FORMATION OF PROFESSIONAL MOTIVATION OF CADETS OF STATE EMERGENCY SERVICE OF UKRAINE IN TRAINING PROCESS

Oksana Binetska
PhD in History, Associate professor of department of psychology of activity in special conditions
Cherkasy institute of fire safety named after Chornobyl Heroes of the National University of Civil Protection of Civil Defence of Ukraine

Abstract. The problem of studying the professional motivation of the individual is relevant to modern science, since it is a set of characteristics that describes the system of motives, values of a person which form him/her as a professional. In the field related to activities in emergency situations, this problem becomes of particular importance, since the performance of professional duties by a person involves a risk to the employee's life, responsibility for the lives of other people. That is why it is important to form professional motivation of cadets in the course of studying, that would enable him to carry out his professional duties on a high level and to continue professional development in the future.

1. Introduction
The problem of forming professional motivation of a person in the process of professional development is relevant, since this component is fundamental for his/her further development and becoming a specialist. It forms the basis for self-improvement of the cadet, helps to overcome the difficulties of the adaptation period, the educational process and enables them to achieve their goals. That high level of motivation forms a successful person with mediocre knowledge, and its absence leaves a talented student or cadet at a lower level than he/she could be. The problem of forming the professional motivation of cadets of State Emergency Service of Ukraine is especially important as the system of training, as well as the scope of their future activities, involves the presence of high motivation, which will form a highly skilled professional able to make decisions in stressful situations, take responsibility for the life of citizens and colleagues in the process of execution service tasks.

The purpose of this study is to analyze modern approaches to understanding motivation and empirical study of the level of professional motivation of cadets, the level of formation of professional components and their relationship in the training of cadets.

Understanding motivation as an element of personality, based on the achievement of various branches of science. Thus, the theory of biological intentions justifies the role and mechanism of motivation in the life of the individual by referring to their biological basis. Focusing on the fact that the dissatisfaction of the primary needs (hunger, thirst, need for oxygen) leads to the emergence of an appropriate need and the emergence of a biological impulse that stimulates the individual to take
action to eliminate the required component. Thus, the primary intention is a series of coordinated actions aimed at restoring balance.

The founders of cognitive theories of motivation are an indispensable component of the process of motivation as the choice and process of thinking.

Deci and Ryan explain the actions of the individual through an internal mechanism based on innate features. In their opinion, the most attractive to the individual the activities that develop his sense of competence.

Newton argues that the choice of actions of the individual is directed by the goals and plans for the future, while the motivating ones are not the goals oneselves, but the desire to achieve them [1].

Pavlov noted that the "reflex of the goal" is formed on the basis of the basic aspirations of the organism (hunger, sleep, etc.). These aspirations are the primary impetus for the purposeful activity. The works of S. Corlson, D. Berlyne, W. Mayer, K. Richter support this position.

According to Maslow's theory, the development of a person occurs on condition of satisfaction of basic needs. This is one of the main motivations of personality, and although basic needs are of a purely biological nature, but their satisfaction is the basis for realizing the needs of a higher order, such as cognitive and aesthetic needs and the need for self-realization.

Thus, the understanding of motivation is interdisciplinary, and therefore gives the possibility of a varied assessment of this phenomenon.

"The term motivation refers to factors that activate, direct, and sustain goal-directed behavior... Motives are the 'whys' of behavior—the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe" [4].

Professional motivation, as a kind, motivation is a motive that causes the personality's activity and determines its orientation towards the profession. It is worth mentioning that current research proves that the phenomenon of professional motivation is closely linked to the motives for choosing a profession. Accordingly, if the entrant knowingly and carefully chooses a specialty for studying, then his motivation will grow in the future, which will promote active self-improvement and successful development of the necessary knowledge, skills and abilities. Since, students with a high level of motivation often reach high levels, with low level of required inputs, and talented students with low motivation often achieve average results.

In the process of training the personality is the formation of a motivational complex consisting of different types of motivation (internal, external positive, external negative, etc.) and elements that significantly affect its quality (needs, expectations, value settings, incentives, external conditions. External motivation describes the determination of behavior in cases where the factors that it initiate and regulate, are outside the personality, or out of behavior. When the initiating and regulating factors become external, all motivation acquires the external character. For example, the student became more conscientious in fulfilling all his homework after his parents promised him buy a bike. Work on homework is externally motivated behavior in this case, because the orientation on lessons and intensity (in this case - fairness) are seted external to the learning factor: expectations of the promised bicycle.

It is universally accepted that the external motivation is based, first of all, on rewards, incentives, punishments or other types of external stimulation that initiate and direct the admired or inhibit undesirable behavior.

Internal motivation is a concept that describes the type of behavioral determination when initiating and regulating when its factors are localized within the
personality and directly related with the content actually behavior. Thus, according to Desi, internally-motivated individuals have no other incentives, except for own activity [1]. People are admired of this activity for the it own, but not for the achievement of external rewards. Such an activity is an end in itself, and not a means to achieve some other goal [3].

The necessity and importance of the formation of professional motivation in the process of studying was elaborated in the works of Zamfir, Rean, Ilyin, the dynamics of this process is presented in the scientific work of Ushakova [5], Shybrook [6].

Studying at an institution is one of the important stages in the formation of the individual. This development is primarily concerned with physiological maturation, socio-cultural and professional self-determination. Therefore, the consideration of the dynamics of professional motivation of the individual is inseparably linked to these elements and is the object of their influence.

It is worth emphasizing the relationship between the process of adaptation to training and the motivation of a cadet. Successful adaptation to learning is closely linked to the level of personality development and orientation. In this regard, modern scholars emphasize the need for psychological support for cadets in the initial stages of training in order to maintain a successful level of motivation for a cadet. So in the Kokun study [2], it was diagnosed that motivation for educational activity is an adaptively important component for university students.

Professional motivation of activities related to emergencies is based on individual characteristics of a person (temperament, character) and assumes the presence and further development of characteristics such as altruism, inclination to risk, active self-improvement.

The hypotheses of the study are the assumption that the professional motivation of the cadets of the first and fourth years has differences in orientation; the interpretation of the necessary professionally important traits by the students is specified in the learning process.

2. Results and discussion

In order to study the problem of forming the professional motivation of cadets of State Emergency Service of Ukraine in the process of studying, we conducted a study aimed at investigating the dynamics of changes in professional motivation and occupationally important traits (predisposition to risk) in the training of cadets. For this purpose, the chimes of the 1st and 4th year courses were tested (respectively, the 1st and 2nd groups).

To achieve this goal, we used the following methods, such as the author's questionnaire, the methodology for diagnosing the motivation of professional activity (authors K. Zamfir in the modification of A. Rean), Schubert's method "Diagnosis of preparedness for risk", the method of diagnostics of professional orientation of the individual (B. Bass).

The research was conducted on the basis of Cherkasy Institute of Fire Safety named after Chornobyl Heroes of the National University of Civil Defence of Ukraine. The study group consisted of 44 persons of the first year of studying (18 persons) and of the fourth year of studying (26 persons) of this educational institution.

The conduct of the questionnaire made it possible to distinguish the main reasons for the choice of cadets in this direction of vocational education, their perceptions of this area of activity, the basic personal characteristics necessary for the performance of the duties of the rescuer and the vision of their own professional future by the participants of the study.

Since professional self-determination, which is the main task of the youth age period, is an important step for the formation of the personality and it is very important
that the professional choice is carried out by the individual independently, based on the personal emotional importance of the profession, its conscious choice. The sources of information about the future profession and the object that influenced her choice are important in this context. The conducted research shows that the choice of the profession of first-year students was significantly influenced by various factors, including personal experience of an emergency, the transfer of professional experience by older generations, accidental interest in the profession, etc.. So, among the first-year cadets, the choice of profession was carried out independently (39%; n = 7), the family and professional family history made a significant impact on the choice of the future sphere of activity (33%; n = 6) and external factors (22%; n = 4). It is important to note that all of the first-year tuition-picked schools have highlighted the prestige and high level of knowledge, skills and skills that alumni receive in their learning process. The group of the studied persons of the fourth year showed similar tendencies and in most cases chose the profession based on their own preferences (69%; n = 18), family history (23%; n = 6), and other factors (8% n = 2). This tendency indicates a high personal interest in this area of activity.

The personal attitude to the profession also plays an important role in the professional development of a specialist. All participants of the study consider it prestigious and the one that will create conditions for a decent level of economic and social security, personal and professional growth in future.

The question “What factors contribute to the formation of rescue workers’ professional readiness?” obtained the following results. The first study group representatives mentioned practical and physical trainings (55% n = 10), personal traits of the character of the cadet (39% n = 7) and the ability to cope with stressful situations (5%; n = 1). The results provided by the second group of the studying indicate a similar tendency: high level of intellectual knowledge (38%; n = 10), practical and physical training (38%; n = 10) and stress persistance (23%; n = 6).

Answers to the question “What personal qualities, in your opinion, are needed for the chosen profession?” demonstrated a different level of understanding and perception of occupational rescuers. Thus, in particular, the representatives of the first group allocated courage (50% n = 9), endurance (33% n = 6), fortitude (28% n = 5). The representatives of the second group distinguished courage (35%; n = 9), resolve (23%, n = 6), intellectual skills (23%; n = 6), physical training (19%; n = 5) and decision-making speed (19%; n = 5). Thus, the vision of professionally important features is significantly different for cadets of the fourth year of studying and has a more applied character than for the first year cadets. This indicates that the cadets will understand the tasks they will face in their future professional life and the necessary personal set of qualities for their implementation, in contrast to the first group.

The question “How do you imagine yourself in 5 years?” is intended to diagnose the vision of their own professional future by cadets and to identify their professional ambitions. 12 (67%) cadets of the first group see themselves as professionally successful, 6 people (33%) have an uncertain view of future professional achievements. The results of the cadets of the fourth year of studying show clear plans for the future in 98% of cases. In particular, 14 (53.8%) people associate their future with service in leading positions, 10 (38.4%) – ordinary positions, 2 (7.7%) - with personal achievements (family). Thus, we can conclude that in the process of learning, the growth of cadets as professionals and the formation of a vision of their own place in the professional environment, for optimal realization of personal potential and opportunities.
Among the professionally important qualities of the future rescuer, the researchers are prone to risk (Ball, Discant, 2011, Kornilova 2010, Dolinkova, 2011). That is why the diagnosis of the level of inclination to risk was conducted in the studied groups. The obtained data demonstrates the tendency to reduce the risk level in the learning process. Thus, in the group I, the average rate is 12 points (an average level of risk inclination, but with a tendency to grow), while in the second group the average indicator is 6.8 points, which corresponds to the average level. This tendency confirms the statements of Schubert’s methodology for reducing the risk depending on the experience of the employee (cadet). It can be assumed that with the increase in the level of knowledge and skills in the process of training, the level of risk appetite will decrease, which, correspondingly, may indicate an increase in professional skills through the ability to make optimal decisions in the process of leveling out the consequences of emergencies.

Special attention should be paid to the study of the professional orientation of cadets according to the method of B. Bass. The diagnosis of the first group by this method revealed two dominant tendencies: "for activity" and "for own personality" (44%; n = 8 respectively), communication as the main motivation of professional activity was found in 1% (n = 2). Thus, the desire to achieve professionalism and high results in professional activity is the dominant trend for the future professional activity of first-year cadets.

The data of the research of the second group shows the dominant orientation of the cadets for the activity - 61.5% (n = 16), of whom 12 persons are orientated on their own personin the second place, which implies a tendency to rivalry, job ambitions, etc. For the remaining 4 people a second position is focused on communication. It shows the aspiration of the individual to establish and maintain social contacts, as well as the importance of social endorsement of the results of activity. The dominant focus on communication was demonstrated by 5 participants. Also, the result of the survey of 5 cadets was the dominance of self-orientation and communication.

Thus, the focus on activities and on their own professional achievements is the leading focus of the professional activity of the cadets of the fourth year of studying while the cadets of the first year equally demonstrate the desire to succeed in the professional field, the tendency to compete and focus on direct rewards, aggressiveness in their effort to achieve status.

The diagnosis of the motivation of professional activity of the second group (the method of K. Zamfir in the modification of A. Rean) revealed the dominance of the optimal motivational complex in 18 cases, the intermediate motivational complex in 8 cases. The situation in the first group is similar: 17 people showed the tendency towards the optimal motivational complex and only in one case the tendency of dominating negative motivation in the structure of activity was revealed.

Consequently, the cadets of the first and second groups demonstrate the presence of the optimal motivational complex, indicating a high level of internal motivation. In this case, for an individual, activity is valuable itself. Accordingly, the researched cadets have an optimal focus on the learning process as part of their future success in professional life.

3. Conclusions
Motivation in general and professional motivation, in particular, formed in the process of becoming a person, includes goals, needs, desires, expectations, external and internal incentives. In the process of studying in an institution of higher education, motivation improves and changes along with the personality of the cadet, helping
him/her to overcome the crisis stages in the education, set the desired goals and achieve them, form as a professional. The results of the study indicate that an important role in the success of the training is played by the motivation of entering the educational institution and the ability of the individual to independently choose the direction of future professional activity. In addition, as we see, there is a difference in the perception of the profession, professionally significant features necessary for the successful performance of duties, which changes in the learning process. From the generalized characteristics of a person of the first year of studying to the clearly formulated necessary skills during the fourth year of studying. It is worth noticing that the vision of one’s own successful professional future is also an element of motivation, which involves active work in the direction of self-improvement, extension of knowledge and skills.

The research revealed that motivation is changing in the learning process, along with the emergence of personal experience of overcoming professional learning situations, getting acquainted with all elements of life of the rescuer, physical activity and adaptation to them.

References:
[1] Edward, L. Deci and Richard M. Ryan (2008) Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. Canadian Psychology. (in English)
[2] Kokun, O. M. (2012) Psykhologiia profesijnoho stanovlennia suchasnoho fakhivtsia [Psychology of professional formation of a modern specialist]: Monohrafiia. – K.: DP "Inform.-analit. ahenstvo"
[3] Irkhina S. M. (2012) Osobystisno-oriyentovana paradygma profesiynoi pidhotovky pratsivnykiv organiv vnutrishnikh sprav [Personality-Oriented Paradigm of Police Officers’ Training ] : [naukovo-vyrobnychyy zhurnal] / S. M. Irkhina // Kadrovyi visnyk. № 1 (3) 2012. – K.: Natsional’na akademiya vnutrishnikh sprav Nevid J. S. (2013) Psychology: Concepts and Applications. Belmont, CA: Wadsworth Cengage Learning.
[4] Ushakova, I. M. (2014) Formuvannia profesijnii motyvatsii majbutnikh pratsivnykiv DSNS Ukrainy za chas navchannya u VNZ [Forming professional motivation of future employees of state emergency service of ukraine during the education in higher education establishments] // Problemy tsivil’noho zakhystu: upravlinnia, poperedzhennia, avarijn-iatuvat’ni ta spetsial’ni roboty. Zbirnyk tez Mizhnarodnoi naukovo-praktychna konferensiia. 2-3 zhovtnia 2014 roku. – Kharkiv, NUTsZU – S.331 – 333.
[5] Shybruk, O. V.(2014) Umovy formuvannia ta profesiina motivatsiia majbutnikh riativnykiv [Formation and professional motivation of future saviors] / Tekhnolohii rozvytku intelektu. - 2014. - T. 1, № 7. Retrieved 19 April, 2019 from http://nbuv.gov.ua/UJRN/tri_2014_1_7_13.