

# Formation of Emotional-Volitional Culture of Future Policemen in the Course of Vocational Training

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**Abstract:** The article is devoted to revision of a problem of formation of the emotional-volitional culture of future policemen in the course of vocational training. It is predetermined by the increase of intensity and force of stressful factors which influence negatively on their mentality, moral and physical state during performance of professional duties. At the stage of theoretical development of a problem was made a hypothesis that formation of emotional-volitional culture of future policemen will be effective if in the course of their vocational training provide the following issues: 1) development of resistant motivation in cadets to mastering emotional-volitional culture as professionally significant quality; 2) application of pedagogical tools in educational process (forms, methods, means) which requires demonstration of emotions and volitional qualities of the personality; 3) stimulation of cadets to self-improvement of emotional-volitional culture. For testing the made hypothesis were used the following methods: theoretical (philosophical, psychological and pedagogical analysis with the purpose of conceptual construct determination and grounds of pedagogical conditions of formation of emotional-volitional culture of future policemen); empirical (questioning, testing, conversations, polls, pedagogical experiment); mathematical statistics (arithmetic mean of, Pearson criterion  $\chi^2$ ). 358 cadets from Kharkiv National University of Internal Affairs participated in a research. They formed the experimental group (180 persons) and the control group (178 persons). Results. The efficiency of pedagogical conditions implementation of formation of the emotional-volitional culture of future policemen in the course of vocational training was proved during the experimental work which included classes, extracurricular educational activities, in particular, the educational club «Fan of extreme» and also practical training of cadets. In a general number of cadets with the high level of formation of emotional-volitional culture in the experimental group increased by 30% whereas in a control group the appropriate increase was only 12%. At the same time, the number of cadets with the low level of formation of emotional-volitional culture decreased in the experimental group by 24%, in control group by 18%. Conclusions. Defined pedagogical conditions of formation of the emotional-volitional culture of future policemen were checked by scientific experiment and could be realized in the course of vocational training at the higher education establishments of Ministry of Internal Affairs of Ukraine.

**Keywords:** *emotional-volitional culture; formation; future policemen; vocational training; pedagogical conditions.*

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## 1. Introduction.

The activity of policemen is carried out in a difficult political and social situation, in the conditions of increasing of potential threats of a national security inside and outside the state, deteriorating of criminal situation, integration of transnational criminal groups, increases in activity of the international terrorism, drug trafficking, distribution of illegal migration and illicit activity at the present stage of Ukraine development. The solution of various tasks by internal affairs bodies is followed by the increase of intensity and force of stressful factors which influence negatively on policemen mentality, moral and physical state.

The requirements for professional standard and formation of professionally significant qualities of future policemen increase. The formation of emotional-volitional culture has a special value which gives the chance to react adequately to the rapid changes in the socio-political environment, to perform professionally socio-political and socio-pedagogical contradictions, to direct the emotional states in the stressful situations. The modern policeman has to be able to control own emotional state, to carry out self-control, to master such professionally significant qualities as empathy, emotional sensitivity, emotional resilience, discipline, persistence, endurance and so forth.

Results of carried out pilot research suggest that future policemen have the insufficient level of emotional-volitional culture, in particular, a significant n of cadets (79,8% from 248 respondents) don't realize the importance of emotional-volitional culture for high-quality performing modern police officers' duties. Most of the cadets (85,1%) demonstrated the insufficient level of formation of emotional-volitional qualities. Therefore, providing for the formation of the emotional-volitional culture of policemen at the stage of their vocational training is very important. This influenced the efficiency of performing office and law-enforcement duties of police officers and subordinated subsections.

The analysis of observed scientific literature (Beshcheniuk, 2008; Bondarenko, 2010; Popova, 2010; Zolotukhina, Zelenska, & Zelensky, 2012) suggest that despite of rather detailed development of the problem of will and formation of emotional-volitional qualities of the personality (Abolin, 1987; Lemeshko & Chimitova, 2003; Leontyev, 1984; Vasilyuk, 2001), the problem of formation of emotional-volitional culture of future policemen in the course of vocational training did not find complete studying in psychology and pedagogical researchers. Scientists, developing a problem of improvement of vocational training of future policemen at the high military

educational institutions (Anufriyev, Bandurka, & Yarmish, 1999; Bandurka, Sobolev, & Moskovets, 2003; Barko, 2002; Klimentyeva, 2015; Yavorskaya, 2004), focused attention on questions of formation of psychological readiness of cadets for professional activity in law enforcement agencies (Lushchak, 2001; Sergienko, 2006; Zaporozhets, 2000; Vodopyanova & Starchenkova, 2008), professionally pedagogical preparation for extreme situations (Shaykhislamov, 1995; Sokolovsky, 2013, 2014; Yavorsky, 2008).

**The purpose of the article** is to find out an essence of the emotional-volitional culture of future policemen and to reveal an educational and methodological support of pedagogical conditions for its formation.

Was made a hypothesis that formation of emotional-volitional culture of future policemen will be effective if in the course of their vocational training provide the following issues: 1) development of resistant motivation in cadets to mastering emotional-volitional culture as professionally significant quality; 2) application of pedagogical tools in educational process (forms, methods, means) which requires demonstration of emotions and volitional qualities of the personality; 3) stimulation of cadets to self-improvement of emotional-volitional culture.

## **2. Statement of the main material of research with the justification of the received results.**

Generalization of scientists point of views on the studied phenomenon gave the opportunity to define emotional-volitional culture as personal quality which integrates the ability to show adequately own emotions and to react to others' emotions, to manage an emotional state and emotional reactions to external and internal influences, to the self-control, self-organization of the life and activity, self-restriction of personal aspirations and requirements, self-checking and identification of emotional-volitional qualities, the organization of psychophysiological structure of activity, special knowledge, skills which provide performance of professional functions at the high level.

The pedagogical experiment was conducted for checking a research hypothesis. 358 cadets from Kharkiv National University of Internal Affairs participated in a research. They formed the experimental group (180 persons) and the control group (178 persons).

Diagnostics of entrance level of emotional-volitional culture of cadets of experimental and control groups was carried out at the first stage of the experiment according to the criteria and indicators defined in a research (presented in the tab. 1).

The forming experiment was directed to realization of theoretically reasonable pedagogical conditions of formation of the emotional-volitional culture of future policemen in the course of their vocational training to check their efficiency.

Experimental work was carried during the studies, extracurricular work, pastoral work and activity of educational club «Fan of extreme» and also during cadets' training.

Teachers and commanders provided the development of resistant motivation of cadets to the mastering of emotional-volitional culture as professionally significant quality in the course of explanatory work. During morning informing cadets were convinced that development of emotional-volitional qualities is necessary for effective performing policeman's duties. In short messages officers and cadets gave examples which showed negative consequences of low emotional-volitional culture for professional performance of official duties of policemen. Reorientation of motivation sphere of future officers on positively active relation to the mastering of emotional-volitional culture was provided also thanks to keeping daily routine by cadets, to accurate performance of the educational tasks. The identification by cadets of emotional-volitional mechanisms was stimulated at the first year, giving to future officers the personal pedagogical support during adaptation to difficult conditions of study in the higher education institution.

Formation of cadets' positive motivation to emotional development, awareness of the importance of emotional-volitional culture for future professional activity was promoted by holding conversations, discussions, speaking clubs on the subjects "Emotions and modernity", "Conflict with inner world", "Stress of the 21st Century" where future officers had an opportunity to discuss professional emotional situations. In the course of such activity, there was a formation of the problem field "emotional-volitional culture with pedagogical dominant ". On educational meetings, cadets were suggested to give own opinion on a policemen profession ("My ideal modern policeman", "Reflections about myself in the profession").

On practical training teachers and commanders tried to create unexpected situations which provoke emotions, interest to professional formation, induced to a discussion.

Emotionally moral relation to mastering emotional-volitional culture was promoted by actions which provided direct acquaintance with real process of professional activity of the policeman (for example, visit the police offices, revision of videos where policemen demonstrated courage, heroism, endurance, emotional resilience and so forth).

On professional disciplines training were simulated intense situations which could appear in professional activity of the policeman (in places of congestion: shopping malls, markets, noisy streets), limitation of space (cellars, utility rooms, ladders, corridors) which demand identification of emotional-volitional qualities. At the solution of situations the following methods and receptions were applied: increase in activity rate; solution of tasks in the conditions of a lack of time, presence of obstacles; introduction in training the unpredictable obstacles and unexpected complications; carrying out exercises concerning comparison and classification of the separate purposes of the own activity depending on their importance, complexity, achievement terms; problem definition which demands the independent choice of its solving; creation of a situation which leads to partial failure which demands further increase in activity; problem definition and creation of a situation which demand immediate transition to courageous and organized actions; organization of a situation of a competition; drawing up models of future activity depending on changes of its external and internal conditions. The solving of emotional situations promoted cadets' formation of ability to make the decision on the basis of the activity analysis of emotional behavior in extreme and atypical situations.

It was possible to reproduce situations and processes which as much as possible displayed realities of professional activity of the modern officer with the help of didactic games (business, pretended play, imitating).

Training after the third and fifth semester in Law Enforcement Department positively influenced formations of personal qualities which characterize the emotional-volitional culture of the officer. It gave the chance to realize the acquired knowledge and skills concerning the emotional-volitional culture of the policeman in real professional activity.

Cadets were suggested to take part in the workshops during educational activities and participate in educational club «Fan of extreme» for the purpose of providing the third condition. During study future policemen got acquainted with theoretical bases of self-improvement, its methods (self-informing, self-examination, self-instructing, introspection etc.). Cadets were assisted in the development of the program of self-education, in the evaluation of qualities development level, in the specification of the purposes and tasks of self-improvement of emotional-volitional culture.

Stimulation of self-improvement by cadets of emotional-volitional culture was promoted by general meetings; performances before military personnel of excellent students, masters of police service, experts-policemen who are samples of emotional-volitional behavior, performed a courageous

deeds, officiate; reflection in wall newspapers of both positive experience and the negative moments in behavior of policemen; holding competitions of professional disciplines (for example, "The best representative of the profession").

Realization of all pedagogical conditions of formation of emotional-volitional culture was provided with cadets' reflection in different pretended plays ("I am a commander", "I am a traffic policeman", "I am a local police officer" and so forth). It is promoted the formation of reflexive abilities of cadets directed to the evaluation of own emotional-volitional behavior.

The generalized results of a control stage of experiment with checking of the efficiency of pedagogical conditions of formation of the emotional-volitional culture of future policemen in the course of vocational training are listed in table 1.

**Table 1.** Generalized results of experimental work (addition of %)

Criteria and indicators of formation of the emotional-volitional culture of future policemen (levels, mode)	Groups	
	EG 180 persons)	CG 178 persons)
<b>Motivation criterion:</b>		
➤ <i>Formation levels of motivation to mastering the emotional-volitional culture:</i>		
- high	+33,6	+5,2
- middle	-17,3	+9,3
- low	-16,3	-14,5
➤ <i>Mode of professional interest to self-improvement of emotional-volitional culture as professional quality:</i>		
- resilient	+34,7	-2,1
- situational	-11,4	+5,7
- near-zero	-13,3	-3,6
<b>Cognitive criterion</b> (level of acquisition of knowledge as a theoretical basis for the formation of emotional-volitional culture):		
- high	+44,3	+14,7
- middle	+6,5	+13,2
- low	-50,8	-27,9
<b>Behavior and reflective criterion:</b>		
➤ <i>level of skills' formation of emotional-volitional behavior:</i>		
- high	+42,2	+25,9
- middle	+9,3	+2,3
- low	-51,5	-23,6
➤ <i>reflection behavior in the professional activity:</i>		

- high	+14,3	+5,5
- middle	-31,3	+2,4
- low	+17,0	-7,9
<b>Personal criterion:</b>		
➤ <i>formation of professional and constructive emotions:</i>		
- formed	+ 32,8	+10,3
- partly formed	-15,4	+4,5
- near-zero	-17,4	-14,8
- practically non-existent		
➤ <i>formation of emotional and volitional qualities:</i>		
- formed	+12,6	+8,5
- partly formed	+16,1	+12,1
- near-zero	-28,7	-20,6

The general results of an experiment were checked by definition of an arithmetic average concerning levels of formation of components of emotional-volitional culture in control and experimental groups, and calculated according to the formulas (1) (2):

$$S_{gen.} = (N_1 + N_2 + N_3) / p, \quad (1)$$

where  $S_{gen.}$  – is the total number of cadets who reached a certain level of formation of emotional-volitional culture according to every separate component;

$N_1 + N_2 + N_3$  – is the number of cadets who reached a certain level of indicators formation according to the certain criterion;

$p$  – is a number of indicators according to every criterion ( $p=3$ ).

$$S = S_{abs.} / k \quad (2)$$

where  $S$  – is a number of future officers (in a percentage) who reached a certain level of formation of emotional-volitional culture according to every separate component;

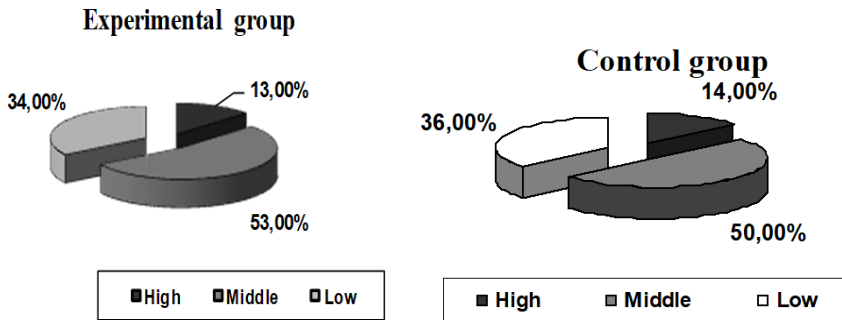
$S_{gen.}$  – is the total number of cadets who reached a certain level of formation of emotional-volitional culture according to every separate component;

$k$  – is a coefficient which is defined, proceeding of the number of cadets in groups:

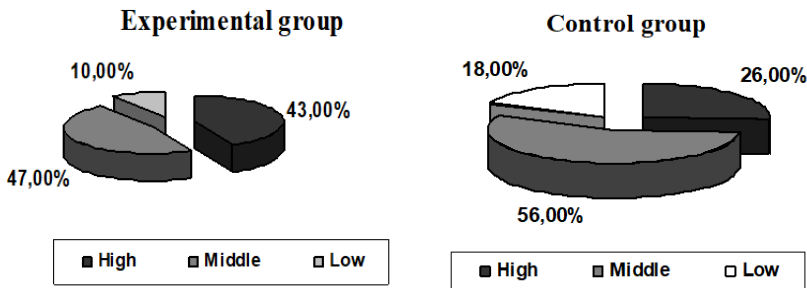
$k = 1,8$  in experimental group (only 180 cadets).

$k = 1,78$  in control group (only 178 cadets),

The obtained data presented in diagrams:



**Diagram 1.** Data about levels of formation of the emotional-volitional culture of cadets of experimental and control groups before an experiment



**Diagram 2.** Data about levels of formation of the emotional-volitional culture of cadets of experimental and control groups after an experiment

For clarification of reliability of results of a pedagogical experiment, we offered a zero hypothesis ( $H_0$ ) about a difference of data in experimental and control samples concerning levels of formation of the emotional-volitional culture of cadets caused by representativeness errors. There is an alternative hypothesis ( $H_1$ ) that the difference in data between experimental and control samples is a consequence of the introduction of an experimental factor.

Let's formulate zero and alternative hypotheses for checking of the revealed differences in levels of formation of emotional-volitional culture of cadets:  $H_0$  – are levels of formation of emotional-volitional culture of cadets of control and experimental group in which certain conditions were implemented have no essential differences;  $H_1$  – are levels of formation of emotional-volitional culture of cadets of control and experimental group which have significant differences.



Pearson criterion  $\chi^2$  was applied to check of these hypotheses. Samples of cadets' groups are random and independent, members of each sample are also independent among themselves, properties are measured according to the order scale which has three categories: high, middle, low ( $c=3$ ). The value of statistics  $T_{exp}$  is calculated according to the formula (3):

$$T_{exp} = \frac{1}{N_1 N_2} \sum_{i=1}^3 \frac{(N_1 Q_{2i} - N_2 Q_{1i})^2}{Q_{1i} + Q_{2i}}$$

where  $N_1$  – is the number of cadets of experimental group;  $N_2$  – is the number of cadets of control group;  $Q_{1i}$  and  $Q_{2i}$  – are the number of cadets who are at the certain level of formation of emotional-volitional culture: high ( $i=1$ ), middle ( $i=2$ ), low ( $i=3$ ) in experimental and control groups respectively.

For significance of value  $\alpha = 0,05$  and quantities of degrees of freedom  $\nu = c-1 = 2$  critical value of statistics  $T_{cr} = 5,99$ . According to the rule of decision-making if the calculated value  $T_{exp} > T_{cr}$ , then the zero hypothesis deviates and the alternative is accepted: differences in distributions of cadets of experimental and control groups according to the levels of formation are statistically significant with the probability of 95%.

The necessary numerical data was calculated:

$$N_1 = 180; N_2 = 178; Q_{11} = 77; Q_{12} = 85; Q_{13} = 18; Q_{21} = 36; Q_{22} = 104; Q_{23} = 38.$$

$$\text{Thus: } N_1 Q_{21} = 6480; N_1 Q_{22} = 18720; N_1 Q_{23} = 6840;$$

$$N_2 Q_{11} = 13706; N_2 Q_{12} = 15130; N_2 Q_{13} = 3204;$$

$$N_1 Q_{21} - N_2 Q_{11} = -7226; N_1 Q_{22} - N_2 Q_{12} = 3590; N_1 Q_{23} - N_2 Q_{13} = 3636;$$

$$(N_1 Q_{21} - N_2 Q_{11})^2 / (Q_{11} + Q_{21}) = 52215076;$$

$$(N_1 Q_{22} - N_2 Q_{12})^2 / (Q_{22} + Q_{12}) = 12888100;$$

$$(N_1 Q_{23} - N_2 Q_{13})^2 / (Q_{23} + Q_{13}) = 13220496$$

$$T_{exp} = \frac{1}{N_1 N_2} \sum_{i=1}^3 \frac{(N_1 Q_{2i} - N_2 Q_{1i})^2}{Q_{1i} + Q_{2i}} = 778954 : 32040 = 24,3 > 5,99 = T_{cr}$$

The received value was  $T_{exp} > T_{cr}$ . That's why the alternative hypothesis was accepted: differences in distributions of cadets of experimental and control groups according to the levels of formation of emotional-volitional culture are statistically significant with the probability of 95%.

## Conclusions

Therefore, results of the conducted research suggested that pedagogical conditions of formation of emotional-volitional culture of

future policemen in the course of vocational training are the following: ensuring of development of cadets resistant motivation to mastering the emotional-volitional culture because of its understanding as professionally significant quality; application in teaching and educational process of pedagogical tools (forms, methods, means) which demands demonstration of emotions and volitional qualities of the personality; stimulation of cadets to self-improvement of emotional-volitional culture.

The efficiency of certain conditions was experimentally proved. Thus, the analysis of results of the pedagogical experiment demonstrated positive changes in levels of formation of the emotional-volitional culture of future policemen according to the all certain criteria. In the general number of cadets with the high level of formation of emotional-volitional culture in the experimental group increased by 30% whereas in a control group the appropriate increase was only 12%. At the same time, the number of cadets with the low level of formation of emotional-volitional culture decreased in the experimental group by 24%, in control group by 18%.

Therefore, results of the conducted research confirmed the developed hypothesis. The obtained data demonstrate that experimental work is carried out is compatible with a research of other authors (Lushchak, 2001; Sergienko, 2006; Sokolovsky, 2013, 2014; Yavorsky, 2008; Zaporozhets, 2000), and takes them into account. It offers new approaches to a scientific solution of the problem of formation of the emotional-volitional culture of future policemen in the course of vocational training.

The conducted research does not take out all aspects of a certain problem. It was proved that questions of training of commanders and teachers of the high military educational institutions to the formation of the emotional-volitional culture of cadets in the course of vocational training are perspective for the subsequent scientific research. The improvement of educational and methodical tools for increasing in efficiency process of formation of the emotional-volitional culture of future policemen in higher education institutions of Ministry of Internal Affairs of Ukraine is also perspective.

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