The development of personality qualities of future officers of law enforcement agencies of the Russian Federation

A.A. Dyachkov[1*], *L.V.* Shabanov[2], and *O.V.* Suvorova[3]

[1] St. Petersburg Military Order of Zhukov Institute of the National Guard of the Russian Federation, St. Petersburg, Russia
[2] St. Petersburg Military Order of Zhukov Institute of the National Guard of the Russian Federation, St. Petersburg, Russia
[3] Federal state budgetary educational institution of higher education «Nizhny Novgorod State Pedagogical University named after Kozma Minin (Minin University)», Russia

Abstract. The article is devoted to the problems of the development of the emotional and volitional sphere within the framework of the formation of the personal subjectivity of the future officers of Russia. The authors draw attention to the area of concern of appropriate assessment of the situation in conditions of constant changes and the dependence of the subjectivity on rational and emotional risk factors when making a decision by the commander. The main methods were studying. systematizing and making conclusions on literature sources concerning the stated problem of the study. preparing proposals. The article presents an analysis of the data of various researchers on the problem of the formation of personal subjectivity of a person.

1 A problem statement

By the beginning of the 21st century psychology as a science has undergone minor changes referring to the norms of human behavior at the first glance. However, the straw breaks the camel's back. So the pile of these changes led to an ultimate deformation of the understanding of the *norm* itself (the amount of deviations accepted in society), as well as the substitution of the concept of *activity* (targeted behavior), and the concept of *behavior* (the way of interaction with the environment). In the modern world it goes without saying, that every reasonable person has a certain set of skills for managing his or her emotional states. Rational economy of mental energy has already become a nearly congenital quality [1]. Soviet school of humanistic psychology stopped considering the ratio of the conservation energy to the body weight. Thanks to the humanistic breakthrough in psychology the norm was broaden. Soviet humanistic psychology declared almost any deviations to be unique and valuable for the personality of a man.

* Corresponding author: prof-ped.gpa@mail.ru

1.1 The objective of the work

However, the above-mentioned prior statement couldn't be a factor of the objective psychological patterns establishment. If a person is reasonable (rational), why he or she is ready to replace the rational by the emotional reactions? Homo Sapiens is able to create meanings and to rationalize the estimates through experience and information filters. How can a reasonable person act as a primate when affected by an emotionally rich information irritant? At the same time, the person seeks the chance not to apply his or her volition, the opportunities to spend energy rationally according to the principle of economy. His or her behavior is impacted by the sphere of unconscious and automatic processes.

The analysis of environment influence is a systematic way of quantitative assessment both of the social environment and interaction between people and groups of people.

Recent trends unite the two types of the analysis to understand how brain networks and social networks interact to affect the behavior of people, groups and populations.

The merge of the mentioned areas begins to shed light on the way the ideas and behavior models transfer from one person to another. It can affect health, education and intervention of community.

How does the brain form social networks? How do social communications form the brain? Social networks are complex networks helping the dissemination of ideas among people. The brain is a network through which information is processed and transmitted between neural elements. While the activity and structure of a brain are biological mechanisms of human behavior, social networks are external inductors or modulators of the behavior. At the same time these two mechanisms represent a fundamental contribution to human experience. The integration of fundamental knowledge about people's functioning in dyads, groups and societies derived from social psychology. psychology of development and sociology is the latest achievement of a network neurobiology. It can conceive a new understanding of both areas [2].

In addition we should consider the issues connected with the decision-making of a commander. Then everything becomes even more complex. First of all, the sources of irritation and information pressure of the environment affect the person. This pressure can be connected not only with the unfolding situation, but also with the experience of the commander, his knowledge about the terrain and the adversary. The environment isn't stable too. It changes constantly disorganizes the objects of management and the subjects of a team. We can often see the examples of history and situations in present when thoroughly planned operations fail because of insignificant circumstances. They cause a snowball of consequences for commanders, such as: emotional misbalance, emotional decision making instead of following the strategic plan and tactical situation reasoning.

It is necessary to understand that personal components of cadets' subjectivity development are subject not only to emotional components, but also to individual volition. The volition is a condition of development of resilience and confidence of the commander in the correctness of his decision.

Thus, the formation of emotional components in order to develop subjectivity, as a special type of intellectual activity among future commanders, should be accompanied by the education of the will. This will help significantly reduce the risk of emotionally loaded decisions in conditions of service and combat activity made both by the subject of control and objects of control (i.e. people and vehicles subordinate to him or her).

Surely, education and the development of will is first and foremost one of an elementary school's purpose rather than a university. However, during the period of childhood a child spends an incredible amount of efforts in order to learn to crawl, then to get on the feet and finally walk.

At the age of one and a half a child has a conscious act of volition that gives an impulse to start walking. Although this process is an unconscious one. However, for a child starting

to walk, carrying out all necessary actions is a very difficult task. The execution of this task depends on the presence of strong-willed components for learning new movements, the presence or lack of emotional support in choosing a rational way to achieve the goal [1].

Later all the vital abilities became unconscionable mental processes. Memorized automatic actions will enable children of primary school age to undergo an intellectual revolution in their development. Thanks to their ability to conserve the energy they could create a basis for the future life in society. However, it is the period that requires the constant volitional resources. The volition should contribute to the one hundred percent functioning of the human body and enable to carry out teacher's or the child's task accurately, rationally and within the prescribed time. In this case, a person receives necessary abilities, and also learns to explore the world [1].

Today, combining the set of approaches of several scientific areas (medicine, biology, psychology, pedagogy) in the formation of the child's development, modern neo-penologists, following humanist psychologists, insist on the self-revelation of the open and emotionally uninhibited personality. At the same time, modern methods of educational administration tend to recurrent the distortions of pedagogical laboratories of 1920s. The laboratories carried out "sorting" of students on the ground of their intellectual qualities. and also brought back to life that reform ideology of an endless experiment on children, possibly historically justified at the beginning of the 20th century [3].

In fact, a person cannot be born already with ready sets of personal qualities, emotionally literate and with a strong-will. He or she also lacks experience in decision-making, his capabilities are limited. Russian physiologist Ivan Sechenov first noted that the development of children's volition before school can be explained only by a number of repeated teachings on the formation of cognitive abilities, feelings and volition according to the relationship between "I" and "The environment": "We can say, empowered with skills of watching, listening, touching, walking and controlling the movements of hands a child ceases to be attached to the place and enters an era of more free and independent communication with the outside world. The latter continues to influence the baby as previously by the sensory pressure of the environment. So the acts are still initiated by outside signals (i.e. reactively), but the effects of these factors receive a different understanding" [4].

As philosophers, linguists and psychologists have declared a long time ago, the representation of opportunities is central to mental life. Modal concepts (possible, necessary, impossible) are fundamental for moral thinking (for example, in the differences between permissible, unacceptable and mandatory), as well as in formal mathematics and logic (for example, where deductive necessity is the relationship between axiomatic primitives and conclusions approved by derivation rules) [5].

Under the influence of various external stimuli, the child forms temporary connections and improves the analyzers. New needs and new skills are formed. With the formation of a volition sphere the sphere of subjectivity is also created. Firstly a significant subject of behavior becomes the determining factor of the environment. The subject can be an authoritative adult behaving independently, for example a parent, an older sibling, a character of a fairy tale or a cartoon, or a TV program, or from the cinema, or the Internet. Further, subjectivity will gain more and more independent features, turning into a certain set of qualities that characterize the sphere of activity abilities of a person as a creatively active actor of the surrounding reality [6, 7].

The main challenge for a person occurs in adolescence. Being in a situation of hormonal restructuring of the whole body, the person should accept himself and understand which the main motivating factor in terms of social psychology for a particular personality is: *I-volition* or *I-emotions.* The very dichotomy faces an issue of a person's subjectivity as the

main question of his or her professional motivation and the conflict between the socially significant factors of socialization "I want" and "I can".

To put it another way the capacity for self-determination must be transformed into the ability of a man to make changes in the world and in him or her. A man should create an internal circuit of the autonomy of the mind on the principle of reflection. According the modern theory of management [4], the cognitive activity of the personality is included in the hierarchy of the structure of the personality. Its main task is to manage the subordinate systems in the structure of the personality. Self-administration has the task of increasing the capacity of the top-level management structures above the bottom ones [1].

Subjectivity is in the same ontological space as the freedom and responsibility [8]. Therefore it depends on the emotional-volitional personal qualities, more precisely on the conditions of their formation and the quality of this process. The acquired skills influence the future behavior of a person, his or her family relations, the ability to perform various tasks, and first and foremost priorities of spending the free time. The following main points are highlighted: the time spent on recreation and recovery, the time for self-development and wasting the time [1].

The main factor of a personal development is its internal energy. The subjective energy of a forming person can be intense and multi-directional, not focused on the development or creating opportunities [9, 10].

A person should understand that his ability to control actions allows not only transforming his or her activities but also the environment. A subjective person is able to plan the ways of action and to be flexible in implementing programs and evaluating the result of actions. Willpower, emotion management skills and tolerance are very important for future officers, managers and creative people. Hence the assessment the personal feelings and emotions is of great importance. The major functions are: **estimating** (expressional, protective), **provocative** (motivational, stimulating) and **regulating** (communicative, signal). Estimating function forms a positive or a negative attitude to an object (irritant). Provocative function is directed to the formation of tasks and execution of actions (goal-setting). Regulating function is a collective feeling and a regulator of the relations (social and psychological background, synergy) [1].

Psychologically the emotional sphere consists of the following elements: **mood** (long-term, weakly expressed emotional state), **affects** (short-term emotional flash), passion (an all-encompassing feeling that causes the desire for active activity), **frustration** (increasing internal tension associated with disappointment and subsequent outbreak of aggression), **and stress** (state of strong emotional pressure of the environment). All inherent human feelings have a direct influence on the development and the identity of personality [11].

The researchers regard the following hierarchy of feelings: worldview (moral, ethical), subject (material, intellectual, esthetic) [1, 12].

Worldview feelings show us the person’s attitude to people, to the whole society, to his own various duties and towards himself or herself. Considering this the main part belongs to ethics (interiorization), aesthetics (exteriorization) and the structure of cultural ties. On the other hand intellectual feelings are connected with the process of mental activity. They are influenced by cognitive processes and a special form of mental processes activation [1, 12].

Human perception of heartbeat time is mediated by the right (non-dominant) anterior islet cortex. The activity and the size of this area is directly correlated with a person's subjective awareness of internal feelings and emotions. These results support the hypothesis of somatic markers of consciousness by a modern successor of James-Lange's theory of emotions, as well as the neuroanatomical concept. According to it human consciousness is based on a phylogenetically different interceptive way of development [13].

Thus, subjectivity turns out to be closely related to the concept of a subject as an active embody of subject-practical activity. Protagoras said: "Man is a measure of all things". Following him it is necessary to clarify the possibilities of the subject to participate in the process of direct transforming of the surrounding reality. However, such a measure is ambivalent. Under the man's influence on the environment we do not forget about the impact of the environment on a man - that is, we find ourselves in the field of environmentalism.

Environmentalism is in other words a social ecology. The basis of this theory is the conviction that the environment is a more important source of development in human life than its social scenery. Forming the living space the environment forces the subject of activity to adapt to it and to form the social field of communications [1].

The theory of environmentalism dated back to the 19th century. Since then it has been developing and gaining popularity as a theory of managing the socio-economic development of the technosphere. It confirms that the environment has the most impact on the development of man and society [1, 14].

Social institutions form a structural technology interacting with the environment. In turn it forms a unified ideology for responding to the emerging environmental crisis, calling for the formation of new socio-economic content that provides a resource-saving structure of nature consuming [15].

In addition, environmentalism has a great influence on the political life of states [1, 16-18] and other spheres, such as: business, feeding pattern and many separate areas of social and natural sciences "eco-philosophy," "eco-psychology," "ecologism", etc. [1, 19-21].

"Volitional" and "subject" may be completely considered as "subjective" (i.e. assessing the world around us in terms of feelings, beliefs and desires), that is irrational, unreasonable, biased. Behaviorism, for example, has transferred the problem of human-environment interaction to the system of influence of the habitat on large masses of people (*behavior of the masses*). As a result, several brunches of science were formed. They investigated the behavior of residents of large and small localities, the information impact on people, the experience of creating socio-ecological niches, the destruction of traditional ways of life of various communities, etc. [1].

American scientists have carried out a study of the daily activities of people. Everyday life requires a frequent change of cognitive tasks. The study examined management processes that change the configuration of mental resources to change a task. The changes require switching frequently from one simple task to another. The responses of subjects are significantly slower and as a rule more prone to errors immediately after the tasks are switched. This "switching cost" is reduced but not eliminated by the preparation capability. It seems that this is the result of both temporary and long-term transferring of the activation and the slowdown of the "set of tasks," as well as the time spent on the processes of reconfiguring tasks' setting [22].

On the basis of above-mentioned and other researches in the field of person's cognitive development the new branches of cognitive anthropology appeared. Their purpose was to consider the issues of task switching of a person who thinks rationally as the opposite to the emotional behavior of a person. Charles Wright Mills introduced the term "imaginative biorobot" [23]. The investigations of this author are about the possibility of the transition of the subject person into the object person. The person is emotionally flown. The basis of the modern environmentalism is the fact that the human subject can be transferred from a condition of an active subject to a condition of a passive object [1]. R. Inden introduces the concept of agency as a possibility of people to influence their world, not only to learn it and to attribute it any importance [24]. The theory of cognitive maps became widespread [25, 26].

As for the connection between subjectivity and an emotional-volitional background of the personality, it is necessary to understand a possibility of its semantic transmitting on large groups of people. The functions of feelings and emotions are considered to be the functions of a social group for example audience, informal association, political party, fan movement, etc. D.L. Schwartz mentions a productive agency. It is the productive possibility of influence which creates particular motivation to the collaboration (understanding communication between people) [27]. Following him the emotional and volitional sphere of the personality influences processes of social and psychological management since emotions are the main critical resources of the person during the formation of a reaction to uncertainty [1]. The subject of agency is capable to influence objects of management psychologically, to inflict them the emotional background, to give meanings and goal-setting. Everything will depend on his or her willpower and technological capacity. The adequacy of the control object's reaction depends on the emotional susceptibility of the recipient (both the person, and the audience), an intellectual component and the quality of communication.

The state authorities which were engaged in planning and management in the USSR developed a structure of management with the whole description of functions in 1970s. It consisted of 7 points [8, 14]. The points were used as the step-by-step tool for experts in processes' administration, analytics and planning. Management decisions were made on the basis of similar documents. Points opened the external and internal factors putting pressure upon management processes and stabilization of the results. Such factors were the environment pressure, the formation of goal-setting tasks, systems of personnel training and retraining, etc. The main steps were designed gradually from the objective circumstances (subparagraphs 1 and 2) to subjective intentions (subparagraph 5, 6, 7).

1. Detection of a factor which influences the personality, social group.
2. Creation of a heuristic ability to recognize this factor, the possibility of the further forecast of possible changes in the environment, the knowledge of the ways of neutralization of these consequences.
3. Formation or correction of the purpose vector.
4. Implementing the necessary management actions to achieve the objective.
5. Organization and if necessary reorganization of management structures.
6. Management establishment on the basis of monitoring and control of the implementation of the suitable agencies tasks.

Hitler's phrase is often found in archival sources of the eve of the Battle of Stalingrad time: "Stalin moved away all unworthy officers in time and gave command posts to all promising personnel. I am forced to reshuffle the same deck of cards all the time" [28]. Our Soviet military leader A.M. Vasilevsky made a huge contribution to the Great Victory. The marshal believed that repressions of 1937 played a significant role in the history of the USSR, "without repressions of 1937 there would be no victory of 1945" [29].

7. Reforming existing personnel structures or creation the new ones [1].

The analysis of environment influence plays a major role in the formation of future officers' personal qualities of subjectivity. The analysis includes systematic ways of quantitative assessment of the impact of the developed conditions and interaction between people and groups of people.

2 Results of the research

In order to identify the investigative links of emotional-volitional personality qualities with cognitive subjectivity, we conducted an empirical study. The study involved cadets (future officers) from the specialty program "Psychology of Service Activities" of the Military

Institute of the Russian National Guard. To achieve the set tasks, the following methods were used:

- an existence scale (Existenzskala) by A. Langle and K. Orgler, an adaptation of S.V. Krivtsova;
- a test of meaningful orientations by D. Krambo and L. Makholik, an adaptation of D.A. Leontyev;
- an action control scale by Yu. Kul, an adaptation of S.A. Shapkin;
- a questionnaire of the will qualities of the personality by M.V. Chumakov.

Descriptive statistics were used to describe the samples: mean (M); standard quadratic deviation (δ), coefficient of variation (v), minimum (min) and maximum (max) values.

The coefficient of variation was calculated by formula (1).

$$\nu = \frac{\delta}{M} \cdot 100\% \quad (1)$$

Where v is the coefficient of variation, M is the average value, δ is the standard quadratic deviation.

At symmetric distribution the coefficient of a variation doesn't exceed 50%, at greatly asymmetric ranks the coefficient of a variation can reach 100% or higher. The variation is considered weak if it doesn't exceed 10%, the average one is 11 – 25% and considerable one is v> 25%.

For assessment of interrelation of variables we used the rank correlation of Spirmen. For assessment of the impact of independent variables on dependent ones we used linear multiple regression. Life-purpose orientations were the dependent variables. Willpower and strong-willed control were the independent ones. For visual data presentation we used histograms and a correlation galaxy. All calculations were made in the SPSS program 21.00.

Life-purpose orientations of the cadets of the military institute are to be analyzed. Existential performance reflects an individual's assessment of the quality of life. Quantitative results are presented in Table 1. Self-detection (SD) allows a person to look at his or her problems from the outside. The cadets are capable to evaluate circumstances critically. The situation is perceived clearly and accurately, the attention is redirected outside. There are no examinees with low indicators of self-detection. The cadets are not obsessed with the situation.

Self-transcendence (ST) demonstrates freedom in emotional experiences. The cadets have a rather large emotional inner world. They are well aware of their desires and preferences. Feelings are accepted and understood. A small percentage of the examinees have a low level of self-transcendence. Emotions are not expressed, and they feel that emotions prevent them from living. A small proportion of the cadets also have a high level of self-transcendence. Cadets trust their feelings, empathy is highly developed.

Freedom (F) defines the ability of a person to come to a justified decision. The most cadets are not sufficiently independent in making decisions. They feel insecure, hesitant. In contrast some cadets have a high rate of freedom. Such examinees try to avoid close emotional interpersonal relationships owing to the fear that they could be betrayed and let down.

Responsibility (R) reflects the ability to finish the accepted decisions. The examinees have a sense of inclusion, a sense of duty and commitment. Some cadets feel to be spectators in their lives; they feel the life is passing by.

Personality (P) shows how openly a person perceives others and himself or herself. The cadets are generally open to social contacts and are not isolated. On condition that SD < ST, emotional responsiveness and empathy prevail. Anxiety may develop. Difficulties in establishment of a distance are observed.

Existentiality (E) measures decisiveness and responsibility, the sequence of actions to achieve a goal. The cadets have this indicator of average or high level. Cadets are ready to interact with the world but there is a sense of non-freedom (F < V). Many of the purposes are achieved because of a sense of duty.

Existential fulfillment (EF) reflects the ability to cope with oneself, the circumstances, and the correlation of social demands with one's capabilities. It feels like the fullness of life (P <E). The cadets experience difficulties in their emotional manifestations but are well aware of what they want in their lives. They demonstrate a high adaptability to life (Table 1).

Table 1. Descriptive statistics of existential performance of the military institute cadets.

	min	**max**	**M**	**δ**	**ν**
SD	26	45	35.31	5.321	15
ST	43	83	68.57	10.944	16
F	33	61	47.71	6.118	13
R	35	75	57.14	9.792	17
P	83	121	103.88	10.782	10
E	84	123	104.86	8.877	8
EF	167	239	208.74	16.479	8

Note: SD - self-detection, ST - self-transcendence, F - freedom, R - responsibility, P - personality, E - existentiality, EF - existential fulfillment.

When analyzing the combinations of scale figures, it can be noted that there is some exhaustion from emotional and physical overload. The responsibility exceeds freedom, thus a sense of duty can cause a sense of pressure from other people. The coefficient of variation is not high enough, which indicates the sustainability of the identified trends.

We're going to analyze the cadets' , meaningfulness of life. The results are shown in Table 2. All indicators of meaningful orientations have a high level of development. The examinees have an awareness and understanding of life goals, which gives life the meaning and orientation. The formulated plans and goals may be unrealistic in some cases. The cadets find their life full and interesting. Some examinees have a desire to live for the moment. Satisfaction with the current situation can be seen. The past life is perceived as filled with many events, as a meaningful part of life. The cadets perceive themselves as strong individuals who can build lives according to their principles and beliefs. The cadets are confident that they control their life. The general meaning of the life is quite high. In general, it can be said that the meaningful orientations of the cadets are quite stable and high. The focus is on the results and satisfaction with self-realization (Table 2).

Table 2. Descriptive statistics of meaningful orientations of the military institute cadets.

	min	**max**	**M**	**δ**	**ν**
G	48	98	82.68	13.897	17
P	60	98	79.03	10.191	13
R	66	97	86.60	9.090	10
CL-I	68	96	82.82	9.139	11
CL-L	60	98	83.67	11.013	13
VO	61	99	83.07	9.384	11

Note: G - goals, P – process, R - result, CL-I - a control locus "I", CL-L - a control locus "life", VO - vital orientation.

Thus, the components of existential fulfillment are expressed mainly at the middle level, and the meaningful orientations are expressed at the high level.

We have analyzed the features of the strong-willed regulation of the processes of realizing intention in action. The data are presented in Table 3. All scales show the action-orientation of the cadets. The examinees carry out their intentions successfully. The

mechanism of achievement is the ability to keep an active focus on one of the competing trends. New information is easily transformed into skills. The cadets are more focused on the committing the action, than on experiencing the situation or circumstances in which this action is committed. The action control in planning is clearly seen. Adequate and effective decisions are made when planning. The implementation of the decision may be divorced from minor, competing wishes and needs. Somewhat less developed is the control of action in failure and implementation. The desire to take the initiative to realize the intention and maintain efforts for a long time has been reduced. The need to take the initiative and overcome difficulties can be accompanied by pronounced negative emotions. The variability of the data is high. The volitional control continues to be actively developed (Table 3).

Table 3. Descriptive statistics of volitional regulation of the military institute cadets.

	min	**max**	**M**	**δ**	**v**
ACF	1	12	6.74	2.499	37
ACP	3	12	8.48	2.039	24
ACI	2	12	6.98	2.300	33

Note: ACF - action control in case of failure; ACP - action control during planning; ACI - action control during implementation

All the table rows show the main orientation on the action rather than on the state (the scales values exceed 6 points). Control is most highly developed when planning actions. Considerably fewer cadets are able to control their actions in case of failures and when implementing decisions. The data indicate the lack of the strong-willed regulation development.

We have analyzed the volitional qualities of the cadets. The data are reflected in Table 4. The highest level of development is observed on the scale of independence. The examinees are able to independently perform the task without additional support from the outside. They can resist the opinion of other people. There are also enough expressions of responsibility, initiative, restraint and commitment. The cadets are disciplined and take responsibility for their duties. Leadership skills are sufficiently articulated. They can cope with a dramatically changing situation. They control emotions well, patiently endure loads. both physical and psychological. They cope with long and monotonous work. They control themselves and their emotions. Their goals in life are conscious. They try to plan the time and the sequence of actions. If they cannot achieve their goals they experience anxiety and dissatisfaction.

The volitional qualities of determination, energy and attention are not sufficiently developed. The cadets are prone to doubt in decision-making. There is a lack of resilience in overcoming difficulties. The activity is reduced. The rapid fatigue is observed. There is a critical and categorical perception of the situation and pessimism. If there is no interest in the activity it is difficult to concentrate on its implementation. The variation in the formation of volitional qualities is quite high, which indicates the continuation of active formation of strong personal qualities in the process of learning, apart from such quality as independence. The independence is consistently high (Table 4).

Thus, the volitional qualities of the cadets continue to be actively formed under the influence of educational and professional activities. There is a higher focus on action rather than on emotion. The planning control is higher; the control over possible failures and the process of implementing the decision is slightly lower. The most developed volitional qualities are: responsibility, initiative, independence, endurance and determination. In general, the volitional regulation is formed at the middle level.

Table 4. Descriptive statistics of the volitional qualities of the military institute cadets.

	min	**max**	**M**	**δ**	**ν**
Resp	2	10	7.14	1.775	25
In	5	10	8.05	1.396	17
Dec	3	10	6.05	1.529	25
Ind	7	11	9.17	.935	10
End	4	11	7.67	1.692	22
Pers	1	10	6.31	2.236	35
Ener	3	8	5.60	1.466	26
Mind	2	8	4.81	1.486	31
Determ	4	10	8.10	1.635	20
SWR	4	9	6.71	1.519	23

Note: Resp - responsibility, In - initiative, Det - determination, Ind - independence, End - endurance, Pers - perseverance, Ener - energy, Mind - mindfulness, Determ - determination, SWR – strong - willed regulation.

Having conducted the empirical research we can draw several conclusions. Firstly, the volitional sphere is the quality or component of the future officer's subjectivity. Secondly, the conditions of a military institute do not always positively and effectively affect its formation and development. This calls for an adequate research to be carried out with identifying and introducing psychological and pedagogical conditions. Thirdly, the conditions identified are a subject of implementation. Their impact on the cadets' identity should be measured in terms of psychology.

3 Conclusions

Summing up this study, it is necessary to reiterate the importance of the relationship between the emotional-volitional sphere and the process of personality formation. One of the negative factors for the army command staff is the negative influence of emotions. They block the mind ("I-emotions" begin to dominate the "I-will"). Thus they carry out the transition of the body reactions to the power of unconscious mental processes, i.e. losing the subjectivity of «I-can» in favor of «I-want» (with all the sum of unstable reactions, mania, phobias, etc.). Subjectivity combined with willpower can change the response under any even extremely unfavorable environmental pressure. It is important to understand that the activity of a subject who has fallen into the state of an *emotional person* becomes the key to a defeat, the cause of unexplained panic, as well as absolutely destructive actions. The emotional factor often becomes decisive during a fight, but it is equivalent to such factors as the commander's will and his subjectivity. On the one hand, helping the commander to take into account the behavior of the enemy can exert emotional pressure on him. On the other hand, the excessive emotionality can become a decisive factor in the loss of control and will allow the enemy to seize the initiative during the battle.

Based on the above-mentioned examples, we can conclude that the formation of an emotional component for the purpose of developing subjectivity, as a special type of intellectual activity of future commanders, should be accompanied by the education of will. It will help significantly reduce the risk of emotionally loaded decisions in conditions of service and combat activity, where the subjectivity of decision making has always inverse correlations to the time of the task performance. Thus, it is advisable to consider the peculiarities of the military personnel activities through the prism of forming their subjectivity [30] as a possible tool for assessing the environmental pressure factor. The environment is an element of autonomy in subject-object relations. The study will make it possible to define specific management activities and to take the necessary steps to improve the quality of the training of future officers of the Russian Federation.

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