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PSYCHOLOGICAL BACKGROUND FOR AUTHORITY FORMING OF SPORTS COACHES

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In the article the mechanisms of forming of authority in the presence of certain conditions and factors obeyed by socio-psychological, social-perceptual, communicative, cognitive, organizational-managerial and acmeological patterns are described.

Our hypothesis is based on the assumption of the co-dependence of the expressiveness of the established authority of the coach, self-confidence and the ability to self-regulation. The article deals with two main aspects of this process: first, the creation of the ideal image of the self by the subject-coach, arising as a result of activity aimed at overcoming the contradictions between the I-concept of the subject and his image in others, and secondly, the process of image interaction, which results in a correction of the image in the direction of implementing the I-concept of the subject-coach in its correlation interactions with the I-concepts of other subjects in the system of social interaction.

Materials: a sample of the study participants consisted of 75 sports coaches, who took refresher courses based on the refresher training and retraining center of the National University of Physical Education and Sports of Ukraine.

Results: high scores on the "Level of authority" scale differ significantly in groups of people with low self-esteem confidence from two other groups (in individuals with high confidence in their own authority and from the intermediate group ($F(8,152)=4,86667, p=0,00002$)).

Conclusions: the psychological background of the formation of the authority of sports coaches is the awareness of their importance for the profession, knowledge of the theoretical bases of the development of the professional (sports) collective, the presence of communicative and organizational skills, the receiver's receptivity to the athlete's internal state, his personal value-semantic sphere, ability to timely and reasonably regulate relations between athletes and implement them in productive activities, perceptual skills, experience of empathy and pedagogical intuition.

Key words: *coach authority, professional image, sport activity, I-concept.*

Моспан М.О., Ковальчук В.І. ПСИХОЛОГІЧНІ ОСНОВИ ФОРМУВАННЯ АВТОРИТЕТУ СПОРТИВНИХ ТРЕНЕРІВ

У статті розкриті відповідні механізми формування авторитету за наявності певних умов і факторів, а також із підкоренням соціально-психологічним, соціально-перцептивним, комунікативним, пізнавальним, організаційно-управлінським та акмеологічним закономірностям.

Наша гіпотеза полягає в припущенні про співзалежність вираженості сформованого авторитету тренера, упевненості в собі та здатності до саморегуляції. У статті розглянуто два основні аспекти вказаного процесу: по-перше, створення суб'єктом-тренером ідеального образу себе, що виникає як результат діяльності, спрямованої на подолання суперечностей між Я-концепцією суб'єкта та його образом в інших; по-друге, процес іміджевої взаємодії, у результаті якого відбувається корекція іміджу в напрямі реалізації Я-концепції суб'єкта-тренера в його кореляційних взаємозв'язках із Я-концепціями інших суб'єктів системи соціальної взаємодії.

Матеріали: вибірку досліджуваних склали 75 спортивних тренерів, які проходили курси підвищення кваліфікації на базі центру підвищення кваліфікації та перепідготовки Національного університету фізичного виховання і спорту України.

Результати: високі показники за шкалою «рівень авторитету» достовірно розрізняються в групах осіб, що характеризуються низькою впевненістю у власному авторитеті, від двох інших груп (в осіб із високою впевненістю у власному авторитеті та від проміжної групи ($F(8,152)=4,8667, p=0,00002$)).

Висновки: психологічними основами формування авторитету спортивних тренерів є усвідомлення його значення для професії, знання теоретичних основ розвитку професійного (спортивного) колективу, наявність комунікативних та організаційських здібностей, сприйнятливості тренера до внутрішнього стану спортсмена, його особистісної, ціннісно-сміслової сфери, уміння своєчасно й обґрунтовано регулювати відносини між спортсменами та реалізовувати їх у продуктивній діяльності, перцептивні вміння, досвід емпатії та педагогічної інтуїції.

Ключові слова: *авторитет тренера, професійний імідж, спортивна діяльність, Я-концепція.*

Мосъпан М.А., Ковальчук В.И. ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ АВТОРИТЕТА СПОРТИВНЫХ ТРЕНЕРОВ

В статье раскрыты соответствующие механизмы формирования авторитета при наличии определенных условий и факторов, а также с подчинением социально-психологическим, социально-перцептивным, коммуникативным, познавательным, организационно-управленческим и акмеологическим закономерностям.

Наша гипотеза состоит в предположении о созависимости выраженности сформированного авторитета тренера, уверенности в себе и способности к саморегуляции. В статье рассмотрены два основных аспекта указанного процесса: во-первых, создание субъектом-тренером идеального образа себя, что возникает как результат деятельности, направленной на преодоление противоречий между Я-концепцией субъекта и его образом в других; во-вторых, процесс имиджевого взаимодействия, в результате которого происходит коррекция имиджа в направлении реализации Я-концепции субъекта-тренера в его корреляционных взаимосвязях с Я-концепциями других субъектов системы социального взаимодействия. Выборку испытуемых составили 75 спортивных тренеров, проходивших курсы повышения квалификации на базе центра повышения квалификации и переподготовки Национального университета физического воспитания и спорта Украины.

Результаты: высокие показатели по шкале «уровень авторитета» достоверно различаются в группах лиц, характеризующихся низкой уверенностью в собственном авторитете, от двух других групп (у лиц с высокой уверенностью в собственном авторитете и от промежуточной группы ($F(8,152)=4,8667$, $p=0,00002$)).

Выводы: психологическими основами формирования авторитета спортивных тренеров являются осознание его значения для профессии, знание теоретических основ развития профессионального (спортивного) коллектива, наличие коммуникативных и организаторских способностей, восприимчивость тренера к внутреннему состоянию спортсмена, его личностной, ценностно-смысловой сферы, умение своевременно и обоснованно регулировать отношения между спортсменами и реализовывать их в продуктивной деятельности, перцептивные умения, опыт эмпатии и педагогической интуиции.

Ключевые слова: авторитет тренера, профессиональный имидж, спортивная деятельность, Я-концепция.

Introduction. Today, sport is a multifunctional and diverse phenomenon of interpersonal interaction, which occupies a significant place in the physical and spiritual culture. It is aimed not only at identifying human capabilities, but also at social and public development of the individual engaged in sports activities. New trends in the creation of a topical professional higher education space make it possible to form a new style of behavior of sports coaches, which would positively satisfy the requirements of the present phase of social development [4; 9; 10].

The task is actual due to the need to study the possibilities of formation and management of the professional authority of sports coaches, as well as the inclusion of research results in the process of education of future coaches and specialists in the field of "man – man", taking into account that the phenomenology of professional authority involves an orientation towards a positive assessment of the subject – coach by an object – athlete. It should be noted that the personality of the coach, his professional qualities, his pedagogical skills and the peculiarities of communication are important levers of influence on the formation of athletes' personality and successes [1; 3; 15].

An analysis of the current practice of professional education in the field of physical culture and sports shows that currently the methodological foundations of the formation of the authority of the coach are not suffi-

ciently developed. This was reflected in the existing contradictions: firstly, between the objective need of society in education coaches with formed authority base and insufficient theoretical and practical study of this problem, and secondly, between the need for purposeful formation of personal and social components of authority in future professional coaches and the existing practice of coach education.

These contradictions have identified the task of the research, which is to identify psychological factors that can overcome the inconsistency of the necessary and real levels of the formation of the authority of the coach between the specialists in physical culture and sports.

The main hypothesis of the study is that the formation of the bases of the authority of the coaches will be effective and will take a guided nature if you discover the structure and psychological components of the authority of the coaches. We also note, that when organizing the pedagogical process it is necessary to rely on personality-oriented, acmeological and subjective approaches to the formation of a set of personal qualities, abilities and skills that determine the authority of the coach. The purpose of this study is to identify and justify the psychological bases of authority of sports coaches.

Analysis of research and publications. Beginning in 2004, under the auspices of the Aligning a European Higher Education Struc-



ture in Sport Science (AEHESIS) and European Coaching Council, a subcommittee of the European Network of Sports Science, Education and Employment (ENSEE), the project of formation of uniform educational standards for the training of coaches in various sports is being implemented. In accordance with the Convention on the recognition of the competence and qualifications of coaches, three main categories have been developed and approved: the initial, basic stages of education and the stage of sport improvement. Today, in Europe, professional characteristics of coaches of different levels of training are developed, taking into account functional rights, responsibilities and ethical standards [2; 6; 8; 11].

In identifying an interdisciplinary interpretation of the notion of “authority” and the specifics of the sociological approach to the study of this phenomenon, it is expedient to use the development of foreign and domestic psychology and sociology. Scientific literature on the mentioned research problem can be classified in the following directions.

The first direction is represented by the works of P. Berger, P. Bourdieu, M. Weber, I. Hoffmann, R. Merton, P. Sorokin, and others containing the conceptual foundations of the sociological study of social relations, as well as works by N. Luman and T. Parsons, in which universal models of structural-functional and system analysis are described [2; 5; 12; 14]. Ideas and views of the named scientists allow to determine the social essence, place and role of the authority of the subject of professional activity in the system of social relations, in particular, in sports practice.

The second direction is the research of foreign scientists, the subject of study of which is the phenomenon of authority in market socio-economic conditions. Among foreign scientists who studied the authority of representatives of different professions were such scientists as F. Baur, P. Bird, P. Weil, and others.

The third direction is the research works of domestic scientists, which reveal the practical aspects of the formation and functioning of the authority of the individual, the focus is on the development of universally effective methods of self-presentation of the subject of professional activity. It also includes works devoted to the study of attributes, functions and mechanisms for constructing the authority of political figures, organizations, institutions, leaders, educators and educational institutions [7; 10; 13].

The fourth direction includes the research work of the representatives of the scientific-applied branch of human studies – pedagogical psychology, which arises at the junc-

tion of sociology, psychology, philosophy and a number of other scientific disciplines, which study the patterns of the formation of the authority of the personality in the pedagogical process, its functioning and management.

The fifth direction covers the research work of scientists who consider various aspects of the system of social interaction of the coach and his wards [4]. In them the subject of study is mainly the general laws and trends of the process of socialization of the coach personality as a representative of a specific socio-professional group that carries out professional activities in certain socio-cultural conditions, as well as general principles and methods of scientific analysis of the personality of a specialist.

Investigation of authority at a conceptual level took place in several directions: the relationship of authority and style of leadership (V.G. Afanasyev, E.E. Vendrov, A.G. Kovalenko, A.M. Omarov, etc.), authority as a social role (A.A. Bodalev, V. Denenmeier, etc.), authority and power structures (R. Berstedt, M. Weber, D. Iston, B. Russell, R. Friedman). This allowed to reveal the structure of authority, and to highlight the general laws of its formation in various activities.

Development of the authority of the sports coach. It should be noted, that the motivation of athletes, which must be formed in certain pedagogical conditions, is an important factor in achieving success. An important condition for achieving the required level of motivation is the corresponding level of authority of the coach. In turn, the authority of the coach is a leading factor in the effectiveness of sports activities of athletes. Its formation is conditioned by the professional qualities of the coach, professional image, social positions and achievements of the pupils [1; 9]. The structure of the authority of the coach is a set of the following components of activity: professional (the ability to identify and develop gifted athletes, purposefully form a team, identify team leaders, etc.), personal (value orientations, personal achievements in sports, culture of language and communication), social (the implementation of the coach of social roles, communicative activity). Each of these components is represented by cognitive, motivational-value, and activity content.

The main motivators for the development of the authority of the sports coach are his personal development (responsibility, new experience, opportunities for education, feedback), the feeling of involvement (presenting of information, consultation, joint decision-making, communication), interest and challenge (interesting projects, feedback on progress towards the goal). To succeed in

solving these difficult tasks, the coach must be able, on the one hand, to use for the formation of the team regularities of the group activity of this sport and, on the other hand, to know the typological features of each player's personality and be able to individualize his training and sports activities in the light of this typology [8; 12; 14].

Of particular relevance to the coach sports activity is its competitive component, its ability to achieve a sporting result, which in general acts as a system-generating factor for all the activities of the coach, individual athlete and the team as a whole [5; 10; 11; 15]. A major role in this is, first of all, the game, strategic and tactical thinking of the coach, his ability to plan the preparation of players and teams for the competition, conducting intelligence and operational analysis of current competitive information, flexibility of thinking and persistence in the implementation of the game plan, high communicative skills, ability to inspire players.

The analysis of scientific data suggests that the psychological background of the formation of the authority of the sports coach lie in the establishing relationship of trust, as evidenced by empirically established stable relationships between the characteristics of trust and the authoritative characteristics of the coach [13]. The theoretical analysis of research of this phenomenon makes it possible to make conclusions about two main aspects of this process: first, the creation by the subject-coach of the ideal image of himself, arising as a result of activity aimed at overcoming contradictions both between the I-concept of the subject and his image in others, and within the very I-concept; and secondly, the process of image interaction, which results in a correction of the image in the direction of implementing the I-concept of the subject-coach in its correlation with the I-concepts of other subjects of the system of social interaction. The process of forming authority in the presence of certain conditions and factors, subject to socio-psychological, social-perceptual, communicative, cognitive, organizational, managerial and acmeological laws, is realized with the help of appropriate mechanisms [10].

The authority of the coach in the eyes of athletes is recognition of him the right to make responsible decisions in different situations of joint activity, as well as the importance of the professional and personal qualities of the coach. The core of the formation of authoritative relations in the process of training activities is the personality of the coach, his professional competence, the formation of professional-important personal qualities

and social position [6; 9; 14]. Thus, we can distinguish three components of authority - professional, personal, and social.

Criteria for the professional competence of the sports coach. The prerequisite for optimization of authority is an intersubjective approach, based on the principle of feedback, which is interpreted as the main driving mechanism of socio-psychological influence. Formation of the personal authority of the sports coach in the minds of other people is formed only in the process of activity in its broad sense: how active interaction with the surrounding reality, aimed at achieving goals, meeting their needs and interests, as well as the requirements of society. Activity, due to conscious processes of the human psyche, has a social character [1; 3]. Indeed, all socially significant communications take place in the process of activities, as a result of which the psychological and social aspects of determining the authority of the coach are formed.

The basis of the formation of highly professional coach's skill is the integration of the three main blocks in his personality (on the basis of the main system-creating factor - the sports results of the activity): deep knowledge of nature and the content of the subject, practical skills and abilities of conducting the training process and the ability to achieve the goal in competitive activities. The improvement of the training process should be aimed at finding algorithms for programmed learning and standardization of pedagogical technology to increase the intensity and efficiency of the pedagogical process [6]. The psychological and pedagogical basis for the improvement of the methodology of motor learning is the search for supporting key elements and chains structured in the action plan.

In addition, the content and structure of activities, its goals and motives affect the course and development of the mental processes of the coach, and external changes of material actions form internal, ideal actions, carried out mentally, providing comprehensive communication and orientation in the surrounding world. It is important to understand that authority is a functional entity, it is modeled to solve certain problems, and depending on them, it can be implemented in its various demonstrations [1; 8]. Therefore, at the pedagogically-applied stage of the transformation of the authority of the sports coach must be defined goals and objectives, developed a certain set of activities aimed at forming the necessary characteristics, which can only affect certain elements of the formation of authority or one way or another affect all its levels.



Psychological and pedagogical conditions for the formation of the authority of sports coaches are: organization of the educational process of special physical training at the level of subject-subject relations, which creates the prerequisites for the formation of athletes of adequate level of claims, humanistic orientation of interpersonal relationships in the team, providing equal opportunities for the development and becoming of athletes, developed special educational programs in the management of athletes their own development.

The axiological approach to the formation of the professional competencies of the coach at the present stage is oriented towards the achievement of developed countries [2; 10]. Target value orientations are associated with universal humanitarian priorities implemented through a system of continuous professional education. Innovations in the field of values of the contents of the sporting-educational process involve variability, the possibility of individualization of training components. In the field of procedural values, information and communication, creative, developing technologies of acquiring professional experience of the coach take the leading place.

Speaking about the criteria for the professionalism of sports coaches, the following groups should be distinguished among their entirety. First, these are objective criteria (characterizing the compliance of the specialist with the requirements of the profession). In the total number of objective criteria, in turn, stand out:

a) criteria connected with the normative indicators of the success of the activity (productive): productivity, quality, reliability, position in the team, in the system of interpersonal relations of the closest social environment, social status;

b) criteria characterizing the objective level of professional qualification of the subject, the development of professional qualities (meaningful), as well as the character of activity carried out by a specific specialist in the subject of conformity of its technological side to socially acceptable methods and requirements of the profession. Subjective criteria that characterize the degree of compliance of the profession with the requirements of a specialist: the satisfaction of a specialist by the chosen profession, specialty, conditions of activity and achieved results, awareness of their selves as representatives of a certain profession, professional identity, etc.

Psychological components of the authority of the sports coach. It should be mentioned, that each psychological component of the authority of a sports coach in-

cludes a cognitive, motivational-value and activity block. Cognitive contributes to the development of a system of scientific and practical knowledge in the field of building authoritative relationships in the training process and beyond, contributes to understanding the importance of the formation of a coach authority for the effective implementation of the training processes, education and socialization of the personality of athletes, as well as mastering the future specialists of the foundations of authority [8; 10; 12; 15]. Motivational-value block helps to realize the importance of purposeful development of all components of authority, building authoritative relationships in the process of professional activity, continuous improvement of their meaningful personal and professional qualities. Activity block allows to master the system of practical skills and skills to plan, build and analyze interpersonal relations in the training process, to form authority, to analyze conflict situations, to find ways to solve them, to develop a culture of speech, style of activity, communication and behavior, to improve professional image on the basis of active life position.

Methods and procedures of research.

According to the above hypothesis, the following methods were used in the study:

- the Questionnaire "Thoughts and patterns of behavior" (Adapting the Questionnaire by M. Cooper, H. Todd, R. Woolrich);
- I-structure ISTA G. Ammon test;
- psychodiagnostic method "PMOQ" (protective mechanisms of personality of questionnaire of V.A. Negrii and D.A. Titkov).

The sample of the study consisted of 75 sports coaches, who passed advanced training courses based on the training and retraining center of the National University of Physical Education and Sports of Ukraine.

The variable "the formation of authority" was translated into a rank variable (by criterion quantiles). Using this scale, the subjects were divided into three groups according to the criterion of "self-determination of the level of authority":

- 18 people who considered their authority sufficient for successful professional activities (group a);
- Intermediate group - 37 people (group b);
- 20 people who considered their authority insufficient (group c).

Dependent variables were Self-Confidence (A1) and Self-Regulation Ability (A2).

The positive correlation between the "Level of authority" scale and the "self-confidence" scale ($R=0,46$, $p<0,05$) has been revealed, and the direct correlation between the "Authority level" scale and the "Self-regulation Ability" scale ($R=0,27$, $p<0,05$) has been

revealed. In addition, the correlation between the "Self-confidence" scale and the "Self-regulation Ability" scale ($R=0,39$, $p<0,05$) was found.

High scores on the "Level of authority" scale differ significantly in groups of people with low self-confidence from two other groups (in individuals with high confidence in their own authority and from the intermediate group ($F(8,152)=4,8666$, $p=0,00002$)).

After receiving these results, a training was conducted to increase the confidence of the subjects being studied. This is one of the methods related to behavioral therapy and includes:

1) learning responses – that increases confidence through simulation (both open and hidden) and instructing, with attention paid to both the verbal and non-verbal component of confident behavior;

2) calling for a new relevant reaction using role play, rehearsing behavior and training;

3) fixing new forms of behavior through feedback, criticism and leadership;

4) cognitive restructuring – the challenge of irrational beliefs that interfere with the manifestation of greater self-confidence, finding new information that enhances confidence;

5) generalization of experience – an attempt to introduce new forms of behavior in real life and apply them in various situations.

A comparative analysis of the status of participants in group b and with the use of confidence-building training on a statistically significant level showed the following changes: among group b members, the number of people with a high level of self-determination of authority increased by 62,3%, in group c by 50,4%.

Conclusions. Professional activity of the coach is connected with the processes of education and socialization of the individual and aimed at the comprehensive and harmonious development of the individual. This judgment allows to identify several areas of professional activity of the coach, which together reflect all the diversity of the profession: coach-teacher (organizes the education process); coach-organizer (combines the process of organizing and conducting training sessions, competitions, sports meetings, etc.); coach-personality (reflects the personal coaching qualities and the process of forming the personality of the pupils).

The building of authoritative relations is based not only on the deep theoretical knowledge and practical skills of the coach, his conscious desire to form a personal level of his authority, but also to recognize the importance of these relationships by pupils. So, the coach in his professional activities should focus not so much on his desires, but on the needs of

pupils. Only due to the competent combination of activity professionalism and professionalism of the individual with the subject-subject relations within the training process, the coach can expect on the formation of true authority.

The authority of the coach is a leading factor in the effectiveness of sports activities of pupils, which determines the impact of the coach on students, gives him the right to make decisions, express opinions, give advice. Its formation and development is possible only in the course of meaningful activity, because of its reflection in the consciousness of the subjects of the social significance activity and the value of those characteristics of the coach's personality, which are inherent to him as a member of the social community and as a subject of physical culture and sports activities.

The psychological background of the formation of the authority of sports coaches is the awareness of its importance for the profession, knowledge of the theoretical foundations of the development of the professional (sports) collective, the presence of communicative and organizational skills, the receptivity to the athlete's internal state, his personal, value-semantic sphere, ability to timely and reasonably regulate relations between athletes and implement them in productive activities, perceptual skills of the coach, experience of empathy and pedagogical intuition.

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ФАКТОРНА МОДЕЛЬ ПСИХОЛОГІЧНОЇ ГОТОВНОСТІ МОБІЛІЗОВАНИХ ВІЙСЬКОВОСЛУЖБОВЦІВ

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У статті представлено результати перевірки запропонованої нами теоретичної моделі структури психологічної готовності мобілізованих осіб до військової служби за допомогою факторного аналізу. Встановлено, що структура психологічної готовності мобілізованих складається з таких компонентів, як емоційно-вольовий, поведінковий, мотиваційний, особистісний, когнітивно-прогностичний, когнітивно-рефлексивний, соціально-психологічний, проблемно-орієнтаційний та соціально-діяльнісний.

Ключові слова: психологічна готовність, структура готовності, компоненти готовності, мобілізовані військовослужбовці, факторна модель психологічної готовності.

Никитенко А.О. ФАКТОРНАЯ МОДЕЛЬ ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ МОБИЛИЗОВАННЫХ ВОЕННОСЛУЖАЩИХ

В статье представлены результаты проверки предложенной нами теоретической модели структуры психологической готовности мобилизованных лиц к военной службе с помощью факторного анализа. Установлено, что структура психологической готовности мобилизованных состоит из таких компонентов, как эмоционально-волевой, поведенческий, мотивационный, личностный, когнитивно-прогностический, когнитивно-рефлексивный, социально-психологический, проблемно-ориентационный и социально-деятельностный.

Ключевые слова: психологическая готовность, структура готовности, компоненты готовности, мобилизованные военнослужащие, факторная модель психологической готовности, факторный анализ.

Nikitenko H.O. FACTOR MODEL OF PSYCHOLOGICAL READINESS OF MOBILIZED SOLDIERS

The article presents the results of testing the proposed theoretical model of the structure of psychological readiness of mobilized persons for military service by means of factor analysis. It was established that the structure of psychological preparedness of mobilized consists of such components as emotionally-volitional, behavioral, motivational, personality, cognitive-prognostic, cognitive-reflexive, socio-psychological, problem-oriented and social-activity.

Key words: psychological readiness, structure of readiness, readiness components, mobilized soldiers, factor model of psychological readiness, factor analysis.

Постановка проблеми. Військова діяльність, як і будь-яка інша, вимагає від людини насамперед морально-психологічної готовності до праці загалом, тобто розуміння нею необхідності виконувати свої службові обов'язки та готовності здійсню-

вати цю діяльність, удосконалювати себе заради збільшення продуктивності своєї діяльності. Вона характеризується високою динамікою, напруженістю, загрозою здоров'ю, невизначеністю та новизною ситуацій, суперечливістю інформації, дефіцитом