STRUCTURE OF MOBILIZED BORDER GUARD’ PSYCHOLOGICAL READINESS TO COMBAT OPERATIONS

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Abstract: The main approaches to the study of psychological readiness of servicemen to the implementation of service activity under the influence of conditions of warfare are analyzed in the article. The complexity, ambiguity and multidimensionality of this phenomenon and semantic aspects of the structural components of different models of psychological readiness, the structural components of readiness of mobilized military units of the State Border Guard Service of Ukraine (SBGSU) for implementation of service activity under the influence of conditions of warfare are shown. Special attention was paid to the structure of psychological readiness of servicemen under the influence of conditions of warfare, models of psychological readiness.

Keywords: psychological readiness, structure of the psychological readiness, readiness for professional activities, State Border Guard Service of Ukraine.

Introduction
Since the beginning of military operations in eastern Ukraine commanders of military units faced the problem of exercising psychological training of mobilized military units of the SBGSU to the adverse conditions of war. The implementation of this basic task in the process of system training of mobilized military units under the influence of the formation of psychological readiness of servicemen is complicated by disabilities to replay true nature of combat. However, the psychological readiness of servicemen of mobilized units to exercise service activity under the influence of conditions of warfare is primarily based on their attitudes and beliefs, the ability to activate all reserves (psychological, physical, professional, etc.) in extreme situations and to control mental states in the required time, emotional settings, etc. Currently, psychological readiness of the servicemen of mobilized units to exercise service activity under the influence of conditions of warfare is the basic source of action in battle. Psychological readiness of the servicemen to exercise service activity under the influence of conditions of warfare is achieved by the targeted psychological training, which takes place on the stages of military training and education, as well as throughout the military service. Lack of research of the problem of formation of psychological readiness is associated with the special requirements of military trainings of mobilized units of the State Border Guard Service of Ukraine (SBS) to conduct combat and the need to enhance their psychological readiness to protect the state border under the conditions of warfare.

Analysis of recent research and publications
Psychological readiness of mobilized military units of SBGSU to the implementation of service activity under the influence of conditions of warfare within the functional approach can be observed as a willingness to work, vigilance, mobilization readiness and optimum working condition; as intrapersonal formation and the state of preparedness of the individual within the personal approach; readiness as availability of skills, individual quality, coherent manifestation of all aspects of the individual within the personal-activity approach; psychological readiness of servicemen as a holistic education system within the personal system-structural approach to the understanding of personality.

Thus, from the perspective of functional approach - psychological readiness of servicemen to exercise service activities is a condition of mental functions of the individual, aimed at providing the service and combat missions and includes psychological conditions of the successful implementation of selectively-perceived activity in performance, attitudes and psychophysiological state.

Within the personal approach, psychological readiness is considered as a result of training to exercise service activities and is represented as a multi-faceted personality formation that contains various properties, quality and conditions that allow the military to maintain high quality service and combat missions (Pen'kova N., 2015).
According to personal-active approach psychological readiness of servicemen is considered to be capabilities, coherent manifestation of all aspects of personality, which ensures the performance of service and combat activities, and according to systematic and structural approach to the understanding of individual, psychological readiness of servicemen is presented as a holistic system of personality formation based on the beliefs, moral and psychological qualities, behavior, practical skills and ability to perform quality service and combat missions. The absence of a single theory that would describe the features of mental activity and human behavior within extreme, dangerous and incompatible with the life conditions of existence and work, outlines the multidimensionality, the complexity and ambiguity of the studied phenomenon.

The article is aimed to outline the content and structure of psychological readiness of servicemen to implementation of service activity under the influence of conditions of warfare.

The main material research. While studying of psychological readiness for implementation of complex activities (D'jachenko M.I., L.A. Kandybovich, 1976), (Kondrashova L., 1987) select such structural components—motivational (updating the needs of personal and professional development and self-development); orientation (knowledge and understanding of the characteristics and conditions of professional activity and professional requirements for the individual); operational (possession of knowledge, skills, abilities, tools and techniques of professional activity); emotional (control of emotions and feelings in order to ensure the success and effectiveness); willed (self-control, the ability to control the actions and operations as a component of professional activity) and evaluative (self-esteem training and compliance tasks of professional activity optimum standards). In the structure of psychological readiness they outline: a positive attitude to work, professional features of perception, thinking, imagination and memory, emotional and volitional stability, professional abilities, skills and habits, depending on the conditions of performing service activity (Korolchuk M., and Krainiu V., 2006).

It is noted that the structure of psychological readiness for professional activity are: touch individual organization; indicators that meet various performance conditions of professional activity; mental properties, states and stakeholder processes (Kuzmina N., 1967), (Moliako A., 1989).

A. Tarnavskaia considers psychological readiness for professional activities as integral structure, which includes three interdependent and interrelated substructures: functional (comprising components: motivation—motivation career choices, focus on the value of cognitive—knowledge of specialty, operating—availability of skills required to solve professional problems, modeling their own activities); emotional (readiness to solve problems, confidence, satisfaction with the state of the profession, job satisfaction); personal (professionally important personality qualities) (Tarnavskaia A., 1991).

Psychological readiness by L. Zakharova is a manifestation of emotional and conscious reflection entity formed complete psychological support and professional activity and includes the target component (availability of modes with the choice of priority professional goals with regard to the urgent needs of ongoing activities), which moves in motivation (needs to update in personal and professional development); regulation (the ability to self-regulation in the process of professionalization), which should move into operational (knowledge and skills to use means of implementation) (Zaharova L., 2004). Psychological readiness for S. Mul is personal formation, which contains intrapersonal component, which is described in terms of dispositional units on the one hand, and the situational component that is updated in extreme situations of activity—on the other. (Mul S., 2010)

Three-component model of psychological readiness adhere Tomchuk (motivational, emotional and professional components) (Tomchuk M., 2010), A. Bozovic (cognitive, regulatory and personal-semantic components) (Bozhovich E., 1999). B. Adam, C. Hall and M. Thompson in the Canadian model of individual psychological readiness of servicemen to the implementation of service activities include the following three components: organizational factors that are the result of professional training factors that are the result of personal assistance programs (Castro. C., Huffman. A., Dolan. C., Bienvenu.R. and Adler. A, 2000).

A four-component model of psychological readiness offers A. Dobrianskii (motivational, cognitive, operational, procedure-operational and procedural readiness) (Dobrijanski O., 2012), V. Varvarov (reflective, motivating, managing and regulating components) (Varvarov V., 1974), Karamushka L. M. (motivation, cognitive, operational, personal components (Karamushka. L. and Fil O., 2016).

A six-component model of psychological readiness is proposed by L. Kondrashova, who offers to examine the phenomenon through the study: motivation, moral orientation, cognitive-operational, emotional, volitional, and psychophysical evaluation of its components (Kondrashova L., Druz Z., Bilokonna N. and Mishnik Z., 2009).

It is necessary to note that psychological readiness of servicemen to the implementation of service activity under the influence of conditions of warfare is the psychological basis of their action in the battle, which helps them to manage their own psyche and operate effectively in difficult situations. Combat conditions can disrupt or mobilize troops. Therefore, servicemen with high psychological readiness to operate in conditions of war are able to raise the level military activity, professional readiness, higher sense of self and use techniques and self-care for the needs of subordinates and others.

In the face of mortal danger, many soldiers show lesser known features of mind and body reserves. That is why the officer has to skillfully mobilize and support senses of subordinates, dictated by military reasons and problems (Yagoupov V., 2004).

Therefore, psychological readiness of servicemen to the implementation of service activity under the influence of conditions of warfare also appropriate to decide from the point of view of the skills of safe behavior and interactions in the fighting.

So, in the structure of psychological readiness of special subdivisions of MIA of Ukraine Y. Bondarenko provides: understanding their needs and the needs of society and the staff, settled tasks, awareness objectives and assessment of performance conditions, updating personal experience; definition and choice based on experience and assessment of the conditions most likely ways to perform tasks; prognostication; assessment of intellectual, motivational, emotional and volitional processes and correlate them with their own abilities; mobilization of forces under the terms and objectives of the activity (Bondarenko Y., 2011). Yuri Golovanov identified the main components of psychological readiness of employees of the Interior Ministry special forces motivational, volitional, cognitive, regulatory and typological (Golovanov Y., 2001).

Alexander Kolesnichenko distinguishes five components in the structure of psychological readiness of firefighters: cognitive (knowledge, skills, techniques and means of understanding the goals, ideas about possible difficulties and conditions of implementation, etc.), motivation (motivation for success, awareness of the importance service tasks, responsible duty, etc.) willed (perseverance, determination, endurance, stress, emotional and volitional stability, etc.), typological (type of nervous system, strength and steadiness of nerve processes, neuro-psychological stability, self-control, adaptive capacity), regulatory (the ability to manage their own emotions, behaviors and conditions, self-control) (Kolesnichenko A., 2011).

In the structure of psychological readiness of future officers of border engineering teams to the success of professional activities L. Mahotnyuk identifies three components: motivational value (selective focus on professional activities), cognitive (system of knowledge necessary for successful activity) and operationally-activity (ability of the individual to the effective performance of their functions (Mahotnyuk L., 2006).

N. Pen’kova identifies five components: motivation duty (as a driving force activity-based public awareness of the importance of activities carried out and characterized by the ability to rise above the problem situation and their own selfish needs, with a focus on the appropriateness of action to achieve its objectives in the implementation of activities and personal responsibility for its outcome), professional endurance (developed volitional and intellectual qualities that provided constitutional features and provides the ability to perform activities of complex stressed conditions, awareness, reflection, self-esteem-building stress), professional collaboration (the ability to attract additional resources of their own social environment, for example, rely on friends, their support for the implementation of the objectives through the creation of a joint anti-stress potential), professional competence (availability of professional knowledge and skills, the ability to evaluate the professional situation adequately, the reliability in the performance of service and combat activity), self-mobilization (volitional efforts and ability to enhance and mobilize internal and external resources necessary to perform the service and combat missions) (Pen’kova N., 2015).

In the structure of psychological readiness of servicemen V. Yagoupov distinguishes four elements: motivation (the desire to overcome the challenges of the future battlefield and understanding of the need to overcome them, the assessment of their capabilities to manage mental states and actions based on experience); cognitive (awareness of purposeful activity in extreme conditions of combat situation); emotional (feelings of self-doubt or in their own willingness to overcome the difficulties of the modern battlefield, the ability to manage their own emotional and
volitional processes in extreme conditions); willed (the ability to overcome the challenges of the modern battlefield) (Yagoupov V., 2004).

Australian model of psychological readiness of the military has the following structural components: individual readiness as ability motivated to perform military missions, the collective willingness of both: the ability of soldier to work in groups, to effectively perform the tasks measuring readiness as tactical skills, operational reliability of the equipment, etc., readiness to battle simulations in collaboration with the group and forming a readiness for adoption and submission to the leader, creating trust and emotional support, leadership, overall well-being, confidence, etc. (Fogarty M., 2016).

There are six components of psychological readiness of the US Army soldier in the American model: commitment to the company, "vertical connection" faith to leaders, general well-being, faith to yourself and weapons, job satisfaction, and five components of psychological readiness of commanders: military (combat) skills, discipline, critical control, "horizontal connection" (unity) and "vertical connection" (clear subordination) (Kirkland F., Bartone P. and Marlowe D., 1993).

So, the psychological readiness of the individual in science is seen as a multi-functional and dynamic phenomenon. Scientists in various fields of psychology distinguish from two to six basic substructures in the structure of psychological readiness for professional activity: the moral and psychological components (focus on professional activities, awareness goals of the needs and interests of the individual) and specific personal and professional qualities that ensure quality performance professional functions (educational training, individual psychological characteristics).

Conclusions
Summarizing the approaches and achievements of modern research of psychological readiness of the individual to the professional activity, the structure of psychological readiness of servicemen to the implementation of service activity under the influence of conditions of warfare it is appropriate to separate the following components: individual-personal (cognitive, emotional and volitional, physiological, motivational the regulatory, operational) and psychosocial (interpersonal and professional component). Now, speaking about the problem of psychological readiness of servicemen to the implementation of performance in terms of fighting, it should be noted that scientists are not so much interested in semantic aspects of preparedness as a psychological phenomenon as applied aspect of the problem of its formation in the conditions of modern warfare.

Prospects for further research in this area are related to scientific research, development and justification of forms and methods of psychological readiness of servicemen to the implementation of service activity under the influence of conditions of warfare.

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