine the professional development process mechanically or indirectly; rather, it is interpreted by the individual, who may either embrace or reject it [5; 6; 9–11].

The aim of the research is to analyze the impact of motivation on the professional development of a sergeant as a military leader.

Results and discussion. A person's Professional development is a cyclical process that can be traced during independent professional activity. Professional development is based on professional expectations initiated by the individual. That is why it is essential to understand what motives are a prerequisite for the emergence of appropriate professional expectations among sergeants of the Armed Forces of Ukraine. This issue can be examined through the lens of the motivational approach in psychological science.

According to motivation theory, motives are various objects for which an individual needs, and quasi-needs are a person's intentions. From a psychological perspective, a need is primarily an internal urge to act, i.e., a motive in terms of awareness. At the same time, an intention is a conscious desire to perform a specific action and achieve a desired result. Feeling the need for something, a person intends to perform an action aimed at satisfying this need after choosing the means to accomplish the need, performing it, and in the process of waiting for the desired result [5–7; 9; 11].

The leading developer of the expectancy theory is V. Vroom, who believes that one of the integral motives of human behavior is the anticipation and expectation of success. The anticipation of a task is considered an essential component of modern theo-

ries of motivation. According to this view, an individual constantly assesses the possibility of achieving their chosen goal, using this anticipation to control all their future actions. V. Vroom's model of motivation is based on the "expectancy of value" scheme. The orientation of expectations towards value is called "valence". This theoretical concept distinguishes three interrelated types of valence: situation, action, and result. Generally, the motivational process begins with an evaluation of the potential outcome of a situation when the individual does not intervene (situation valence). Thereafter, the potential action is determined, which results in an outcome that either promotes the desired consequences or prevents undesirable ones (action valence). The valence of both the situation and the action, defined by the concept of "value", plays a role in determining the valence of the outcome. This refers to the hierarchy of values that represent the attractiveness of potential consequences arising from the situation or as a result of the action's outcome [20].

According to the A. Bandura's theory of motivation focuses on self-confidence, anticipation, and expectation of success; special attention is paid to the ability of an individual to acquire and use the knowledge and skills necessary to achieve significant results. The researcher points out that a person only expects the desired result when they are confident in themselves and believe in their efforts' effectiveness. However, such confidence does not arise by itself. Knowledge about one's capabilities is formed on the basis of the experience gained, i.e., the past experience. In every person's life, there are circumstances and events similar to those that have already occurred, and this gives them the basis for awareness of their strengths and capabilities, which is the basis for the emergence of confidence or lack of confidence.

The waiting process reflects conscious or unconscious priority needs in the personality structure. Before or during the satisfaction of the need, the sergeant, being in a state of expectation, mentally forms an image of the future result, which acts as an impetus to activate the relevant motivational process, which encourages him to make a decision and choose the means of satisfying the priority need. It is difficult for a person to understand the specific motives for their activity, which are mostly incompletely understood [15; 18]. The individual can always rationally explain the reasons for their behavior and actions, although they cannot always determine the true motive. Being connected with consciousness, motives are psychologically embodied in a special form – the emotional coloring of actions.

A conscious, emotionally colored motive that directly affects the state and content of an individual's

expectations related to professional growth is considered to be interest – a motive that manifests a cognitive need. For sergeants, interest is important from the point of view of a deeper understanding of the specifics of military activity. Satisfaction of interest usually leads not to its extinction but to internal restructuring, enrichment, deepening of interest, and emergence of new interests that correspond to a higher level of cognitive activity. Thus, interests act as a constant motivation in the mechanism of cognition, including as a person's motive to deepen knowledge and, at the same time, as a person's desire and aspiration for professional growth and realization of their abilities in a particular professional field.

A motive can be unconscious if the awareness of the need does not align with the actualized deficiency, which causes dissatisfaction, i.e., the person does not know the reason for their behavior. One of the unconscious motives that influence the process of sergeants' expectations is attitudes – a state of readiness of a person to be active, which will ensure sustainable activity aimed at satisfying a specific need. By accumulating experience, an attitude mediates the stimulating influence of external conditions. The main functions of the attitude in the context of activity are to ensure its steady and purposeful course and to free the individual from the need to make decisions and control their actions under known conditions. Being motivated by their own needs, sergeants are guided by their attitudes when satisfying them through a specific action, which forms their perception of the future result and their psychological readiness for it in the professional development process.

An important factor that influences a person's expectations in the professional development process is the presence of hope for a positive desired outcome, i.e., the correspondence of one's ideas about the desired activity to its immediate content. In general, hope is a special emotional state that inspires a person to believe in the existence of a personal perspective. The state of hope can stimulate the sergeant to be positive and offset the negative, so hope takes a leading place in the sergeant's perceptions of professional activity during the activation of expectations. The opposite state of hope is the state of hopelessness and doom, which mainly occurs when there is a discrepancy between the imaginary and the real and causes disappointment, resulting in the emotional and professional burnout of sergeants.

The discrepancy between professional reality and the expectations of a military professional causes a crisis of professional expectations. The experience of this crisis is expressed in dissatisfaction with the organization of work, its content, job duties, condi-

tions, etc. The likelihood of developing a crisis of professional expectations for a sergeant may increase in the following cases:

- monotonous work (especially if its meaning seems questionable);
- investing large personal resources in work due to a lack of recognition and positive evaluation;
- strict regulation of work hours, especially if the deadlines are unrealistic;
- tension and conflict in the professional environment, lack of support from colleagues, and excessive criticism;
- insufficient conditions for personal expression at work, when innovation and experimentation are not encouraged but suppressed;
- work without the possibility of further training and professional development;
- unresolved personal conflicts;
- dissatisfaction with the profession, based on the awareness of the wrongness of its choice,
- inconsistency of one's abilities with the profession's requirements, the effectiveness of one's work, etc.

Notably, the subjective experiences of a person accompanied by adaptation disorders can be considered a tendency to experience acute failures, excessive anxiety, increased feelings of guilt with a self-critical attitude towards their shortcomings, self-doubt, and a decrease in optimism and activity. At the stage of professional development, a military specialist adapts to social and professional norms, conditions, processes of professional activity, further self-determination in the chosen profession, self-awareness of the correctness of the choice of professional path, coordination of life and professional goals and attitudes, formation of significant personality traits of a professional, development of professionally important qualities, special abilities, emotional and volitional qualities. The professional development period is significant, as the success of its completion determines the further career development of the sergeant.

A sergeant's adaptability is reflected in their level of satisfaction with their position, chosen profession, duty station, work content, outcomes, and the organizational, material, and psychological conditions of service. A sergeant's attitude to their professional activity is characterized by emotional well-being, which includes the tone of individual mood and the severity of emotional stress. At the same time, high energy potential is most important in activities that require mobility, rapid adaptation in new situations, mastering new skills, and actions in conditions where the ultimate success or failure is not yet determined and is closely related to individual activity.

High-quality and productive work often leads to a person outgrowing their profession: dissatisfaction with oneself and one's professional position increases, the dynamics of experience, inertia in professional development, and the need for self-affirmation cause protest and dissatisfaction with professional life. A military specialist, whether consciously or unconsciously, feels the need for continuous professional and career development. Without opportunities for professional growth, a sergeant may feel uncomfortable, experience mental stress, and consider changing their profession. The professional identity formed by this time suggests alternative career scenarios, not necessarily within the acquired profession. The contradiction between the desired career and its real prospects leads to the development of a professional career crisis. At the same time, the 'self-concept' is undergoing a significant revision, and adjustments are being made to the existing professional relationships. It can be stated that the professional development situation is being restructured.

To examine the regulators and sources of motivation for sergeants' professional development, the methodology "Diagnostics of Professional Motivation" was employed [21]. It is crucial to base the assessment of professional motivation on the importance of shaping the sergeant's identity as an active subject of their service, professional orientation, and value-driven desire for self-actualization.

It has been determined that the professional motivation of sergeants is linked to the evaluation of work results, internality in the field of professional achievements, and life goals. The manifestation of indicators of sergeants' professional motivation revealed that externally organized motivation is essential in professional activity. Sergeants also have difficulties explaining how to achieve results due to poorly developed skills in independent activity.

According to the study results, the intensity of motivation indicators among sergeants varies. The majority of sergeants with low scores were found on the life goals scale (36.1%). This data suggests that a significant number of sergeants struggle with effective internal goal-setting and long-term life planning, which hinders their ability to organize, plan, and manage their lives properly. Low scores on the performance evaluation scale (32.6%) characterize NCOs' belief that they do not receive fair rewards for their work. Such data indicate that a significant number of sergeants do not receive fair rewards for their work, and service members do not know how effective they are. Accordingly, their interest in work is significantly reduced; they do not seek to improve their skills, personal development, etc.

Low results on the internality scale in the area of professional achievements (31.2%) indicate that sergeants struggle to explain the reasons and ways of achieving a particular result due to underdeveloped skills of independent activity.

The low percentage of general activity (34.4%) indicates underdevelopment of qualities such as determination, concentration, self-control, ability to assess goals adequately, and ability to seek information essential for professional activities actively. This conclusion is also confirmed by the low scores on the scales of professional aspirations (33.6%) and professional interests (32.5%) of the questionnaire.

In our opinion, this is primarily due to the ongoing process of formation of sergeants' professional identity during their career development. The subjective image of professional activity, the image of oneself as a professional in it, decisively affects the performance of activities. Until this image has acquired a coherent form, the sergeant's personality does not have a formed vision of their prospects and directions of development in professional activity, which does not allow professional activity to become a leading

motivational factor. In addition, the NCOs' vision of their prospects, professional plans, ways to implement them, resources needed for this, and the awareness that achievements in their professional activities depend only on their efforts and abilities are somewhat idealistic.

Conclusions. The development of a worker primarily involves enhancing their ability to understand their activities, independently derive meaning from their work, and seek ways to improve it. The activation of the meanings of professional activity is based on the motivational mechanisms of professional realization of the individual. During their professional development, sergeants anticipate the outcomes of their actions and strive to predict them mentally. The content of professional expectations of sergeants to a certain extent lies in the structural and dynamic development of them as subjects of professional formation, which occurs on the basis of transformation of the motivational structure of the individual, formation of its professionally oriented substructures and professionally essential qualities that ensure the implementation of professional activity.

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