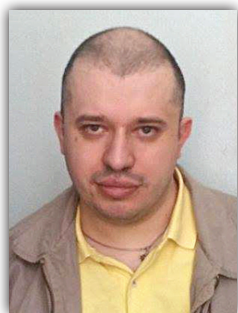


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PSYCHOLOGY OF MILITARY TEAMS AND THE PROBLEM OF LEADERSHIP IN UKRAINIAN HISTORIOGRAPHY

A This article is devoted to the problem of military collectives and military leadership. The purpose of this study is to investigate the psychology of military teams in Ukrainian pedagogical and psychological sciences. During the investigation, the method of content-analysis was used. The novelty of this article lies in the content-analysis of articles, books, and collective monographs on the problem of military collectives and military leadership. Ukraine is now a belligerent state. The full-scale Russian invasion of Ukraine has actualized the issue of military pedagogy. It is important to establish a favorable psychological climate in the military team. Ukraine's desire for integration into the European Union and NATO is stated in official documents. It is important for Ukraine to adapt the activities of the military psychological service to NATO standards. Israel's experience is also useful for Ukraine. Ukrainian scientists have made progress in promoting the management of military personnel in practice. The army consists of groups of people. The article analyzes the works of Ukrainian psychologists from 2013 to 2022. The purpose of the article is to reveal the managerial activities of a military leader in modern conditions. The army consists of groups of people. The lowest level of military teams is a company (platoon). It is important for officers to establish communication with subordinates. The officer must be prepared to interact with formal and informal leaders of service member groups. A military leader must have the authority to motivate subordinates to take action. Important features of direct action leaders are the ability to manage a team using a number of psychological techniques and formal acts. The ability to ensure discipline among subordinates is important for a leader. It is necessary to be able to resolve conflicts, most of which arise between officers and their subordinates. The commander must have high moral qualities and competence.

Keywords: army; company; military teams; leadership; conflicts; authority; discipline

ПСИХОЛОГІЯ ВІЙСЬКОВИХ КОЛЕКТИВІВ І ПРОБЛЕМА ЛІДЕРСТВА В УКРАЇНСЬКІЙ ІСТОРІОГРАФІЇ

S Стаття присвячена проблемі військових колективів і військового керівництва. Метою цього дослідження є дослідження проблем психології військових колективів в українських педагогічних і психологічних науках. Під час дослідження було використано метод контент-аналізу. Новизна цієї статті полягає в контент-аналізі статей, книг і колективних монографій із проблеми військових колективів і військового керівництва. Україна зараз є воюючою державою. Повномасштабне вторгнення Росії в Україну актуалізувало питання військової педагогіки. Важливо створити сприятливий психологічний клімат у військовому колективі. Прагнення України до інтеграції до Європейського Союзу та НАТО зафіксовано в офіційних документах. Для України важливо адаптувати діяльність військово-психологічної служби до стандартів НАТО. Досвід Ізраїлю також корисний для України. Українські вчені досягли прогресу у просуванні управління військовим складом на практиці. У статті аналізуються праці українських психологів у період з 2013 по 2022 рік. Метою статті є розкриття управлінської діяльності військового керівника в сучасних умовах. Армія складається з груп людей. Найнижчим рівнем військових команд є рота (взвод). Для офіцерів важливо встановити комунікацію з підлеглими. Офіцер повинен бути готовий взаємодіяти з формальними та неформальними лідерами груп військовослужбовців. Військовий керівник повинен мати повноваження мотивувати підлеглих до дій. Важливими рисами лідерів прямої дії є здатність керувати командою, використовуючи низку психологічних прийомів і формальних актів. Для лідера важливо вміти забезпечувати дисципліну серед підлеглих. Необхідно вміти вирішувати конфлікти, більшість із яких виникають між офіцерами та їхніми підлеглими. Командир повинен мати високі моральні якості та компетентність.

Ключові слова: армія; рота; військові команди; лідерство; конфлікти; авторитет; дисципліна

The relevance of the problem in general and its connection with important practical tasks. Ukraine is a participant in an imposed military conflict with a belligerent state, which has the status of a high-intensity conflict. This poses greater challenges to society than the regional conflict in Eastern Ukraine, known as the ATO. In wartime, Ukraine faces the problem of replenishing the psychological potential and restoring the human resource of

military personnel, primarily those who are fighting. Also, issues focused on the future are becoming more relevant - the issues of rehabilitation and adaptation to peaceful life of many veterans in the post-war period will arise. In this regard, the experience of military psychology, which studies many aspects of the training and rehabilitation of military personnel, will be in great demand, as well as the experience of pedagogical science, which is designed

to provide the competence component of those who must prepare such specialists as military psychologists. An important aspect of studying the training system of military psychologists in Ukraine is the problem of military teams. The army is divided into military groups - armies, divisions, brigades, companies, platoons. Of particular importance is the role of officers as leaders of the military team. The full-scale Russian invasion of Ukraine actualized the issue of military pedagogy. It is important to establish a favorable psychological climate in the military team. Ukraine's desire for integration into the European Union and NATO is recorded in official documents. It is important for Ukraine to adapt the activities of the military psychological service to NATO standards. Israel's experience is also useful for Ukraine. Among officers, the issue of military leadership is important.

An analysis of previous research and publications has shown that recently, given the full-scale invasion of the Russian Federation and active hostilities, research aimed at studying the problems of training military psychologists has intensified. S. Balashova, S. Vasiliev, G. Dubrovynskyi, P. Lisovskyi are the authors of general manuals on military psychology [2; 7]. V. Moroz and O. Skrypkin developed a manual for the company (platoon) commander [8]. I. Burlakova, I. Ostapenko, O. Gerasimchuk, O. Shevlyakov, O. Cherednichenko dedicated a book to the psychology of military leadership [3]. V. Aleschenko, S. Vasylenko, D. Hachak-Velychko, I. Syvovs devoted their articles to the problems of the military team [1; 4; 5]. We would like to note the same achievements of us and our colleagues from V. Sukhomlynskyi State Scientific-Pedagogical Library in military psychology, military pedagogy, and their historiography [9; 10; 11].

The purpose of this study is to investigate the problems of psychology of military teams in Ukrainian pedagogical and psychological science. During the investigation, the **method of content-analysis** was used. **The novelty of this article** lies in the content-analysis of articles, books, and collective monographs to the problem of military collectives and military leadership.

Presentation of the main material. The psychology of the military team consists of various socio-psychological phenomena that reveal the content and dynamics of its life activities. Understanding the psychology of the military team as a whole phenomenon and its general characteristics is possible only within the framework of a systemic approach. Various criteria can be used to classify the phenomena of collective psychology. Within the framework of the system-functional approach, three groups of social-psychological phenomena can be distinguished, which have different effects on the life of the military team: a) social-psychological phenomena and processes that contribute to the integration of the team (cohesion of the team, its value-oriented unity, social opinion, group mood, collectivist traditions, etc.). Integration is manifested in the cohesion of the team, the unity of collectivist trends; b) socio-psychological phenomena and processes contributing to the differentiation and disunity of the military team (leadership, conflicts, etc.); c) socio-psychological phenomena contributing to both integration and differentiation of a military unit (persuasion, suggestion, imitation, etc.)

The sociometric direction of studying small groups is associated with the name of Jacob (Jacob) Levi Moreno. Sociometry, as a research method, is a socio-psychological test

that is used to identify and evaluate interpersonal relationships at the level of emotional preferences. In the process of its application, the subject is asked a series of questions, answering which, he makes a consistent choice of group members that he prefers over others in a certain situation. According to the results of his selection, a sociometric matrix and a sociogram are built, sociometric coefficients of group cohesion are calculated. The method of sociometry belongs to the effective tools of socio-psychological research of small groups and collectives. In general, a psychologist can use sociometric methods for the purpose of: diagnosing interpersonal and intergroup relations with the aim of changing, improving and perfecting them; studying the typology of social behavior of people in the conditions of group activity; assessment of social and psychological compatibility of team members; determination of the status of the members of this team; study of informal relationships and structures in the team. Along with the official structure, a system of unofficial relations is established in the mutual relations between team members, which are based on the emotional nature of the communication of individuals. The need of each of them for communication, mutual sympathy and other relations with comrades serves as the basis on which informal small groups are formed in a small social group. As a rule, several informal structures arise in primary collectives that number 20-30 people. For example, structures of mutual support, mutual influence, popularity, prestige, leadership, etc. The informal structure of the team depends on its formal structure to the extent that individuals subordinate their behavior to the goals and tasks of joint activity, the rules of role interaction. Of course, such small informal groups number 2-3, sometimes up to 7-8 people. Members of such informal groups strive for close relationships not only in matters related to work, but also outside of work. Such informal groups can have both positive and negative orientation [2, p. 3-5].

Leadership is usually understood as one of the processes of organizing a small social group and managing it, which contributes to the achievement of a group goal in the optimal time and with the optimal effect, determined by the prevailing social relations in society. A leader is a member of a group who spontaneously takes the role of an unofficial leader in a certain, specific and significant situation in order to ensure the organization of joint activities of people for the fastest and most successful achievement of a common goal. Characterizing the concept of "leader", several points should be highlighted. First, the leader is not nominated by the group for the relevant position, but spontaneously takes the leadership position with the open or hidden consent of the group. Secondly, he is promoted to the role of an unofficial leader, and therefore, a specific system of group norms and values is identified with his personality, which is not exhausted by the system of officially recognized values. Thirdly, the leader is nominated for the appropriate role in the conditions of not only a specific situation, but also one that is always quite significant for the life of the group. In order to become a group leader, a person must have a certain set of personal social and psychological qualities – a high level of initiative and activity, experience and skills in organizational activities, interest in achieving the group goal, be informed about the affairs of the group, sufficiently sociable and personally attractive, as well as to be distinguished by a high level

of prestige and authority in the group. Leadership by its nature is the result of both objective (interests, goals, needs and tasks of the group in a specific situation) and subjective (individual-personal characteristics of the individual) factors. Advice for an officer on working with an informal leader: conducting an individual conversation with an emphasis on his positive traits; involvement of an informal leader in social work, where he could show his organizational and communication skills; require him to fulfill statutory requirements; when conducting individual educational work, the main attention should be focused on the activities of the informal leader, his actions, and not on his personal qualities.

Macro-environmental factors are the general background on which human relations as a whole are built and developed. Macro-environmental factors include: 1. Socio-political situation in the country - transparency and clarity of political and economic programs, trust in the government, etc.; 2. The economic state of society - the balance between the levels of technical and social development; 3. Standard of living of the population - balance between wages and price level, consumer capacity of the population; 4. Organization of the life of the population - the system of household and medical services; 5. Socio-demographic factors - meeting the needs of society and production in labor resources; 6. Regional factors - presence or absence of inter-ethnic conflicts. Micro-environmental factors are the material and spiritual environment of an individual in a military team. Micro-factors include: 1. Objective - a complex of technical, sanitary and hygienic, management elements in each individual military team; 2. Subjective (social and psychological factors): a) formal structure - the nature of official and organizational ties between members of the military team, official roles and relationships of group members; b) informal structure - the presence of friendly relations, cooperation, mutual assistance, leadership style, personal psychological characteristics of each member of the military team (group), and their psychological compatibility.

In general, the psychological climate can differ in its content and direction, that is how psychology defines the types of psychological climate: by positive, negative and neutral direction. A climate that has a positive orientation is called favorable or healthy. With a negative orientation - unfavorable or not healthy. Orientation that is not clearly defined is neutral. Each of the mentioned types of climate has characteristic features - both subjective (internal) and objective (external). The socio-psychological climate, as an integral state of the group, includes a whole complex of various characteristics. Therefore, it cannot be measured by any single indicator. A certain system of indicators has been developed, on the basis of which it is possible to assess the level and state of the socio-psychological climate. For example, when studying the socio-psychological climate of military personnel using a questionnaire, the main indicators are the satisfaction of members of the military staff with the nature and content of the service; satisfaction with relations with co-workers and commanders; relation to the performance of assigned tasks, co-workers, commanders; satisfaction with the system of moral and material stimulation; management style; instructions and values of the orientation of military personnel; official and public activity of military personnel; level of conflict - causes of conflicts, their intensity, orientation, types, speed and

quality of their resolution; real and potential staff turnover; professional training [2, p. 25-29].

Managing a military team is organizational work, the purpose of which is to achieve a rational use of the moral and physical strength of subordinates, to direct them to the performance of specific training and combat tasks. It is also the solution of pedagogical problems, the unity of subordinates, the development and strengthening of collective consciousness, the restoration of spent reserves and the increase of its combat capabilities. The first stage of organizational activity is the preparation and decision-making about the purpose, content and methods of action of the entire team and each individual subordinate performer; the core of the solution is the method of performing the task received, due to which its development acts as a theoretical performance of the task.

The second stage in the structure of organizational activity is the setting of tasks (giving orders, orders) to executors, as a result of which the commander's decision becomes the subordinate's own decision and, accordingly, the overall collective decision of the personnel. The commander actually manages the process of making this executive decision, helps subordinates to understand the task, to approach it with a sense of responsibility, to show initiative, to find the most effective way to fulfill the boss's requirements. The goal will be achieved if: subordinates understand what, where and how, in what time frame they should do (goal and method of action); active and morally mature motives for future activity were formed in their minds (a sense of responsibility, pride for the assigned task, determination to fulfill the order at all costs); subordinates are confident in the performance of the task, in success, in their strengths and in the strengths of their comrades, they do not feel fear, confusion and other negative experiences (psychological readiness).

The third stage is the operational management of the actions of subordinates in the performance of the task assigned to them. At this time, inaccuracies of the previously adopted decision and once-hidden errors in clarifying it by subordinates may be revealed. The solution may be partially outdated due to changes in the environment. Success can suddenly appear where its probability was insignificant before. All this is taken into account in the process of operational management, and in this way, the coordinated work of subordinates, their interaction, and their timely receipt of help and support are ensured.

The fourth stage in the structure of organizational activity has an evaluation and pedagogical nature. After the task is completed, it is necessary to understand what has been done, identify the reasons for successes and shortcomings, evaluate the real contribution of each of the subordinates to the overall result, encourage those who excelled, and draw conclusions for the future (carry out "flight review") [4, p. 51-52].

The main task is to achieve consistent implementation of the statutory norms of communication between subordinates and the principles of collectivism. General collective interests, the task of maintaining constant combat readiness, improving the quality of training should become the guiding principles in relations between subordinates, add a business spirit to camaraderie and friendship. The improvement of relations is carried out through the development of collectivist consciousness in each person,

through learning how to relate to each other in the conditions of military service. The commander's personal example is instructive, as always. The following rule applies here: as the commander relates to subordinates, so they relate to each other. There are a number of socio-psychological problems, the solution of which constitutes the second side of managerial activity, in which commanders interact especially closely. The main direction of this work is uniting the collective on the basis of patriotic ideals, moral principles, goals and tasks of military activity, maintaining it in a state of high combat readiness. The socio-psychological aspect of this work is the formation of a morally healthier system of socio-psychological phenomena in the military team - social opinion, relationships, traditions and norms of behavior, maintaining a high morale and strengthening military discipline, educating subordinates in the spirit of combat collectivism. In the process of forming and consolidating traditions by the commander, the following stages are distinguished: Purposeful search or accidental discovery of a socially significant action; Explaining this significance to subordinates and developing a positive attitude towards it; Supporting the initiative and enthusiasm of those subordinates who accepted the idea of a new tradition and became its supporters; Creating a positive emotional mood among subordinates in cases where a new tradition is followed; Ensuring highly effective actions, positive results of activities as a consequence of the new tradition. The effectiveness of the commander's managerial activities and the quality of his interaction with the subordinate military team are largely related to his healthy moral authority. Authority is manifested in high quality relationships with subordinates and strengthens the commander's influence on the performance of assigned tasks. It is connected with the military-professional and personal qualities of the leader, with the attitude of subordinates towards him, with their evaluative judgments, the general moral and psychological atmosphere in the team, the degree of cohesion and indicators of the level of combat capability, discipline, combat training of personnel. The leader's authority is based on the real positive qualities of the individual and the business he is engaged in [4, p. 52-54].

A significant role in the structure of the commander's authority belongs to emotional relationships and sympathies. They also depend on the real qualities of the manager, on their understanding by subordinates. It is clear that some part of people in the team, for example, newcomers, initially relate to the commander, based on the relations with these leaders that have already been formed. The psychological influence of a commander on a subordinate (military team) is an active purposeful activity, the purpose of which is to obtain the necessary information or change the thoughts or behavior of the object of influence. Purposefulness assumes that the commander has and is aware of a certain goal, and his actions are guided by the knowledge of what the object of influence should become, how his behavior should change. It is appropriate to exert psychological influence on the commander quite often, because not always a serviceman or a military team is fully prepared to fulfill the given order, the assigned task, change their behavior. The influence can be carried out openly or covertly, depending on the existing service situation,

individual psychological characteristics of the subordinate or certain indicators of the socio-psychological characteristics of the military team. In this case, the commander has two options: to try to force him to perform the action imposed by him, that is, to break the addressee's resistance (open management); to disguise the action so that it does not cause the addressee to object (hidden control). It is advisable to resort to the second method when resistance is expected, and therefore it is worth immediately betting on hidden influence. The main methods of psychological influence, which are appropriate for the commander to use in his managerial activities, are: persuasion (argumentation); customization; suggestion; imitation; request; coercion; informing; infection; manipulation. Speaking about influence, it would be appropriate to compare the very concepts of "influence" and "power" (the latter is personified by the commander of the unit) [8, p. 5-10].

The authority of the commander is a form of exercise of power by the commander, the phenomenon of his influence on others, based on his position, knowledge, moral qualities, professional experience, recognition of his right to make a responsible decision in the conditions of joint activities. The psychological basis of the commander's authority is his professional competence and personal qualities. A significant role in this is played by the importance of his position and the opportunities it provides. The main components of a commander's authority are his professional knowledge, moral and psychological qualities, and management style. At the same time, recognition of the commander's authority by his subordinates is largely ensured by his personal capabilities and qualities. The ability to adapt to the management situation, reliability, determination, perseverance, self-confidence, resistance to stress, readiness to take responsibility, diplomacy, organization, ingenuity, practical-psychological intelligence, psychological tact, energy, forward thinking, contribute to establishing the authority of the commander. the ability to make creative decisions in risky situations, a tendency to intuitive prediction, concentration of attention on solving problems, not on identifying the culprits, etc.

For the successful implementation of management functions, the commander does not necessarily have to have all these qualities at the same time, but a certain set of them is necessary. First of all, they include energy, readiness to take responsibility, as well as attention to social and psychological situations in the subordinate military team. An effective commander must feel the need to influence people and achieve the chosen goals. The decisive factor in the formation of the commander's authority is not only the objective value of his qualities and properties, but also the subjective perception of them by subordinates. The commander, who has just been appointed to this position, often has no personal authority, and the power guaranteed by the position gives him power only at the beginning of his activity. Further, the formation of authority should continue, the basis for which can be the attributes and qualities of the commander, which by their level of development prevail over the same qualities of other people. That is, the basis of authority is the recognition by subordinates of the personality of the commander, the assessment of his qualities by the subordinate military team, their correspondence to the objective situation in the management process. Under such circumstances, the

moral, formal (official) and functional (business, professional) foundations of power are combined. However, it is impossible to reduce power only to authority, since the methods of exercising power are outside the boundaries of authority. For example, obedience is optional for authority, but absolutely necessary for power. Among the important components of authority are trust, respect of other people for the commander, the prerequisite of which is the conviction that the commander has merit, the confidence that he acts professionally, is endowed with a sense of empathy for subordinates, shows sincerity, decency and, at the same time, demandingness in solving the chosen tasks.

In modern conditions, formal (official) authority is very common - the power of the commander, supported by law. Official authority is determined by the system of subordination in management structures, given the authority to make management decisions and their execution by subordinates, in particular, with the use of the coercion method. Real authority (personal prestige) from the point of view of strength of power is higher than formal. The subordinates perceive the commander assigned to him without the slightest doubt, his orders have great persuasive power, which relieves subordinates of the need to consider the correctness of the commander's decision, the fidelity of his words, the success of resolving a conflict situation, etc. This becomes especially important in extreme (combat) conditions. The influence of authority, which does not require formal reinforcement (a forced reminder that the commander's orders must be carried out), is the most perfect basis for the implementation of personnel management [8, p. 11-12].

Techniques for creating (forming) authority must correspond to the norms of morality and ethics in force in society. Artificial, manipulative techniques do not guarantee success, as a result, imaginary or false authority (pseudo-authority) may appear. Scientists distinguish the following types of pseudo-authority (which are characteristic of many modern commanders): 1. Distance authority. It seems to the commander that the "further" he is from his subordinates, the more officially he behaves with them, the less often he sees them - the stronger his influence on them will be. The commander is specially fenced off from subordinates in order to create the appearance of importance, significance and inaccessibility of his person. 2. The authority of kindness. "Always be kind" is the motto of such a commander. This type of pseudo-authority is formed due to the commander's misunderstanding of the essence of a sensitive attitude towards subordinates and is characterized by his low demands. Hence the negative consequences: weakening of the will of the commander, disorganization of the military team, etc. Easing tasks (sometimes refusing them) spoils even good subordinates, so the commander in this case does himself a disservice. 3. The authority of pedantry. Means the tendency of the commander to resort to guardianship and strict definition of all stages of task performance by subordinates, thereby "shattering" their creativity and initiative. 4. The authority of bribery (flows from the authority of reward). The commander adheres to the rule: "I promise you something if you do it." Under this approach, official activities are carried out only through a system of non-standard incentives, and the reward is given depending on the personal whims of the commander. 5. Authority of reasoning.

The commander bores his subordinates with endless, boring and meaningless, meaningless instructions. 6. The authority of swagger is built on arrogance. 7. The authority of suppression. It is the most terrible and wild from a psychological point of view. And there is still a type of commanders who think that authority can be built on the fear of subordinates, and because of this they constantly intimidate with punishments. Such commanders constantly resort to threats and punish subordinates. They mistakenly believe that such techniques will strengthen their authority. In the end, it deprives subordinates of confidence, initiative, creates reinsurance and even dishonesty in order to avoid intimidation and punishment. But people cannot respect, let alone love, those who constantly perpetrate any kind of violence against them, including psychological and material. In addition, research by psychologists shows that in people who work in conditions of constant nervous tension caused by fear, work productivity decreases by 40-60%, they develop cardiovascular and other diseases.

The main types of formal management influence include: order; order; indication; briefing; recommendation; call; conversation. There are the following variants of giving orders and orders, which are characterized in different ways, some of them should be accompanied by certain methods and techniques of psychological influence: 1. "Unintelligible order". It is characterized by vagueness, imprecision, blurring of requirements and, as a rule, has almost no chance to lead to positive results, that is, its implementation. 2. "Order-agreement" (combined with the use of methods of psychological influence "Persuasion"). The commander calls for logic, a sense of personal interest or loyalty of the subordinate. This method can be effective if it is successfully applied, and the subordinate understands why he needs to change his behavior, to do something. However, it is useful only when the subordinate shares the beliefs and values of the commander and the military organization as a whole. 3. "Order-threat" (combined with the use of methods of psychological influence "Compulsion"). This method is based on the assumption that fear is sometimes sufficient motivation and is effective in the short term. However, the feeling of resentment can increase and affect the well-being of both the commander and the subordinate, and can lead to conflicts. It is effective only in extreme situations that require quick action. 4. "Order-request" (combined with the use of the method of psychological influence "Request"). The commander tries to appeal to the subordinate's better feelings and secure sympathy for himself. This option is justified and effective, provided that there is a special trust in the relationship between the commander and the subordinate. 5. "Order-bribery" (can be combined with the use of the method of psychological influence "Manipulation"). The commander promises the subordinate some advantages, rewards, if he will change his behavior, his actions or perform tasks in a certain way. In some situations, bribery as a method works, but its use has undesirable consequences for the Commander. This method divides and opposes subordinates, makes them expect even greater concessions in the future. 6. "An order is a categorical demand" (can be combined with the application of the method of psychological influence "Information"). A commander uses the rules and requirements of normal subordination to force

a subordinate to perform a certain task. He gives orders in a categorical and concise form, which does not cause any objections or ambiguities. This approach is not too original, but its advantages are simplicity, clarity, lack of many interpretations. Any of the options for issuing orders and orders (except for the "unintelligible order") is effective only in a specific situation, for solving specific tasks and in relation to a specific subordinate [8, p. 13-15].

Structurally, relationships are divided into: official and non-official (social and domestic). Service personnel, in addition, are divided vertically (superiors and subordinates) and horizontally (equals by military rank and job assignment). Non-service (social and everyday) are more democratic, relying mainly on the collegiality of leadership and other democratic principles. The relationship between sergeants and soldiers deserves special attention. Those commanders who attach importance to this factor act wisely. That is, they carefully evaluate the relationship between sergeants and privates, using concrete examples to emphasize the danger of false relationships, increase the authority of junior commanders and instill in them the correct idea of military friendship between a commander and a subordinate [1, p. 8].

An important element of the psychology of the military team is collective thought. This is a set of evaluative judgments, apparent views of military personnel, reflecting the general attitude of team members to events, situations, and phenomena that are important to them. Management of collective opinion is achieved if the following conditions are met: 1) permanent and reliable communication with personnel; regular information about current events; preliminary work on preparing the team for a certain influence of public opinion; development of openness and discussion culture; skillful selection of the most expedient forms of influence on the consciousness and feelings of soldiers - meetings, press, group and individual conversations; 2) bringing true information to the personnel, who and how serves, performs his duties, relates to comrades and commanders; 3) conveying to the team his own opinion on the most important issues of service and everyday life, its significance for strengthening discipline and increasing combat capability; 4) ensuring pedagogic tact and sensitivity in working with servicemen who have a poor knowledge of the Russian language and blindly follow national customs; 5) maintenance of statutory relations and active struggle against deviations from moral standards. An important component of the structure of the psychology of the military team is the collective mood. These are common experiences of certain events, facts, as well as similar emotional states, which for some time were possessed by the entire military team or part of it, and which affect its life and activity. The collective mood has great impulsive power and dynamism. It mobilizes or restrains the collective consciousness, determines the nature of common thought and interpersonal relations, influences the style of leadership of the collective. All this emphasizes the need to carefully study various forms of collective mood, to know the reasons when it changes from one form to another: from positive to negative, from unconscious to conscious, from hidden to open.

The next structural element of the psychology of the military team is motives - these are the forces that drive a person to actions, deeds. Motives are related to the satisfaction of certain

needs, motivation for activity. They differ from each other in the type of need that manifests in them, the forms they take, the breadth or narrowness, the specific content of the activity in which they are realized. Thanks to them, his mind, feelings, will and all other mental properties and qualities are activated in a certain way. Therefore, knowing the motives of a person's behavior makes it possible to correctly assess him as a person. The main motives include: needs, desires, inclinations, feelings and habits. Therefore, at the basis of any action is a need, which psychologically manifests itself as a motive that can be realized in a number of psychological variables: interests, aspirations, beliefs and attitudes. Interests are understood as motives in which the emotionally colored cognitive needs of an individual are embodied. Interest is nothing but emotionally colored intellectual selectivity, interest arises when its object causes an emotional response. Interest combines emotional and rational. In connection with the fact that motives occupy an exceptional place in the orientation of the personality of each serviceman, commanders need to study them and direct them in the appropriate direction. An individual approach plays a huge role in this, because every soldier begins his service with already developed motives for his future activity. Interests are a variety of motives, this is a selective relationship to an object due to its vital importance and emotional appeal for most members of the military team. Interest can motivate a person to solve the most important and significant task. By direction, interests are divided into socio-political, military-professional, cognitive, aesthetic and material. Another important structural element of the psychology of the military team is collective goals. These are ideal, imaginary objects for predicting the results of collective activity, ways and means of achieving them. The team's purpose determines its viability, its movement forward. And, on the contrary, the lack of goals leads to stagnation in the team and even to its disintegration. However, to strengthen the educational power of the collective, it was necessary to determine only the direction of its activity. The ability of managers to specify the team's goal is important here, that is, to break them down along the lines and determine the contribution of each member of the team. It is necessary to take care of subordinates, starting with their legal protection and ending with the so-called trifles. There are no trifles, people notice everything and evaluate it properly. A caring commander will always have authority if that concern is genuine.

The psychology of the military team is also characterized by a certain inconsistency. When analyzing the collective thought and mood, one can find cases of aggravation of contradictions, which significantly affect the well-being of individual soldiers and the activities of the collective as a whole. Such contradictions are called conflicts. Conflicts in military teams, as a rule, can be caused by a whole set of reasons, among which there are objective and subjective ones. Unfortunately, conflicts cannot always be prevented. Therefore, it is very important to know how to solve them. An analysis of 250 conflicts in the Ground Forces and Air Defense Forces showed that 48% of conflicts between officers of units occur in the subordinate-superior chain. Another 30% of conflicts take place in the link between subordinate and direct superior. 19% of the total number of conflicts occur between officers who are not subordinate, and 3% - between

temporary subordinates. It follows that a typical conflict for unit officers is with their subordinates or superiors. In intergroup conflicts, the opposing parties are not individual servicemen, but their groups. A typical intergroup conflict in a unit is a conflict between two groups of soldiers of different conscriptions or arose on an international basis. As a result of the study of 130 conflicts by military psychologists, it was established that almost every one of them carries both constructive and destructive functions. It turned out that during the conflict, the quality of activity of its participants deteriorates to one degree or another. Moreover, it has a stronger effect on the results of the opponent who is wrong. Service conflicts are conflicts between superiors and subordinates, between subordinates and superiors, between servicemen in equal ranks and positions. Non-service conflicts relate to different aspects of the team's activities. These are mainly interpersonal conflicts, in which the inability of soldiers to interact and communicate with each other, character flaws and low social and psychological culture are primarily manifested [1, p. 9-11].

Military leadership is implemented at the direct, organizational and strategic levels. These levels are characterized by the presence of intermediate links between the military leader and the immediate executor, the sphere of influence - the number of personnel over which the influence of the military leader extends, and the level of the unit. Each of the levels has its own specifics of leadership, training and requirements for military leaders. The direct level of military leadership - "first-line leadership" - implies constant direct contact of the military leader with subordinates, intermediate links are usually absent. It is carried out at the level from the department (group) to the company. The sphere of influence is from several to several dozen subordinates. Direct military leadership is exercised by the vast majority of sergeants, as well as platoon and company officers. Direct military leaders see their soldiers on a daily basis, communicate with them, give direct orders and directly monitor their execution. They also directly carry out individual and unit training activities. They educate their subordinates through personal interviews and collective communication. It is at this level that the personal example of a military leader, his personality, character and psychological competence have the greatest impact on subordinates. A direct military leader shares with his subordinates all the difficulties in combat conditions and during everyday activities. At the same time, his work is simplified by the small number of subordinates and the opportunity to personally and directly influence them. At the direct level of military leadership, the most important qualities are the ability to understand and comprehend the order of the senior commander, to clearly and unambiguously give instructions to the soldiers for its implementation, to quickly navigate the situation and achieve the fulfillment of the assigned tasks. Direct military leaders must know the moral and business qualities and individual and psychological characteristics of subordinates, be experts in the material part of all types of weapons, armaments and military equipment of the unit, tactics of its actions in various types of combat.

The organizational level of military leadership is carried out at the level from the battalion to the territorial command and indirectly through subordinate military leaders. The sphere of influence ranges from several hundred to several

thousand subordinates. At this level, leadership is exercised by chief sergeants of battalions and military units, officers at the headquarters level of battalions, military units, chief sergeants of territorial administrations, and officers at the level of territorial administration. Also, military leaders at the organizational level may have advisors at the level of subordinate military leaders and military chaplains who help them influence personnel to achieve a defined goal and manage existing resources. Organizational leaders carry out the military decision-making process, solve complex combat and organizational tasks. For this, they must possess the appropriate skills of critical (analytical) and creative (synthetic) thinking, be able to comprehend and summarize large amounts of information. At the time of transition to the organizational level of military leadership, servicemen must have significant experience in performing assigned tasks and be able to use it in the decision-making processes.

Strategic-level military leaders operate in an uncertain environment with extremely complex challenges. They focus their attention on planning activities and accomplishing tasks that can be implemented or accomplished five to ten years in the future (medium- and long-term planning horizons). Decisions and activities of strategic level leaders are related to the allocation of resources, testing and acquisition of new weapons systems, civilian projects (programs), research, implementation of combat experience and interagency cooperation with other state authorities and structures of national security and defense. Military leaders develop, grow in their careers, and take on more and more responsibility as they serve. At the organizational and strategic levels, they build and develop their qualities and competencies acquired at the direct level, expand them due to the acquisition of new knowledge, mastery of new professional skills and the ability to act in more complex conditions, lead larger teams. Exercising leadership under the influence of constant stressful situations, changing conditions, and the environment of mission performance, military leaders deepen their leadership competencies and acquire new ones. Military leaders at the organizational and strategic level continue to exercise direct leadership over their subordinates.

Military leadership at all levels is based on the personal actions of the military leader within the subordinate military structure. Organizational leaders apply leadership competencies in their day-to-day work with their subordinate commanders and staffs, and through authoritative direct military leaders (officers and noncommissioned officers), they influence the entire personnel. At the strategic level, imperatives (mandatory norms, cardinal directions of activity) are defined for the security and defense forces of Ukraine: quality of personnel and leadership, acquisition of combat capabilities, provision of modern weapons and military equipment, etc. In the military administration bodies that have military units under their command, institutions, imperatives are transformed into concepts, doctrines, standards, instructions, orders, systems (processes) of training, etc. Together with the ethos of the guard warrior (a set of values and combat traditions), these guiding documents and systems form the basis of influencing the personnel at all levels, conducting combat operations (fulfilling the task) and constantly improving the troops (forces), acquiring capabilities [6, p. 22-24].

The main task of commanders of all categories is to ensure the level of combat readiness necessary for reliable defense of the Motherland. Accomplishing this honorable task is possible only if the team will meet the high requirements that are placed on them. This is especially true of young officers and their future junior commanders. Because their leadership journey is just beginning, and their formation as a commander is still ongoing [3, p. 33].

The mission of a serviceman of any category of the Armed Forces of Ukraine is to protect the Ukrainian nation from an aggressor. The mission of the commander-in-chief: morally, psychologically, professionally to prepare himself and the subordinate personnel to perform tasks as assigned, rally them and lead them to the specified goal. The ability to perform specific tasks in difficult conditions, to be result-oriented and to act purposefully in chaos, overcoming stress, to be able to organize and influence an entire unit, is primarily the result of the development of the officer's command qualities by one's own example. Leadership and management qualities form a leader officer, who today is a lever in maintaining high combat readiness of associations, formations, military units and units, achieving victory during the battle. The relationship between commanders and subordinates must be developed to the point of readiness to go into battle at any moment. This is a general responsibility that requires extremely high standards of behavior and activity and involves the creation of an atmosphere of trust and mutual assistance. An officer is a role model both in observing moral standards of behavior, in appearance, and in the performance of tasks directly related to his professional duty. He avoids vulgarity, debauchery, excessive alcohol consumption. The officer conscientiously and persistently collects and develops high professional qualities and norms of behavior. Each of the servicemen wants honest and sincere treatment from the officer. An officer's authority among subordinates is the result of his leadership qualities, human dignity, knowledge and balanced decisions. Team qualities (or qualities necessary for effective work in a team) are the product of special training of the subjects of activity; in a certain sense, a person's command qualities are situational, that is, the effectiveness of their activity depends not only on their presence, but also on an adequate understanding of the situation, the problems and needs dictated by it; the leading mental basis of a person's success as a team member is his activity at every moment of team cooperation, which is manifested both directly in the performance of certain functions in a joint business, and in intellectual and emotional involvement in the activities of others; one of the most difficult moments of a person's activity in a team is his simultaneous subordination at different levels - to the general goals of the activity, to the goals of group coherence, to the individual's own goals. At the same time, it is necessary that the tasks dictated by these levels are as consistent as possible. Based on the characteristics of the officer's team interaction with the unit and analyzing the problem of preparing the commander for effective team work, the officer's team qualities play a big role in this process, which become the basis for his personal growth [3, p. 94-95].

Personal qualities are considered in this spectrum as psychological innate, in relation to personality temperament, and acquired, in the process of military experience. The officer's

command qualities, due to work on them, develop with the acquisition of certain experience in the course of his activities as a commander, manager, leader. Characteristics that an officer should pay attention to in order to develop his personal command qualities: Self-understanding. A good manager must understand what he does, what his style is. Consciousness. He must understand the meaning and consequences of his actions, including how his behavior affects others. Balance. Is the manager capable of fulfilling all roles? The difference between an effective and ineffective manager is the flexibility of the former and the inflexibility of the latter. The inflexibility of the latter is related to his inability to perform (note: I did not say "perform perfectly") all the tasks assigned to him - and, therefore, to value and take them seriously. Knowledge of one's own strengths and weaknesses, awareness of one's uniqueness. In order to create an effective team, the manager must objectively evaluate himself. Accepting your strengths and weaknesses, your uniqueness. Accepting your weaknesses is a prerequisite for personal growth. Our energy reserves are exhaustible, so if the commander spends them on self-loathing, then he has little or no energy left to become better. The ability to recognize the strengths and weaknesses of others. And especially - the strengths of subordinates in certain areas. The ability to accept and appreciate the differences of others. Does he see the good in differences? Can he accept, respect and nurture these differences? Does he understand that because he cannot be the best at all of his management roles, his subordinates will outperform him in certain areas? Is he willing to work with it without feeling threatened? Knows how to slow down and relax in difficult situations. In essence, being a good manager means being able to disagree without causing irritation. In a humorous way, it can be formulated as follows: a good manager can be recognized by the depth of the scars on the tongue. Creates an environment that promotes learning and where conflicts are resolved through both leadership and mutual trust and respect. How does the manager perceive the conflict, does he know it and how does he deal with it? A leader who cannot lead and inspire trust and respect will not be able to resolve the conflicts that are inevitable in a complementary team [3, p. 95-96].

A commander of any level must combine high moral and political qualities with excellent professional and combat training. He needs this combination to maintain the unit's combat readiness at an indispensable level and ensure military-technical superiority over the enemy. For this, he must have a large stock of knowledge, skills, and be competent within his powers. What is meant by competence? Competence is the ability to apply acquired knowledge, abilities and skills in practice, as well as the ability to independently acquire new knowledge and practice new skills and abilities, the need for which is caused by life. The commander's competence also determines his ability to organize and ensure the combat operations of the unit and control it during combat. A competent commander is distinguished by developed tactical thinking, deep knowledge of the laws of armed struggle; the ability to deeply analyze and consider all possible options for combat use of the unit; the ability to find, support and implement everything new and advanced into management practice; knowledge and strict compliance with the requirements of statutes, instructions, orders, directives and other governing

documents; ability to use weapons and equipment as much as possible. It is necessary to take into account that modern war will expand the scale of combat use of forces and means, will increase the scale of combat operations, which will be accompanied by special tension and rapidity. All this leaves its mark on the forms and methods of managing units in battle. Undoubtedly, the central place in the management of troops belongs to the commander. He must quickly navigate under any circumstances, think logically, clearly express his decisions, and this is possible only if the commander is a competent specialist. A competent commander must have a high level of general culture and a well-developed commander's language: clear, concise, concise, energetic and convincing [3, p. 105-106].

Military discipline is impeccable and consistent observance by all military personnel of the order and rules established by military statutes and other legislative acts of Ukraine. It is based on the servicemen's awareness of their military duty, responsibility for the protection of the Motherland, independence and territorial integrity of Ukraine, and their loyalty to the Military Oath. Discipline is a complex quality of a soldier's personality, the role of which consists in self-organization and self-regulation of his behavior in accordance with statutory norms, rules, requirements, conscious observance of norms and rules of military etiquette. It reflects the depth of a soldier's conscious perception of the norms and rules of statutes, military etiquette, generally accepted rules of polite behavior. It reflects the subjective side of military discipline (the objective side is a set of rules and norms of personnel behavior defined by statutes, the Military Oath, orders and orders of commanders (chiefs), military etiquette, general rules of conduct).

According to their content and form, the psychological foundations of military discipline are divided into two groups - individual and collective-group. Collective discipline is based

on the following psychological principles: a) personal qualities, authority and professional training of commanders (supervisors); b) a set of special collective views, opinions, attitudes, instructions, the subject and content of which are certain aspects of military discipline, including norms of personnel behavior; c) a number of collective traditions that establish specific rules and stereotypes of the behavior of servicemen in the unit; d) the content of socio-psychological phenomena of the military team, which allows its disciplined members to effectively influence the behavior of the insufficiently disciplined. Given the presence of such a mechanism, the commander's task is to rely on it, improve it, but in no case replace or ignore its actions. Psychological foundations of individual military discipline: a) personal discipline of a soldier; b) ensuring the subordinate's discipline by the commander; c) collective-group, social-psychological support of individual discipline of servicemen in general and each specific act of theirs in particular [3, p. 117-118].

Conclusions. After conducting research, we reached the following conclusions. This article analyzes the Ukrainian evidence on the current management of military teams in military minds. Ukrainian scientists have made progress in promoting the management of the military staff in practice. The army consists of groups of people. The lowest level of military teams is a company (platoon). It is important for officers to establish communication with subordinates. The officer must be prepared to interact with formal and informal leaders of servicemember groups. A military leader must have the authority to motivate subordinates to action. Important features of direct action leaders are the ability to manage a team using a number of psychological techniques and formal acts. The ability to ensure discipline among subordinates is important for a leader. It is necessary to be able to resolve conflicts, most of which arise between officers and their subordinates. The commander must have high moral qualities and competence.

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