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STUDY OF PROFESSIONALLY IMPORTANT PERSONAL QUALITIES OF CADETS MAJORING IN PHYSICAL CULTURE AND SPORTS

The paper aims to study psychological qualities of cadets majoring in “Physical Culture and Sports”. The carried out correlation and factor analyses allowed to reveal the most significant indicators, in terms of their possible impact on the development of professionally relevant qualities of the cadets of the aforementioned specialty. According to the results of the correlation analysis, two groups of interdependencies were identified. The first one involved the following indicators: emotional stability, intelligence, courage, self-control, will, and professional skills. The second group of correlations was formed by such indicators as active life, health, perception of the beautiful, knowledge, tolerance to disadvantages, love, friendship, public recognition, and responsibility. According to the results of factor analysis the following 3 factors were identified out of the intercorrelation matrix of the studied indicators: intelligence, active life, high conscientiousness. On the basis of the study of personal qualities, a psychological profile of the students of the specialization “Physical Education and Sport in the Armed Forces” was developed according to the following sub-structures of the personality: psycho-physiological qualities, intellectual qualities, personality experience, personality consciousness, personality trait, personality orientation, communication peculiarities.

Keywords: *personal qualities, physical training, professional requirements, armed forces.*

Introduction

The analysis of the issue of determining important personal qualities of experts in the specialty “Physical Culture and Sports” in the Armed Forces shows that for the effective work in the field of physical training, military-special and physical trainings of the personnel are not enough, it is important that the psychological qualities of the personnel of the soldiers coincide with the requirements their profession chosen.

Given that physical training in the Armed Forces in its purpose, tasks, methods differs from other types of physical culture and sports activities, special attention should be paid not only to the professional development of the head of physical training, but also his/her personality traits.

When analyzing the European Qualifications Framework for life-long learning V. I. Luhovyi identifies 30 general competencies combined into the following three groups: instrumental, interpersonal, and systemic. Thus, the greater the human requirements for personality and real competence, the easier it is for higher educational institutions to fulfill their public mission [4].

In modern theories of professional development, it is noted that the success of professional activity depends on the extent to which personal qualities of a specialist correspond to the requirements of the profession chosen by him/her, how completely a person perceives the requirements, values, traditions, norms and rules of conduct, worked out in a certain professional environment [5, 7].

When choosing specialists in the field of physical culture and sports, the psycho-physiological selection of candidates is traditionally conducted. However, leading experts in the field of psychological selection pay special attention to the study of personal qualities, which greatly determine individual behavioral reactions and mental states, the readiness of military men for mastering weapons, military equipment and their effective use; experiencing physical activity, nervous-psyche stresses in extreme situations, which imposes special requirements to the head of physical training.

Aim and Tasks

The purpose of this study is to determine psychological qualities of personality of cadets majoring in “Physical Culture and Sports”.

The following tasks are set: development and verification of a diagnostic and correction technique in terms of assessment of personality traits of the students majoring in “Physical Culture and Sport”, drawing up a psychological profile of the personality of the students for obtaining this specialty.

Research Methods

The theoretical analysis of the issue of assessing personal qualities of the students necessary for receiving a degree in the specialty “Physical Culture and Sports” in the Armed Forces has shown that it still understudied, which is why a summative assessment is appropriate.

We believe that in the system of professional selection of military personnel it is necessary to include me-

thodical methods for assessing the qualities according to the substructures of personality developed by V. V. Rybalka (see Table 1).

The summative assessment involved 50 1st-year cadets and graduates of the specialty “Physical Culture and Sports” of the Military Academy (Odesa, Ukraine).

Table 1.

Methods of Studying Personal Qualities in Accordance with Personal Substructures

Personality Substructures (according to V. V. Rybalka)	Indicators of Manifestation	Research Method
1	2	3
Communication	Communication and organizational skills	COS test by B. Fedorishyn and V. Syniavskiy R. Cattell’s 16 Personality Factors Test
Focus	Terminal values Instrumental values	“Value Orientations” technique by M. Rokich
Character	Emotional stability / instability Consistency / inconsistency Suspicion / trustfulness Radicalism / conservatism Responsibility / irresponsibility Cheerfulness / pessimism Courage / timidity Severity / tenderness Practicability / dreaminess Hypothymia / hyperthyroidism	R. Cattell’s 16 Personality Factors Test
Self-consciousness	High behavior self-control Low behavior self-control Strong will / weak will	R. Cattell’s 16 Personality Factors Test Self-assessment of Willpower Test by M. Obozov
Skills (experience)	Work on oneself, efficiency in business, erudition Type of professional abilities	“Value Orientations” technique by M. Rokich Differential-diagnostic Questionnaire by Ye. Klimov
Intelligence	Spacious intellect / low intelligence	R. Cattell’s 16 Personality Factors Test

Research Results

According to the correlation analysis results, the interdependence between personal qualities of the students and their value orientations was found. The first group involves indicators that reflect the specifics of the character, intellectual sphere and volitional characteristics of the students: emotional stability, intelligence, courage, self-control, will and professional abilities. The level of emotional stability maturity positively correlates with the indicator “high consistency” ($r = 0.591, p \leq 0.001$) by Cattell’s 16 Personality Factors Test, indicators “tolerance” ($0.571, p \leq 0.001$) and “conformity proneness” ($0.583, p \leq 0.001$) according to the “Value Orientations” method by M. Rokich; the “intelligence” indicator positively correlates with “communicative abilities” ($r = 0.503, p \leq 0.001$) according to Cattell’s Test, “sensitivity” ($r = 0.455, p \leq 0.01$), “interesting work” ($r = 0.475, p \leq 0.001$) according to M. Rokich’s Test; negative correlation with the index of Cattell’s Test “soft heartedness”, “tenderness” ($-0.486, p \leq 0.01$) was also revealed. The index of “courage” in Cattell’s Test positively correlates with the indicator “intelligence” ($0.503, p \leq 0.001$) and the indicator “communicative abilities” ($0.451, p \leq 0.01$).

The “self-control” indicator positively correlates with the “happy family life” ($0.586, p \leq 0.001$) according to M. Rokich “Value Orientation” test and the indicator

“will” ($0.682, p \leq 0.001$) in the test of “Self-assessment Willpower” by M. Obozov. The indicator “professional abilities” positively correlates with the indicators “super-ego” ($0.504, p \leq 0.001$) according to R. Cattell’s 16 Personality Factors Test, “communicative abilities” ($0.596, p \leq 0.001$), according to B. Fedorishin and B. Sinyavsky’s method, “active life” ($0.504, p \leq 0.001$), labor productivity ($0.493, p \leq 0.01$) in the test by M. Rokich) and shows a negative correlation with the “intelligence” indicator ($-0.487, p \leq 0.001$) according to R. Cattell’s test.

This shows that emotionally stable cadets can achieve their goals with no trouble, are quite aware of the requirements of reality, can express emotional energy in an integrated way, without impulsivity. They are responsible, demanding and, at the same time, can cooperate, respect themselves and other people.

High and higher than average levels of intelligence help cadets not to be lost in the new environment, find new friends, show initiative in communication, recognize the structure of interpersonal relations in the dynamics.

Taking into account the relationship between “intelligence”, indicators of empathy ($r = 0.533, p \leq 0.001$) and “interesting work”, one can assume that in their professional activity such students will correctly assess the state, feelings, intentions of people according to their nonverbal

manifestations, quickly understand speech expression in the context of a particular situation.

The “courage” indicator shows that under extreme conditions in such persons the dominance of the parasympathetic nervous system is preserved, which allows to keep control over self and the situation, demonstrate stability in case of threats, not to be lost when facing unexpected events and quickly forget about failures. They can be successful in rivalry, competitions or risky situations, as well as withstand emotional stress when dealing with people, show responsibility, discipline.

The indicator “self-control” correlates with will and indirectly shows the existence of a holistic worldview and persistent beliefs in life and activity. The positive correlation with the “happy family life” indicator suggests that these qualities will be manifested by them not only in professional but also in family life.

The second group of positive correlation relationships is created by the “active life” indicator according to

the test by M. Rokich with indicators “health” (0.504 $p \leq 0.001$), “perception of the beautiful” (0.486 $p \leq 0.001$), “knowledge” (0.719 $p \leq 0.001$), “tolerance to disadvantages” (0.685 $p \leq 0.001$), “love” (0.574 $p \leq 0.001$), “friendship” (0.447 $p \leq 0.01$), “public recognition” (0.628 $p \leq 0.001$) and “responsibility” (0.682 $p \leq 0.001$) according to R. Cattell’s test. In this case, there is a negative correlation relationship with the indicators “tension” (0.528 $p \leq 0.001$) in R. Cattell’s, “erudition” (0.598 $p \leq 0.001$) in the test by M. Rokich.

This shows that cadets associate active life, first of all, with health, the possibility of expanding their erudition, general culture, love, friendship, tolerance to the views and opinions of others, the ability to forgive others their misconceptions and mistakes, respect for others, team and colleagues.

In order to highlight the most important personal qualities for the specialty “Physical Culture and Sports”, we used factor analysis (see Table 2).

Table 2.

Factors of Personal Qualities of Cadets for The Specialty “Physical Education and Sports”

Indicators	Factors		
	intelligence	active life	high level of conscientiousness
Perception of the beautiful	0.799	–	–
Tolerance to disadvantages	0.773	–	–
Empathy	0.722	–	–
Knowledge	0.602	–	–
Cheerfulness	0.579	–	–
High conscientiousness	0.566	–	–
Insight	0.541	–	–
Severity	– 0.780	–	–
Tolerance	–	–	0.749
Emotional stability	–	–	0.607
Will	–	0.695	0.463
Independence	–	0.642	–
Self-education	–	0.512	–
Productivity of life	–	0.466	–

We have distinguished 3 factors out of the inter-correlation matrix of the studied indicators. The analysis of the content of the factors allowed us to draw the following conclusions: the first factor (53% dispersion), “Intelligence” with significant weights of factor loads form the indicators of the test by M. Rokich and R. Cattell’s one. On the positive side of the factor, such indicators as “perception of the beautiful”, “tolerance to disadvantages”, “empathy”, “knowledge”, “high conscientiousness”, “insight” mean that cadets with a sufficiently developed intelligence will manifest the desire to expand their horizons, tolerance to the disadvantages of others, responsibility, discipline, emotional stability and sociability, politeness, insight into the motives and actions of other people. Taking into account that among the respondents the average values of these factors prevail, these qualities will be manifested moderately.

The second factor (27% dispersion) is called “active life”, the cadets associate it with the presence of high volitional qualities, independence, constant self-development and productivity of life.

Thus, the results of factor analysis have made it possible to identify three factors that maximally describe the linear dependencies of the studied characteristics. The revealed sets of symptoms suggest that the main psychological characteristics of the students of the specialty “Physical Training in the Armed Forces” are high volitional qualities, the desire to experience the beautiful, the desire for knowledge, conscientiousness, tolerance, empathy, the desire for self-education and productive life.

The third factor (20% dispersion) – “high conscientiousness” is presented by the indicators associated with tolerance, emotional stability, and will. One can conclude that the higher the level of “high conscientiousness” is,

the more such qualities as perseverance, realistic attitude to life, tolerance, emotional balance, the ability to work in situations of prolonged physical and emotional stresses in conditions risk and danger, increased responsibility, limited time to make a decision will be manifested when performing professional duties.

On the basis of the study of personal qualities we have made a psychological portrait of the students majoring in “Physical Education and Sports in the Armed Forces”.

Psychophysiological qualities: mobility, flexibility of the nervous system, which contribute to the rapid redevelopment of behavioral programs and activities; balance of the nervous system; the ability to act quickly under conditions of time shortage; the ability to withstand intensive long-term psycho-emotional load without reducing performance.

Intellectual qualities: integrity, systematic thinking – the ability to integrate, systematic perception and understanding of events, facts, reality; practical mind – the presence of practical intellectual skills, mental and manual skills, which helps to make decisions, professional observation (stability in distracting conditions).

Personality experience: professional competence; didactic culture; “designing” approach to people, based on the assurance that a person can always be better; ability to manage, teach, educate.

Self-awareness of the individual: the ability for adequate self-awareness and self-improvement of personal qualities; the ability for self-organization.

Personality character: commitment to principles, honesty, correctness, responsibility, tolerance; interest, initiative, competence; benevolence, responsiveness.

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Personality orientation: formation of high moral and ethical qualities; desire for professional self-realization; striving for active life.

Interpersonal communication: verbal (communicative) and organizational skills, ability to formulate and give clear instructions; to cause people’s affection; the ability to overcome psychological barriers during communication; ability to listen.

Conclusions

In order to assess important personal qualities of specialists majoring in “Physical Culture and Sports” we have developed and tested diagnostic and correction methods in terms of summative assessment of cadets’ personality traits.

The carried out correlation and factor analyses have made it possible to reveal the most significant indicators, in terms of their possible impact on the development of professionally relevant qualities of the cadets of the aforementioned specialty.

Based on the study of personal qualities that are necessary for this specialty, we have compiled a psychological portrait of the students majoring in “Physical Education and Sports in the Armed Forces” according to the individual’s substructures.

Further research is going to be aimed at detailed elaboration of the psychic profile of the personality of the graduate majoring in “Physical Culture and Sports in the Armed Forces”, which involves the creation of diagnostic, correctional and educational-professional situations in which the above-mentioned personality qualities can manifest themselves and develop.

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ДОСЛІДЖЕННЯ ПРОФЕСІЙНО-ВАЖЛИВИХ ЯКОСТЕЙ ОСОБИСТОСТІ КУРСАНТІВ СПЕЦІАЛЬНОСТІ «ФІЗИЧНА КУЛЬТУРА І СПОРТ»

При відборі фахівців на спеціальність фізичної культури та спорту традиційно проводиться психофізіологічний відбір кандидатів, а вивченню особистісних якостей претендентів не приділяють достатньої уваги. Але саме вони найчастіше визначають індивідуальні поведінкові реакції і психічні стани військовослужбовців, їхню готовність до перенесення фізичних навантажень, нервово-психічних напружень в екстремальних ситуаціях, що пред'являє особливі вимоги до особистості керівника з фізичної підготовки. Метою дослідження є визначення психологічних якостей особистості курсантів спеціальності «Фізична культура і спорт». Завдання дослідження: розроблення й апробування діагностико-корекційної методики вивчення в умовах констатувально-діагностичного експерименту особистісних якостей курсантів для спеціальності «Фізична культура і спорт», складання «психологічного портрету» особистості курсантів для отримання цієї спеціальності. Проведений кореляційний та факторний аналіз дозволили виявити найбільш значущі показники, з точки зору їх можливого впливу на розвиток професійно значущих якостей курсантів вищезазначеної спеціальності. За результатами кореляційного аналізу було виділено 2 групи взаємозалежностей. Першу групу створили показники: «емоційна стійкість», «інтелект», «сміливість», «самоконтроль» «воля» та «професійні здібності». Другу групу кореляційних зв'язків утворили показники «активне життя», «здоров'я», «переживання прекрасного», «пізнання», «терпимість до недоліків», «любов», дружба, «суспільне визнання» та «відповідальність». За результатами факторного аналізу з інтеркореляційної матриці досліджуваних показників виділено 3 фактори: «інтелект», «активне діяльнісне життя», «висока совісність». На основі дослідження особистісних якостей розроблено психологічний портрет курсантів спеціалізації «Фізичне виховання і спорт у Збройних Силах» за підструктурами особистості: психофізіологічні якості, інтелектуальні якості, досвід особистості, самосвідомість особистості, характер особистості, спрямованість особистості, особливості спілкування.

Ключові слова: особистісні якості, фізична підготовка, професійні вимоги, Збройні Сили.

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