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THEORETICAL ASPECTS OF RESEARCH ON THE PSYCHOLOGICAL BASIS OF FORMING THE READINESS OF THE GROUND FORCES SERVICEMEN OF THE ARMED FORCES OF UKRAINE TO FULFILL COMBAT MISSIONS AS ASSIGNED

The current military and political situation in Ukraine, caused by the large-scale armed aggression of the Russian Federation, has necessitated a rethinking of the psychological training of the personnel of the Armed Forces of Ukraine.

In this context, particular importance is attached to the formation of the psychological readiness of servicemen of the Ground Forces — the main combat component of the Armed Forces of Ukraine — for the effective execution of assigned combat missions in extremely complex, dynamic, and often dangerous combat conditions. A serviceman's psychological readiness is not only the ability to maintain inner balance in stressful situations, but also an integral personal characteristic that encompasses motivational attitudes, volitional qualities, as well as cognitive and behavioral strategies. The successful development of such readiness ensures high combat efficiency, resilience to psychological stress, the ability to make rapid decisions, and adaptation to the changing circumstances of modern warfare. The scientific understanding of the psychological foundations of readiness is crucial not only for improving the system of combat training, but also for developing effective methods of psychological support for military personnel. The relevance of this topic is determined by the need to establish a comprehensive theoretical and methodological framework that will allow for an effective influence on the formation and development of combat readiness within the system of modern military education and training.

Keywords: psychological readiness, servicemen, Ground Forces, Armed Forces of Ukraine, combat mission, stress resilience, motivation, self-regulation, military psychology, combat training.

Сучасна воєнно-політична ситуація в Україні, спричинена широкомасштабною збройною агресією з боку Російської Федерації, обумовила потребу переосмислення психологічної підготовки особового складу Збройних Сил України. Особливого значення в цьому контексті набуває формування психологічної готовності військовослужбовців сухопутних військ — основної бойової сили ЗСУ — до ефективного виконання бойових завдань за призначенням у надскладних, динамічних і часто небезпечних умовах ведення бойових дій. Психологічна готовність військовослужбовця — це не лише здатність зберігати внутрішню рівновагу у стресових ситуаціях, але й інтегральна характеристика особистості, яка включає мотиваційні установки, вольові якості, когнітивні та поведінкові стратегії. Успішне формування цієї готовності забезпечує високу бойову ефективність, стійкість до психологічних навантажень, здатність до швидкого прийняття рішень та адаптацію до змінних обставин сучасного бою.

Наукове осмислення психологічної основи готовності є важливим не лише для вдосконалення системи бойової підготовки, але й для розробки дієвих методик психологічної підтримки військовослужбовців. Актуальність обраної теми обумовлюється потребою у створенні цілісної теоретико-методологічної бази, що дозволить ефективно впливати на формування та розвиток бойової готовності особового складу у системі сучасної військової освіти та підготовки.

Ключові слова: психологічна готовність, військовослужбовці, сухопутні війська, Збройні Сили України, бойове завдання, стресостійкість, мотивація, саморегуляція, військова психологія, бойова підготовка.

Introduction. The full-scale armed aggression of the Russian Federation against Ukraine has significantly altered the priorities and approaches to military training, particularly emphasizing the psychological resilience and operational readiness of personnel. In this context, the Ground Forces — the backbone of the Armed Forces of Ukraine — are tasked with executing combat missions in extreme, unpredictable, and often life-threatening conditions. These circumstances require not only physical endurance and tactical competence but also a high level of psychological readiness.

Psychological readiness is understood as an integrated system of personal qualities, mental states, and cognitive-behavioral strategies that enable a soldier to act effectively under stress, uncertainty, and risk. It includes components such as motivation to serve, emotional stability, the ability to regulate stress responses, and the mental flexibility needed for quick decision-making on the battlefield. Given the complexity of modern warfare, the development of psychological readiness becomes a critical element of overall combat capability. This necessitates a deeper scientific understanding of its theoretical foundations, factors of influence, and practical methods for enhancement. Forming psychological readiness is not a spontaneous process but rather one that must be cultivated through structured training, psychological support systems, and leadership within the military environment.

The relevance of this research lies in the urgent need to build a comprehensive theoretical and methodological framework that will enhance the efficiency of military education and the psychological training of personnel. A scientifically grounded approach to psychological readiness will directly influence the resilience, cohesion, and combat effectiveness of the Ukrainian Ground Forces in the face of ongoing military challenges.

Theoretical foundations of research. The formation of psychological readiness among military personnel for the execution of combat missions is a complex psycho-pedagogical process that encompasses both individual and collective mechanisms of adaptation, motivation, and stress resistance. The study of this issue is based on a number of interdisciplinary approaches that combine achievements from military psychology, general and applied psychology, activity theory, pedagogy, and sociology. Psychological Readiness as a Scientific Category [1, 5].

In scientific literature, psychological readiness is understood as a multi-level structure comprising:

- **Motivational level** (willingness to act, patriotism, internal orientation);
- **Cognitive level** (knowledge, skills, professional perception);
- **Emotional-volitional level** (stress resilience, determination, self-regulation);
- **Behavioral level** (actual performance in combat settings).

According to activity theory (L.S. Vygotsky, A.N. Leontiev), any type of activity — including military activity — requires a clearly defined goal, motivation, and the means to achieve the desired result. Military service, as a form of extreme professional activity, demands not only strict adherence to regulations but also creative thinking, rapid adaptation, and psychological resilience. Combat readiness is a dynamic, rather than static, phenomenon. It is formed in the interaction between the individual and the conditions of service: combat duty, tactical training, rotations, leadership influence, and the moral-psychological climate in the unit. In modern warfare, stress resilience and the ability to self-regulate are critical. Psychophysiological studies (J. Lang, H. Selye, B.M. Teplov) show that constant exposure to life-threatening danger causes chronic stress, which can either mobilize or destroy a soldier's psychological integrity [2, с.17-25].

Therefore, training programs must ensure: the development of adaptive stress-coping strategies; reflective thinking skills; the ability for emotional self-control and regulation.

Socio-Psychological Factors of Combat Readiness Combat readiness is also shaped by socio-psychological factors such as:

- Unit cohesion and collective identity;
- The authority and leadership style of commanders;
- Moral support from comrades-in-arms;
- Identification with national purpose and duty.

Military psychologists have found that group dynamics within a combat unit often play a decisive role in maintaining operational effectiveness under prolonged stress. **Methodological Basis of the Study.** A comprehensive investigation of psychological readiness requires the use of diverse methods, including:

- Theoretical analysis of scientific literature;
- Empirical research (surveys, interviews, observations);
- Combat situation simulation to assess behavioral reactions;
- Psychodiagnostics (measuring stress resilience, anxiety levels, motivational orientation, etc.).

In summary, psychological readiness is a multifaceted construct shaped by a combination of internal factors (such as personality traits, motivation, emotional-volitional stability, and self-regulation) and external factors (such as service conditions, quality of training, team interaction, and the moral-psychological climate). It determines a serviceman's ability to maintain effectiveness, purposefulness, and professional composure under conditions of combat stress, uncertainty, and life-threatening danger [3, c.62-69].

A scientific understanding of this category is crucial for developing a systematic approach to its formation—one that encompasses both the initial stage of military training and ongoing psychological support throughout the course of service. A comprehensive understanding of the structure, mechanisms, and determinants of psychological readiness allows for the creation of effective combat training models, methods for strengthening stress resilience, and adaptive programs. In turn, this directly contributes to sustaining a high level of combat capability and the operational potential of the Armed Forces of Ukraine under the conditions of modern warfare. [4, c.33-40].

The purpose of the article The purpose of this article is to theoretically substantiate and analyze the psychological foundations of forming the readiness of servicemen of the Ground Forces of the Armed Forces of Ukraine to fulfill combat missions as assigned, taking into account the current challenges of the military-political situation, the specific nature of combat activities, and the requirements for psychological training of personnel. This objective includes identifying the key components of psychological readiness, the factors that influence its development, and summarizing scientific approaches and practical methods for its enhancement under the conditions of modern warfare.

Methods To achieve the objectives of this study and ensure a comprehensive examination of the psychological foundations of combat readiness, a set of complementary research methods was employed. These included theoretical, empirical, and statistical approaches, enabling a multi-level analysis of the subject matter. This approach allowed us to not only **comprehensively cover the subject of the study** but also to ensure the **high reliability and validity of the obtained results**. Specifically, the research included **theoretical methods** such as analysis, synthesis, generalization, and systematization of scientific literature, which helped form a strong conceptual base and define key concepts. In parallel, **empirical approaches** were used, including surveys, interviews, testing, and observation of military personnel during combat training and real exercises. This enabled the collection of primary data on the psychological states, reactions, and adaptation mechanisms of personnel. Finally, **statistical methods** played a crucial role in the quantitative analysis of the collected data, allowing for the identification of significant correlations, trends, and patterns, as well as confirming or refuting hypotheses. Thanks to this **multi-level and**

comprehensive analysis of the research subject, we were able to obtain objective and valid conclusions that hold significant scientific and practical value for enhancing the psychological resilience and combat readiness of Ukrainian servicemen.

Analysis, synthesis, and generalization of scientific literature:

A broad spectrum of Ukrainian and international sources in military psychology, general psychology, pedagogy, and activity theory was reviewed to construct the conceptual and theoretical framework of the study. This included **fundamental works on military psychology**, which allowed for an understanding of the specifics of the military servicemember's psyche in combat conditions. **Sources from general psychology** were also drawn upon, providing the opportunity to integrate broader psychological concepts of personality, stress, motivation, and adaptation. **Pedagogical research** played a crucial role, helping to identify the most effective methods for forming and developing psychological readiness through training and education. Finally, **activity theory** provided a methodological basis for analyzing the behavior of military personnel as a systematic, goal-oriented activity. This multifaceted approach allowed not only for the **systematization of existing knowledge** but also for the **identification of research gaps**, which in turn determined the main directions of the empirical part of the work. The generalization of these sources enabled the construction of a **holistic model of psychological readiness** that takes into account both individual characteristics and the context of modern military challenges.

Modeling:

A conceptual model of the psychological structure of servicemen's readiness for combat tasks was developed, integrating motivational, cognitive, emotional-volitional, and behavioral dimensions. Modeling was a pivotal stage of the study, during which a detailed conceptual model of the psychological structure of servicemen's readiness for combat tasks was developed. This model doesn't just describe individual components; it integrates them into a holistic, dynamic system, reflecting the complexity of the human psyche in extreme conditions. The model encompasses four interconnected dimensions:

Motivational Dimension: This includes aspects such as combat motivation, a sense of duty, patriotism, the desire for victory, and personal values that drive a serviceman to act effectively even under threat.

- **Cognitive Dimension:** This covers the knowledge, skills, and abilities necessary for rapid and adequate perception of a situation, information analysis, decision-making, and consequence prediction in a combat environment. It also includes tactical thinking and the ability to learn under high stress.

- **Emotional-Volitional Dimension:** This refers to the ability to manage one's own emotions (fear, anxiety, aggression), maintain a high level of self-control, demonstrate determination, resilience, and a will to win. It also includes the development of stress resistance and psychological endurance.

- **Behavioral Dimension:** This reflects the serviceman's actual actions and reactions in a combat situation, their ability to work cohesively in a team, effectively use weapons and equipment, and adhere to military regulations and procedures under pressure. The development of this model not only allowed for the systematization of understanding psychological readiness but also became the foundation for further empirical verification and the development of practical recommendations for its formation and development in servicemen of the Armed Forces of Ukraine. It provides a unified framework for assessing and purposefully influencing the key psychological aspects of combat effectiveness.

Questionnaires and Surveys:

A structured survey was conducted among servicemen of the Ground Forces of the Armed Forces of Ukraine to assess their self-perceived levels of motivation, emotional stability, and readiness for combat missions. The objective of this stage was to assess their

self-perceived levels of key psychological components: motivation for service and combat tasks, emotional stability under stress, and overall readiness for effective action in combat missions. The developed questionnaires included both closed and open-ended questions, which allowed for obtaining both quantitative data for statistical analysis and qualitative insights revealing the individual perceptions and experiences of service members. This approach ensured the collection of valuable "first-hand" information about the internal state, expectations, and adaptive strategies of personnel, which is extremely important for understanding the actual state of psychological readiness in the context of the ongoing full-scale aggression.

Observation:

Continuous participant observation was carried out during tactical exercises, training operations, and field deployments to monitor behavioral manifestations of readiness, group cohesion, and decision-making under pressure.

Quantitative analysis of test and survey results was performed, including calculation of mean values, standard deviations, and correlation coefficients to determine relationships between psychological variables.

Qualitative analysis was also conducted to interpret open responses and identify recurring psychological patterns.

The integration of these methods ensured both the validity and reliability of the research outcomes, allowing for a rigorous understanding of the psychological mechanisms and conditions necessary for the effective formation of combat readiness among Ukrainian Ground Forces personnel.

Conclusions. Psychological readiness of a serviceman to perform combat tasks is a complex, multifaceted system of personal traits that includes motivational, cognitive, emotional-volitional, and behavioral components. It is not an innate or static characteristic but is developed through targeted military-psychological training and through direct participation in combat operations, tactical exercises, and field training. The theoretical analysis of scientific literature revealed key approaches to understanding the phenomenon of combat readiness. Activity theory plays a central role, positing that effective functioning of an individual in extreme and stressful conditions is possible only with clearly defined motivation, purposeful behavior, and well-formed self-regulation strategies.

It was found that the motivational component of readiness (intrinsic motivation, patriotism, sense of duty) serves as a foundational element in the structure of psychological combat training. Additionally, emotional stability and stress resilience significantly influence a soldier's ability to operate effectively in situations involving danger, unpredictability, or tactical chaos. The empirical research confirmed that high levels of psychological readiness correlate with factors such as effective leadership, unit cohesion, a positive moral and psychological climate, and systematic training in conditions close to real combat. The use of an integrated methodological approach — including theoretical analysis, empirical observation, psychodiagnostics, and statistical processing — ensured the reliability and validity of the findings and made it possible to formulate practical recommendations for enhancing psychological training of military personnel.

The results obtained have important practical value for the system of military education and combat preparation. They can be used to develop programs for psychological support, individual psychological counseling, and for training commanders in leadership and communication skills within their units. These programs will cover all stages of service — from initial training to adaptation upon returning from combat zones. They will include not only the prevention of stress disorders but also the development of personal resilience, emotional intelligence, and self-regulation skills in service members. Moreover, the data obtained will allow for the refinement of approaches to individual psychological counseling, making it more targeted and effective. This means that psychologists will be able to provide personalized

assistance, taking into account the specifics of each service member's combat experience and their unique psychological needs.

The research findings will be of particular importance for training commanders. They will be able to master the leadership and communication skills necessary for creating a healthy psychological climate within their units. Commanders who understand the importance of psychological readiness and can recognize signs of stress in their subordinates will become key figures in supporting morale and personnel effectiveness. This, in turn, will contribute to strengthening unit cohesion, increasing their combat readiness, and the overall psychological stability of the Armed Forces of Ukraine in the face of full-scale aggression.

Future research directions may include examining the dynamics of psychological readiness over prolonged periods of military service; developing innovative methods for training stress resistance; and analyzing the impact of combat experience on the psychological characteristics of servicemen. This will allow us to understand how servicemen **adapt to stress and threats**, as well as to identify potential risks of **burnout or post-traumatic stress disorders**. Particular attention should be paid to **developing innovative methods for training stress resistance**, which will go beyond traditional approaches and include, for example, **virtual reality for simulating combat scenarios, biofeedback for self-regulation**, and the **development of cognitive-behavioral strategies for managing emotions in extreme conditions**. Furthermore, **analyzing the impact of combat experience on the psychological characteristics of servicemen** is critically important for developing effective **rehabilitation and support programs**. This research should consider both **negative consequences, such as traumatic stress**, and **positive adaptations that can lead to personal growth and increased resilience**. Understanding these aspects will enable the creation of a comprehensive system of psychological support and development that will accompany servicemen at all stages of their service.

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