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## **MOTIVATION OF AVIATION SPECIALISTS IN MARTIAL LAW CONDITIONS: PROBLEMS AND WAYS OF PROVISION**

### **МОТИВАЦІЯ АВІАФАХІВЦІВ В УМОВАХ ВОЄННОГО СТАНУ: ПРОБЛЕМИ ТА ШЛЯХИ ЗАБЕЗПЕЧЕННЯ**

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The full-scale war that engulfed Ukraine and significantly changed the lives of Ukrainians had a significant impact on all spheres of life: economy, politics, psychology and culture of the people. At present, a crucial factor is the ability of Ukrainian society to mobilize and demonstrate unity and solidarity. In the process of strategies searching for Ukraine reconstruction, an important place is given to promoting the personal and professional development of higher education applicants – future aviation specialists, whose key task in martial law is to achieve a high level of professionalism and acquire important competencies. Even in such difficult conditions, an important factor in success is the formation

of motivation for learning, which allows higher education applicants to adapt to changes in the educational process and focus on achieving their goals

The current task is to study the motivation for learning of higher education applicants, namely aviation specialists, in war conditions, as this allows us to better understand how military events and threats affect the psychological state, goals and values of future aviation specialists in the aviation sphere.

Motivation as the main component of educational activity in martial law is the object of research by Ukrainian scientists, namely: T. Holubenko, O. Kovaliova, T. Kornisheva, I. Kramarenko, A. Melnyk, M. Moskalyuk, N. Moskalyuk, S. Fedenko and many other researchers. Ch. Bernard, D. McGregor, F. Taylor devoted their research to the socio-economic aspects of motivation analysis; J. Atkinson, D. McClelland, A. Maslow outlined its socio-psychological direction. It is worth noting that in-depth research on this problem can contribute to the development of effective strategies for supporting and stimulating the educational activity of higher education higher education applicants in difficult socio-political conditions.

The Sociological Dictionary interprets motivation as: “1) an individual’s understanding of the situation, choosing and evaluating different models of behavior, predicting its results and forming motives on this basis; 2) a relatively stable system of motives that determines the behavior of a social subject” [4, p. 185–186]. Motivation of future aviation specialists for educational activity is a key condition for the successful implementation of the educational process. The main factor influencing higher education applicants’ learning motivation is the acquisition of knowledge, skills, and competencies that will form the foundation of their future professional activity.

Let us consider the challenges that complicate the educational process under wartime conditions and exacerbate motivational issues among future aviation specialists.

Any military conflict is accompanied by stress, anxiety and instability, which significantly affects the psychological state of people, especially children and young people who are studying. Motivation in the educational process is one of the determinants of academic success, and during wartime, the issue of ensuring stable and effective motivation becomes particularly acute, as safety and survival become the primary priorities. When there is a constant threat to life and security, higher education applicants lose the ability to concentrate and absorb new information. In addition, constant stress and anxiety can lead to emotional burnout, fatigue and psychological disorientation, which jeopardizes the ability to learn and remember information. In addition, constant anxiety can also cause psychological disorientation. The rapid changes in living conditions erode confidence

in the future, generating feelings of hopelessness regarding prospects and diminishing interest in learning. Stress and anxiety, which are integral parts of armed conflict, can significantly undermine motivation to study, complicate the educational process and affect overall academic performance. In conditions of stress and instability, education becomes less of a priority, as more urgent goals appear, such as survival and protection from military threats, which, in turn, leads to a loss of interest in learning and, accordingly, a decrease in motivation [3, p. 120; 2, p. 18–21].

Economic instability is a problem that makes it possible to reduce motivation to study, because the growth of financial problems and the process of solving them can lead not only to distraction from the educational process, but also to a decrease in opportunities for education and access to educational resources.

Another problem that affects motivation to study is the interruption of the educational process. Control over the situation is lost due to a change in the living environment and constant fear for one's own safety, which leads to an interruption of the usual rhythm of study and creates obstacles to the educational process and, as a result, a loss of motivation to study with the consequences of psychological and emotional stress.

However, despite the above-mentioned challenges, we've come to the conclusion that maintaining the motivation of future aviation specialists to learn is extremely important for several reasons. First, it is essential for the future preparation, no matter how illusory it may be. Education is its important component, acquired knowledge and skills are the basis for further self-realization and career. By maintaining motivation to study, future aviation specialists will be able to implement new ideas and develop the socio-economic structure of post-war Ukraine. Second, studying under wartime conditions fosters psychological resilience. Through the acquisition of knowledge, future aviation specialists gain self-confidence, adapt more quickly, overcome difficulties, and respond effectively to challenges.

But to maintain the motivation of future aviation specialists to study during war, it is necessary to use certain strategies, to which we attribute a positive, comfortable atmosphere of the training environment, which is aimed at reducing the "distance" between a teacher and a higher education applicant; creating of a positive "emotional color", which contributes to positive communication in dialogue; providing effectiveness of the educational process. The importance of this strategy, in our opinion, is determined by the following factors: higher education applicants, following the ways and means of the teacher communication, can transfer them their study and, of course, future professional activities, and therefore, the teacher must demonstrate communicative skills, creative thinking, readiness to support

and make new decisions; the communication style of a teacher influences the higher education applicants' attitudes to studying, especially in the war period; the teacher must be able to interact with applicants in the form of subject-to-subject interaction or dialogue, using the ability to listen and hear them [1, p. 158].

This strategy is correlated with stimulating interest in learning, when higher education applicants are offered interesting classes, using positive examples of higher education applicants' and teachers' successes, even in wartime, which can inspire others to similar achievements and maintain motivation. And, of course, in wartime, a strategy for developing psychological resilience is extremely important for maintaining the motivation of future aviation specialists to study. Psychological support from management, teachers, and psychologists makes it possible to maintain the emotional state and psychological resilience of higher education applicants.

Summarizing the results of the study, it can be stated that the process of training future aviation specialists in conditions of full-scale war has acquired fundamentally new features and requires a radical restructuring of educational and psychological approaches. The main catalyst for success in this process is high, stable and value-oriented motivation of higher education applicants.

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