

УДК 159:351.745.7

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IMPROVEMENT OF PSYCHOLOGICAL WITH WORK AREAS THE POLICE IN ORDER TO CREATE MOTIVATION FOR OPERATIONAL PERFORMANCE

In the article improvement of psychological work areas with the police in order to create motivation to operational performance and aspects of improvement of psychological work in promoting the adaptation of future police officers in order to create motivation for further service are examined.

Keywords: motivation; police officer; psychological work; adaptation; service.

Psychological work is a complex and controversial process especially when it comes to assistance in adapting to the socially useful important work. Candidates for the police service usually do not imagine all aspects of the difficulties and problems that they will encounter in their daily activities. An important role in this case is passed to adaptation to the conditions and adaptation to training in high school of the MIA. In the process of establishing working group employee defines additional difficulties not only in connection with his professional and social adaptation but interaction with staff and management. From the beginning of professional career person learns the basic principles and elementary behavior, to continue to follow and during professional development. In this case, non-adapted person will experience significant difficulties in this regard making mistakes. Later its activities will be carried out with considerable difficulties, or even be combined with abuse or negligence. One should not forget about training adaptation. It should be borne in mind that the student is a person who is only formed in the process of social development. In connection with this also may be a number of difficulties. That is why

university employees should pay great attention to the psychological adaptation process of future police officers to their follow-up.

Especially important in this issue is the question of motivation to promote further service as staff turnover problems are one of the main leading cause of decline in professional level. In this regard it should be noted that the police officer who successfully adapted to future service will be in further service in the ranks of the interior. On the other hand non-adapted worker probably will not want to continue professional activities and will only increase the percentage of unskilled workers. In summary we note that the study of adaptation of the future officer police in order to create motivation for further service is an important topic that needs thorough consideration.

The subject of adaptation of cadets and officers engaged was examined by many scientists, among which we can mention N. M. Perepechnyi, V. V. Konoplyev, O. A. Chalu and others. Current research in this area define the basic solutions to this problem, but the corresponding topic nevertheless requires further research and analysis.

Defining basic relevant topics it should be noted that the definition of the adaptation process was carried out in various ways. Particularly important topics is the study of adaptation issues first-adaptation in terms of conflict interaction and so on. It should be noted the close relationship of motivation and adaptation is important.

Revealing this issue we note that the formation of an optimal set of incentives is the most difficult task for Service Human Resources Management because it requires consideration of various factors on global, national and local levels.

At the present stage of state development main motivating factor is to get the guaranteed wages. Therefore, local leaders usually consider the system as a tool of motivation based on personal employee benefits, the process of motivation limited to the use of material practices. Thus managers believe that this element is fundamental and should meet all the needs of workers in motivation. At the same time you should not ignore intangible stimulation techniques (gratitude public promotion of the success for provision a new type of work, awards, etc.), the use of which is of particular relevance in light of limited resources. This comprehensive approach

will not only retain valuable staff at the current level of earnings but also motivate them to more productive work [1, с. 171].

Continuing this topic we note that the success of the process of professionalization of future specialists strongly depends on its initial deployment phase – professional training. Shaping the professional competence and identity, the future specialist at the stage of professional training lays the foundation of personal professionalism, success of future projects to deploy self-employment and career in general. The first steps of professional education are characterized by the beginning of integration of personal and professional qualities. The degree of activity of interaction with the environment often determines its adaptation [2].

Determining the structure of adaptation we note that there are the following forms of it:

formal (adapting the structure of high school, student rights and responsibilities);

socio-psychological (establishing relationships between students, academic groups, etc.);

didactic (freshman's willingness to learn new forms, tools and training content);

personal and psychological (adoption of a new future professional status) [3, с. 61].

Scientists distinguish three main areas of activity, corresponding to three kinds of adaptation to the changed situation:

1) a way out, a psychological defense of ones «I»;

2) the impact on the environment in order to adapt personal parameters to oneself through direct (direct) impact search detours;

3) personal change, change of internal structure from addiction, balance with the environment to assimilation [4, с. 50].

The main contradiction in adaptation is often seen in the socio-psychological terms, namely as a conflict between the inner world of the individual student, his attitudes, motives, aspirations, direction and new social position, between the demands of a new social role that objectively follows from the nature and structure of and preparedness of graduates for its implementation. Successful adaptation of the individual to interact with the new social environment determined by a combination of both external and internal factors [2].

In the context of this issue it should be noted that there are primary and secondary personality traits. Main features form the core of the individual, determine its development, adaptation, mental health. If the gain of the main features becomes pronounced, they define personality as a whole, their effect on the personality and all its manifestations, and under certain circumstances, may destroy the entire structure of personality. If it takes a combination of unfavorable forms and effects can talk about the deployment process exclusion as a violation of the individual process of adaptation to the conditions of social interaction.

In the context of this question we note that an important question of psychology is the study of the phenomenon of preventing exclusion among students university of MIA of Ukraine. Reasons for exclusion may be the emergence and intensification of contradictions between the growing needs of the young man as a person who is studying in high school and slows to meet them. Most freshmen are not able to quickly and efficiently succeed in the status of cadet. A change from school environment to university is obvious but lacks adaptive reserve and frustration unfolds subjective picture of a young man in new capacity or confidence. Accordingly, negative emotional background of university study could trigger destructive conflict.

Analyzing the problem of adaptation of first-year students, Stolyarchuk O. A. marks it as the first professional education crisis – a crisis of testing. Constructive strategy during the crisis of adaptation is used to develop systematic approach to training and professional activities, form professionally oriented learning motivation, launch high professional self-esteem. Destructive strategy to overcome this crisis provokes prevalence motivation to avoid failure in education («learn not to be excluded»), situational success («connect to scholarship»), thus complicating the formation of professional self-concept, self-limiting vocational training only [6, c. 307].

S. V. Kharchenko considers the adjustment period of first-year students to learn through transfer of adaptation to stress. According to the study of adaptation to high school only a quarter of students reveals the ability to control their psychophysiological state, while 75 % of the subjects have difficulties in managing their psychophysiological state [7, c. 391].

N. E. Gerasimov proves difficulties in adapting to the conditions of the first-year professional training are related to the emergence and exacerbation of interpersonal conflict. In terms of conflict there is a temporary disruption of the system of psychological adaptation [8, c. 52].

The problem of social and psychological adaptation gives no chance to actively explore and CIS territory. Russian psychologist N. E. Shafazhynska singled out three groups of students based on the criterion of social and psychological adaptation: students with high levels of adaptability, characterized by emotional stability, predominance of positive emotional background, lack of excessive tension in work performance, a high level of communication skills, confidence and independence in communication; students with average adaptation, level which is very diverse in their psychological group; students with low adaptability. The latter in turn are divided into those with sharply reduced emotional, often negatively colored; rigidity of behavior, significant difficulties in the area of interpersonal relationships, people with high emotionality and low levels of self-control and self-regulation, impulsivity, «explosive» behavior. It should also be noted that the number of members of students with a high level of adaptability is small, while the low – on the contrary, is higher [9, c. 54].

Adaptation in the team is a necessary condition for productive social activity, self-identity, personality development of students. In the process of socio-psychological adaptation they achieve consistency between behavior and activity that is approved by society and the structure of individual interests, values, orientation. Adaptation is used as a criterion for level of psychological orientation and activity of the individual. Accordingly, breach of full cooperation with freshman classmates and/or teachers is both factor and ground for the manifestation of his destructive conflict. Giving a brief description of this phenomenon we note that the latter has a number of features, particularly the following levels of its manifestation.

Motivation level is manifested through: the predominance of the need for self-assertion desire for successful educational and professional activities, academic status value of the group radical emotional and behavioral response to its changes.

The emotional level which is the essence of these manifestations of affective student areas: increased vulnerability,

mistrust, frequent and abrupt change of mood, emotional background contrast, the overall emotional imbalance, excessive sensitivity to the success/failure of, violent reaction to value-based judgments of others, especially criticism.

Behavioral level focused a following features: increased lability behavior causes excessive wave activity and subsequent total depletion, the initial strong interest varies absolute indifference activity is characterized by intensity, but spontaneity and low efficiency appears irrational to work, there is a discrepancy spent psychosomatic energy goals and tasks performed activities.

Techniques to avoid conflict when adopting received considerable attention in psychological science. We note that if we consider the behavior of the individual in the process of resolving personal conflicts, it can have both palliative and active-adaptive nature. Palliative behavior refers to the inner, psychological adaptation to the conflict to limit his nervous, emotional impact through such forms of behavior as a direct expression of feelings, replacement activity (sublimation), fantasy, humor, suspension, etc. Adaptive behavior directed at an active change of conflict relationship, real elimination of conflict. It is characterized, for example, by information retrieval, phased solution, rethinking, making choices, recourse and others.

In the process of adaptation and to prevent excessive emotional expressions destructive activity from both external and internal influences non-adapted person can actively use psychological defense. Psychological protection helps avoid traumatic reality (repression), exclude reality (negation), overestimate reality (rationalization), perceive reality the opposite way (reactive entity), get away from her world of childhood (regression). They can guide internal sense of the outside world (projection) or to promote feelings of isolation (isolation). Thus protective process allows to reconcile the information coming from the outside and representation rights of himself, the world around and keep internal comfort. The majority of researchers of the opinion that although the protection and distort reality, they are necessary, because consciousness temporarily moves from the traumatic effect factor. They appear as a healthy, creative adaptation and continue to operate throughout life. Destructive psychological defenses are only in conditions of excessive force and rigidity [10, c. 644].

Research by L. Mitina, O. Kuzmenkova show that the successful resolution of contradictions contribute to personal reflective skills developed, making personal values independence from outside influence, lack of aggression in behavior [11, c. 4]. Also, the effectiveness of self-regulation skills are indicated by overcoming negative emotional states; variability and sophistication ways to problem solving, the ability to select effective ways to achieve goals; realistic time perspective; differentiated and dynamic system of values, ability to accept new values and attitudes; sophistication of personal qualities necessary for successful social adaptation and personal growth; optimistic picture of the world; generated the need for self-realization; ability to set and adjust targets; optimum combination of external locus of control and internal one.

Thus we see that the productive overcoming interpersonal conflicts depends on the personality of structural changes and the development of various instrumental personality traits [11, c. 7].

In view of this we can conclude that adaptation is difficult and important process in the professional formation of a police officer. In the process of adaptation skills have important place to settle current conflicts. Adaptation depends on a number of individual features. At the same time performance of successful psychological activities in support of psychological adaptation issues in related processes is important to pay qualified to carry out management training that will oversee this process. It is also important that motivation in this process is one of the priority concepts as motivated employee is actively interested in attracting additional efforts on issues like professional self-improvement and improvement of social interaction between colleagues. Accordingly, the consideration of relevant knowledge will significantly affect the possible adaptation process. Therefore, the total will rise willingness of students to study and therefore motivate for effective learning and duty performance.

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