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## FAMILY VALUES AS A FACTOR IN BUILDING PROFESSIONAL POTENTIAL OF MILITARY CADETS

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### ЦЕННОСТИ СЕМЬИ КАК ФАКТОР ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОГО ПОТЕНЦИАЛА КУРСАНТОВ ВОЕННЫХ ВУЗОВ

**Abstract.** The article examines the issues of the professional formation of a future officer in the process of studying at a military university as a carrier of certain social properties and a system of moral standards. The purpose of the article is to analyze the influence of the features of internal structures, the nature of relations and values of the family as a social institution on the formation of the professional potential of a future military specialist. In the process of considering the problem under study, a systematic approach is used that reflects the interconnection of the interests of such public institutions as the family, the state, and the army. The work clarifies the concepts of “family values”, “professional potential of cadets of a military university”, reveals their structure, analyzes the process of developing and forming by the family professionally important personality qualities of future officers, value orientations that affect the educational motivation of cadets. The results of an empirical study of the influence of family values and the nature of intra-family relationships on the level of development of educational motivation of future military specialists are presented. The presented materials show the relationship between the formation of intra-family socially significant values and the level of motivational focus on the development of a military specialty, the construction of life prospects. The significance of the study lies in the analysis of the mechanism for the formation by the family of values for the development of cadets of their future profession. The results obtained can be used in the interests of improving the system of pedagogical support aimed at the formation of family values among cadets in a military university.

**Keywords:** family values; professional potential; family structure; intra-family relationships; educational motivation; cadets; military university.

**Аннотация.** В статье рассматриваются вопросы профессионального становления будущего офицера в процессе обучения в военном вузе как носителя определенных социальных свойств и системы нравственных нормативов. Целью статьи является анализ влияния особенностей внутренних структур, характера отношений и ценностных установок семьи как социального института на формирование профессионального потенциала будущего военного специалиста. В процессе рассмотрения исследуемой проблемы используется системный подход, отражающий взаимосвязь интересов таких общественных институтов, как семья, государство, армия. В работе уточняются понятия «семейные ценности», «профессиональный потенциал курсантов военного вуза», раскрывается их структура, анализируется процесс выработки и формирования семьей профессионально важных качеств личности будущих офицеров, ценностных ориентаций, влияющих на учебную мотивацию курсантов. Представлены результаты эмпирического исследования влияния ценностных установок семьи и характера внутрисемейных отношений на уровень развития учебной мотивации будущих военных специалистов. В представленных материалах показана взаимосвязь сформированности внутрисемейных социально значимых ценностей и уровня мотивационной направленности на освоение военной специальности, построение жизненных перспектив. Значимость исследования заключается в осуществлении анализа механизма формирования семьей ценностных установок на освоение курсантами их будущей профессии. Полученные результаты могут найти применение в интересах совершенствования системы педагогического сопровождения, направленного на формирование семейных ценностей у курсантов в условиях военного вуза.

**Ключевые слова:** семейные ценности; профессиональный потенциал; структура семьи;

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внутрисемейные отношения; учебная мотивация; курсы; военный вуз.

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During the difficult military and political situation, as well as economic and spiritual challenges to the life and work of society, the issue of the professional and personal development of future officers, defenders of the security, integrity, and sovereignty of our country, is of particular relevance. This issue is addressed in pedagogical research through the lens of the values that underpin military professional activity, such as duty, honor, and patriotism, among others [7, p. 15]. These values are explored through the studies of students in military universities.

In this regard, it is evident that young people who predominantly come from families populate military universities. That is to say, their abrupt transition occurs without any intermediate stages into a completely new and distinct social environment that is different from their previous one and has its own unique conditions.

Given that the family forms an integral part of an individual's life and lays the ideological foundation and personality traits of future military professionals even before they enroll in university, as the oldest social institution, it accumulates human culture and values [8; 9]. Therefore, the family is under the protection of the state.

In his message to the Federal Assembly dated February 29, 2024, Vladimir Putin recalled the main purpose of the family: "The values of love, mutual support and trust are passed down in the family from generation to generation. Just like culture, traditions, history, moral principles" [23]. It is no coincidence that on November 22, 2023, the President signed a decree declaring 2024 the Year of the Family in the Russian Federation.

It is legitimate to assert that the family plays a significant role in the professional development of future military specialists. However, a number of social changes affecting the family as an institution make this study relevant due to the following factors:

- in the process of society's development, value systems undergo certain transformations, manifested in changes in attitudes towards military service and civic duty;
- the transformation of the family institution has led to modifications in its normative system and values;
- modernization of the Armed Forces of the Russian Federation has resulted in increased demands for the development of the elements that constitute an officer's professional potential.

These circumstances actualize the problem of forming professionally significant and personal qualities in young people, even before they enter military universities. They also require an understanding of the patterns of family influence on this process. To manage the professional development of future officers, it is essential to understand the mechanisms of how family values impact the formation of their professional potential. To analyze this process, we need to understand the definitions of “family values” and “professional potential for military university cadets”.

An analysis of the scientific literature suggests that the multidimensional concept of "family" is a subject of research in various sciences, such as philosophy, sociology, psychology and pedagogy. From a sociological standpoint, the family can be viewed as a social institution comprising members who are linked by responsible relationships founded on moral principles that underpin society [3, p. 89]. Pedagogy assigns a primary social role to the family as an institution, one of which is to provide a nurturing environment for the younger generation [10; 12, p. 22].

From the point of view of psychology, L.B. Schneider's definition is of interest. The author sees the family as a small group linked by relationships, focused on the system of functions and values. E.A. Selezneva argues that the family is not just a social grouping of people united by kinship, shared interests, and responsibilities. It is also a source for social attitudes [17]. E.I. Artamonova, who notes that families are sources not only of values but also of social orientations, shares this viewpoint [16, p. 17]. An analysis of different viewpoints allows us to conclude about the impact of family relationships and value orientations on professional development for younger generations.

When considering this issue, it is important to define the concept of “family values” and the components that constitute it. In the scholarly literature, there are various essential components to this definition. For instance, V.V. Nikolina sees family values as goals, modes of interaction, and organization of family life [14, p. 6]. L.M. Pankova emphasizes ethical and religious beliefs and ideals that contribute to the well-being of families [15], while S.P. Akutina refers to family values as societal guidelines [1].

Thus, based on the analysis of scientific research, it can be concluded that there are two components identified in the structure of the concept of “family values”:

- a set of value orientations based on spiritual and moral principles. These orientations are specific to each family and relate to the goals, functions, and content of its existence. They emphasize the importance of each member of the family and focus on internal aspects.

Elements of this component include values such as respect, honesty, love, trust, loyalty, support, and mutual understanding;

- value orientations with a social nature. These play an important role in socialization and include elements such as responsibility, courage, justice, self-discipline, active citizenship, etc.

The multidimensional nature of the concept of “family values” includes a wide range of ideas that each family has individually. This emphasizes the importance of considering the influence of family on the formation of personality and its qualities, which are essential when choosing a career path related to protecting our state.

In this regard, the content of the concept of “professional potential” of military university cadets is of interest to our research. From the point of view of acmeology, this phenomenon represents the ability to express oneself and develop in a particular profession. I.Y. Stepanova defines professional potential as a system of internal resources managed by the person himself and manifested within the professional sphere in the form of achievements and prospects. The researcher clarifies that professional potential reflects the totality of a person's abilities and capabilities that allow him to master a specific type of professional activity. The indicators are efficiency, the level of personal comfort and the degree of professional activity [18].

The following components can be distinguished in the structure of the professional potential of military university students:

- personal, intellectual, and psychophysiological qualities;
- military-professional orientation;
- long-term motivation [6].

Of particular interest are such components as personal qualities – morality, determination, perseverance, developed willpower, adequate self-esteem, resistance to adverse influences, as well as educational and professional motivation. In our opinion, the family has a significant impact on these components. To manage effectively the process of developing cadets' personal qualities and their motivational orientation in the educational environment of a military university, it is necessary to understand patterns of family influence on the formation of these aspects as a social institution.

The family is a system of interpersonal interactions that, on the one hand, is closed and functions according to its own logic of development. It demonstrates its own rules of behavior and patterns of relationships, but it also develops on the culture basis of the surrounding world and internalizes its social norms. Thus, it becomes a kind of mediator between the younger generation and society, helping to form their value orientations through family relations [4].

A.G. Zdravomyslov, D.N. Unadze and V.A. Yadov consider values and value orientations through the concept of relationships and attitudes that form the basis of a person's orientation [21]. Given the fact that family education is emotional in nature, it can create the necessary conditions for assimilating values. Emotional relationships between family members form a psychological

climate that fosters humanistic traits such as kindness, honesty, and responsiveness. Children's basic needs and their communication skills are developed in the family.

L.I. Bozhovich, A.I. Vysotsky and B.M. Teplov have noted the influence of value systems on a person's volitional development, which allows them to achieve their goals in life. Volitional qualities allow a person to manifest their value orientations at the proper level [5; 19; 20].

The appropriate role model and parental authority bring up strong-willed qualities in children, such as determination and independence. The opposite effects are weakness of will and selfishness manifested in parenting styles with excessive protection and permissiveness [11].

V.S. Mukhina underlines the importance of the value attitude towards family and fatherland, which provides an essential condition for self-identity development through the links between past, present, and future. This connection includes family memories and ties with generations through traditions [13].

Nowadays, families have different educational potential to include not only the spiritual and practical activities of parents aimed at forming certain qualities and values in their children, but also the features of the family's microenvironment and lifestyle. The realization of the potential depends on several factors including the structure of the family, material living conditions, the personal characteristics of parents, the psychological climate within the family, the nature of relationships between family members, and state support for families [2].

We consider it important to investigate the correlation between family values, the nature of inter-family relations, and the level of development of personal and professional qualities, as well as educational motivation among future military specialists.

A study was conducted among 124 cadets in their first and second years of study. The sample size was selected based on the fact that the influence of family during the transmission of values among cadets is most evident during this period. The selected sample is representative of a military university.

To identify the significant structural elements of families across three generations and the impact of intra-family dynamics on educational potential, the genogram method was applied. Through interviews based on this methodology, family backgrounds, values and behavioral standards were identified, enabling us to determine the factors that shaped the cadets' personalities and how they form relationships with their peers.

A survey was conducted to identify the cadets' value orientations in military professional activities. At the same time, we took into account that the process of choosing a profession is focused on the ratio of both personal and social values relative to this professional group. To determine the level of training such research methods as observation were used, which made it possible to determine the degree of cadets' activity and objectives during training sessions, their attitude towards subjects, and motivation for actions in self-preparation for seminars and practical classes, as well as participation in a military scientific society. Performance analysis and questionnaires were also used.

The results of the cadets' responses regarding their priority values that guided them in choosing their profession are shown in Table. Most respondents (32.1%) named patriotism as the leading value that determines their choice of professional activity as well as the involvement in defending their country and unwillingness “to sit out” during the difficult times. A desire for high professionalism within the chosen field and realization of one's own potential was noted in 11.2%: they chose to follow professional ideals, prolong the family tradition and become professionals in the same field as their parents (14.5%). Financial support was preferred by 16.2%, while social status was chosen by only 8.1%; future certainty and career growth were chosen by another 10.8%. Enrolling in a military university was considered as the only way to obtain higher education by 7.1%.

Table

**The rate of professional activity values**

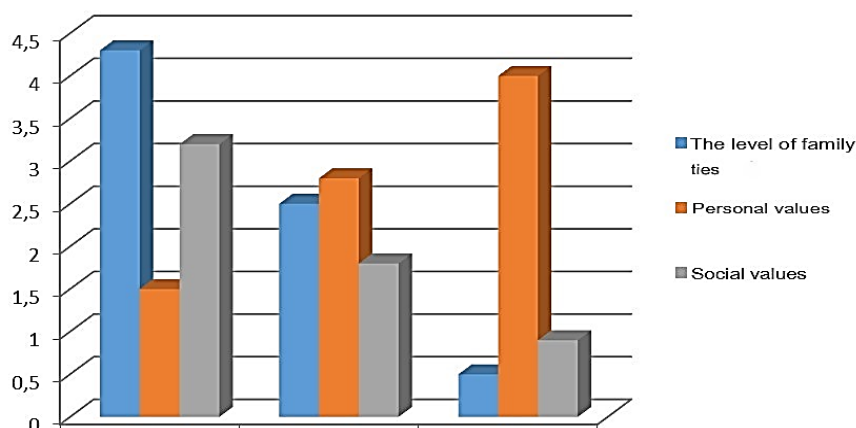
Priority values Involvement in the defense of the Fatherland	Total	
	%	Place
Realizing your interests and abilities	32,1	1
Following traditions and professional ideals	11,2	4
High earnings	14,5	3
Social status	16,2	2
Certainty, career growth	8,1	6
The only opportunity to get higher education	10,8	5
Priority values	7,1	7

In these value bases of military professional activity a clear influence of family values reveals based on the communication within the family. The genogram proves that the cadets analyzed strong relationships and family ties within their families over three generations, noted constructive family scenarios, and behavioral patterns. They chose purely social values – the desire to protect their homeland as one of such. Most cadets whose families include military personnel or law enforcement representatives identified the reason for choosing a military profession as following family traditions and values passed down from generation to generation.

The cadets, grown up in single-parent households or families with stepparents, but with strong ties within the family, between two generations at least, choose to pursue their interests, abilities, career growth, and social standing following the desire to ensure an independent position and freedom.

On the other hand, the cadets from single-parent homes with broken intergenerational bonds, conflictual relationships, and destructive family situations, demonstrate exclusively practical value orientations, such as high earnings or the only opportunity for higher education.

Figure illustrates the connection between the characteristics of family structures and situations and the predominant nature of value orientations in choosing a military career.



**Fig. Correlation between the features of intra-family structures and the predominance of the nature of value orientations**

The correlation of the predominance of formed personal qualities and the level of development of educational motivation with the upbringing style in cadets' families led us to the following conclusions: the interrelation of willpower, discipline, and motivation of cadets is indicative. As noted by T.A. Konurbaev and E.K. Sagynbayev, willpower lies in a person's ability to regulate their negative thoughts, feelings, and desires that hinder their development and manifestation of personality strengths [11]. The study showed that cadets in whose families older generations were steadfast examples for them created an atmosphere of trust, stable positive relationships, clear life priorities, planning, daily routine, openness, and younger members involved in family matters. They demonstrated stable strong-willed qualities, determination, self-confidence, high level of academic motivation, and desire to participate in various activities.

The respondents who expressed their satisfaction with their relationship with their parents adapted more quickly to the conditions of the military university, showed less anxiety, and built relationships in the team more easily.

Thus, a connection was noted between the emotional background that prevailed in the family and the established type of emotional sphere of cadets. Cadets whose families were dominated by negative emotions, tense relationships between family members or excessive overprotection showed low perseverance in learning educational material, tasks were not completed, and apathy and fatigue manifested themselves. The limitations arising in daily life threatening the satisfaction of personal needs cause a state of anxiety and unwillingness to study. Military professional activity is associated with specific conditions requiring endurance, endurance, and responsibility.

Therefore, choosing a military career bases on strong socially significant values in which the formation of families play an important role.

The findings of the research and analysis of the relevant scientific literature lead to the conclusion that the characteristics of intra-familial structures, the nature of family ties, and the values that they promote not only contribute to the development of the professional potential of

future professionals, but also serve as a motivational foundation for their training and professional performance.

The findings obtained can be utilized to formulate recommendations for the development of pedagogical strategies for the professional and personal growth of cadets, with the aim of enhancing educational motivation and establishing a foundation for their professional activities. It is essential to examine the pedagogical factors that contribute to the promotion of traditional family values amongst cadets in military institutions, as a means of ensuring their future success in their chosen profession.

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