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## THE SPECIFICITY OF THE FORMATION OF PROFESSIONAL IDENTITY IN MILITARY INSTITUTIONS OF HIGHER EDUCATION

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ABSTRACT

The article examines the specifics of the formation of professional identity in military institutions of higher education. The idea that the development of higher military education remains a priority task of Ukrainian state-building is emphasized. The term „professional military education” is explained, referring to specialized military education, which is obtained under educational programs at the appropriate levels of military education in order to improve the professional level of a military specialist. It is proved that the formation of the professional identity of applicants of higher military education is a long process of qualitative modification of their inner world, which correlates with the stages of professionalization by enriching social subjectivity, self-actualization, and self-fulfillment in military professional activities. That is why, identification is proposed to be perceived as the main mechanism of socialization of an individual, translation of military-professional corporate values, and professional adaptation, which contributes to the freedom of individual development, enrichment, and diversity of meanings of activity. The role of the „self-concept” as a cognitive system for regulating behavior in various life conditions, in accordance with which there is a search for the meaning of one’s own existence, and the formation of an internal position, is emphasized. It is determined that the educational and professional environment in military institutions of higher education provides for constant problematization by solving several non-standard professional tasks that are projected onto a multidisciplinary structure of professional training, which has a systematic, progressive, and dynamic nature. It is shown that a developed sense of professional identity allows an individual to build his or her own professional perspective, taking into account the specifics of the acquired military professional experience and integration into the valuable military experience of foreign countries.

KEYWORDS

professional identity, professional-military identity, professionalization, self-concept, professional and educational environment, self-determination, subjectivity.

### Definition of the problem

In order to protect the national interests of Ukraine in the face of new challenges encountered by society and the Armed Forces of Ukraine, as well as a tough military confrontation marked by the high dynamics of transformation of forms, methods, and means of warfare and armed struggle, the development of higher military education remains a priority task of Ukrainian state-building. Declared by the Resolution of the Cabinet of Ministers of Ukraine „*On the Establishment of a Unified System of Military Education*” [8], the idea of integrating military education into the state education system based on a single legislative and regulatory framework is the foundation for further law-making and transformation processes in the higher education system.

In the Act „*On Education*”, the term „professional military education” refers to „*specialized military education, which is obtained under educational programs at the appropriate levels of military education in order to improve the professional level of a military specialist and to acquire the professional competencies that will ensure the performance of service (combat) functions*” [3, p. 380]. It is important to emphasize that the term Professional Military Education is defined by the NATO standards and provides for the educational training of military specialists of the member states of the Organization, as well as the implementation of the requirements of the NATO standards in national legislation. Ukraine’s Course to Gain Full Membership in the North Atlantic Treaty Organization was embodied in the National Security Strategy of Ukraine [9]. According to NATO standards, the profession of foreign education should acquire a multi-level character and develop in the context of building the operational capabilities of the Ukrainian Ministry of Defense and the Armed Forces of Ukraine to perform the tasks of defense planning and cooperative actions as part of the joint bodies of the military command.

It is important to note that the Euro-Atlantic course is declared non-alternative and a priority in the context of Ukraine’s political choice. Given this, the process of military-professional training in military institutions of higher education unfolds, the conceptual foundations of which were considered by L. Baranovska, S. Budnik, V. Georgiev, O. Didenko, S. Kaplun, M. Naumenko, M. Merciless, Y. Prikhodko, V. Roy Liang, V. Telelim, G. Yavorska, V. Yagupov and others. Many researchers (O. Boyko, A. Halimov, O. Didenko, D. Ishchenko, B. Oleksienko, V. Yahupov) place special emphasis on the formation and development of the profession of important personality traits of a military specialist. Many Ukrainian (O. Boyko, A. Halimov, O. Didenko, D. Ishchenko, B. Oleksienko, V. Yahupov) and foreign scientists (U. James, E. Erikson, Ch. Kuli, D. Mid, D. Super, V. Frankl, C. Rogers, J. Holland) further emphasize the formation and the development of professionally important personality traits of a military specialist, on the maturity of his professional identity, which according to E. Erikson, fulfills an integrative function in the human psyche and forms a nucleus around which all structural components that confirm the integrity of the individual are combined, because it appears as “*the sum of what makes us an unchanging personality and relatively stable in time, space and society*” [13, p. 63].

**The article** aims to study the specifics of the formation of professional identity in military institutions of higher education.

## Materials and Methods

The theoretical and research platform for professional development for us is the works of foreign scientists E. Erikson, D. Super, V. Frankl, C. Rogers, J. S. Thompson, and Holland. It is noteworthy that in the psychological and pedagogical discourse, the formation of the self-concept is identical to the „*self-fulfillment line of development*”, which implies the distinction between the process and the product in the form of the „*pure self*” and the „*empirical self*”. It is no coincidence that the problematic complexity of the self-concept has been called the global personal self (Self) as the primary formation that unites I-I (that which knows) and I-Me (that which is known). These two hypostases of the global self, one of which signifies pure experience (the conscious self), and the second, the content of this experience (the self as an object) exist in harmony. Accordingly, the Self as an object absorbs everything that can be considered one’s own, namely the spiritual Self, the material Self, the social Self, and the physical Self. According to the studies of W. James, C. Cooley, D. Mead, E. Erickson, C. Rogers, and R. Burns, the need to recognize the identity of our Self and our personality is a requirement of common sense, and the Self-concept appears as a dynamic system of human ideas about himself. Harmonizing the inner world, interpreting experience, and developing a person’s own expectations from internally determined activity in the field of professional activity in order to solve professional problems, professional improvement, and development.

In the context of our research, D. Super’s theory of professional formation is of particular relevance, which transforms the personality dependent on the development of the professional „*self-concept*”, according to which professional development is set not only by the content parameters and requirements of the profession [16], but also by natural, biological and social factors that encourage life activity. It is D. Super’s theory that allows us to assert the idea that the military vocation manifests itself at an early stage of personal growth in the form of a game or by choosing certain life advantages. At the next stages, there is not only an accumulation of certain quantitative parameters but also an increase in activity, which appears at the same time in the status of activity and initiative and testifies to the achievement of professional maturity as a characteristic of a person whose behavior corresponds to the tasks of professional development. Even though this development is rigidly determined by age limits, D. Super invariably emphasizes individual professional priorities and career options as ways to implement the „*self-concept*”, the main functions of which are to achieve inner harmony, interpret both the acquired and the boundaries of the expected experience, which becomes the platform of many modern theories of professional development (G. Ball, I. Bekh, M. Variy, M. Kozyar, S. Maksymenko, Y. Ovcharenko, I. Pasichnyk, M. Tomchuk, M. Savchyn, V. Moskalets, N. Zhyhailo). Importantly, Super pays attention to a person’s awareness of personal abilities and inclinations, on the basis of which the choice of a profession and the construction of a professional „*self-concept*” take place [16].

Thus, acquiring the status of a cognitive system for regulating behavior in various life conditions, the „*self-concept*” implies personal and professional levels of self-determination, which focus on the search for the meaning of one’s own existence, formation of an internal position, construction and adjustment of life plans, and the readiness for development, correlation of the image of a professional with his reference model. And if we talk about the personal self-determination of a professional, then it is always turned towards professional self-determination and professional self-identification, since it is focused on the search for personally significant meanings in a specific professional activity. Reflecting the need to form a single semantic field

that incorporates the idea of the world and one's own place in it, self-determination always implies a perspective, since it is associated with the construction of a person's life world. That is why, the formation of professional identity in military higher education institutions is based on the readiness of applicants for professional activity through personal self-determination, which plays an important role in their creative and professional self-fulfilment. In the works of foreign authors, professional self-determination appears in the following variants:

1. as a choice, which is an appropriate system of orientation in various professional alternatives and decision-making (G. Rees, O'Hara);
2. as a procedural characteristic of ontogenetic development and a multi-component process of searching for a value platform for professional activity (F. Parsons, D. Tidelman, D. Super);
3. as a rationally established correspondence in the „*person-profession*” system, which provides for the optimal correlation of individual characteristics of the individual and the profession chosen by him/her (F. Parsons) [15];
4. as a certain hierarchically arranged need model (S. Freud, W. Moser, A. Maslow);
5. as a sequence of qualitatively specific phases of development, different in content and form of transformation of individual impulses into professional desires. (E. Ginsberg);
6. as an analysis of the main crises of life and changes in the value-content sphere of the individual (B. Livehud);
7. as decision theory (G. Ries, D. Tiedemann, P. Zieler);
8. as a theory of development (E. Hinzberg, W. Jade, J. Super, J. Levinger), etc.

Taking into account the dynamics of personal parameters and social processes, professional self-determination cannot be a static phenomenon, it is endowed with the same dynamics and development, since it is consistent with stages of personal and professional development, in the process of which the correction of the value and semantic sphere takes place. It is no coincidence that in D. Holland professional self-determination is identical to professional identity [14], and in A. Adler, M. Bowen, A. Maslow, C. Rogers, it is revealed through the concepts of self-determination, self-actualization, and self-fulfilment of the individual. Self-actualization of the personality of a future officer in the conditions of the educational process should be interpreted as a reflexive activity for awareness, comprehension, and development of a personally important self-concept, which is manifested in the need to implement their professional functions, professional growth, and emotional attitude to their own professional prospects.

Significantly, the self-concept in psychological and pedagogical searches contains the potential for the formation of human subjectivity, which is conceived as a result of the development of self-consciousness and marks the highest level of personality development. O. Kapinus considers the professional subjectivity of a future officer, formed through the development of the military-professional educational space of higher educational institutions, to be „*the highest form of regulation of his military-professional activity and an important prerequisite for personal and professional self-actualization of an officer of the Armed Forces of Ukraine, which ensures the consistency of personal needs, abilities, expectations in accordance with the conditions and requirements of military and professional activity*” [4, p.5]. A detailed analysis of the concept of subjectivity in the studies of representatives of modern pedagogical knowledge allowed him to identify the most characteristic hypostases of this phenomenon, namely:

- 1) „*Subjectivity as a Value Conditionality of the Future Officer's Life*” [4, p. 61]; It demonstrates the causal dependence of the professional maturity of the future officer on the choice of a system of values and a responsible attitude to professional activity;
- 2) „*Subjectivity as a Manifestation of Personality Activity*” [4, p. 61]: it reflects the ability of a future officer to act in accordance with the set goal and actively pave the way towards their own professional self-fulfillment;
- 3) „*Subjectivity as a Capacity for Reflection and Self-Reflection*” [4, p. 61], implies the possibility of professional and social self-determination, the presence of adequate self-esteem, the conscious construction of a professional military career, self-control, self-determination, and self-regulation of one's own actions and actions;
- 4) „*Subjectivity as a Conscious Modality*” [4, p. 61], its manifestation is the constant need for identification, understanding of one's own achievements and advantages, and the development of new social roles, search for options for arranging a specific environment;
- 5) „*Subjectivity as Variability*” [4, p. 61], characterized by the search for individualized forms of mastering the profession of a future officer, the presence of a kind of professional „*handwriting*” in the development of fundamental approaches to professional and educational activities, as well as, the organization and content of vocational training, and finally the ability to act depending on the professional situation.

Thus, as O. Kapinus concludes, „*the process of individual formation of a person as a professional correlates with the formation of professional subjectivity as an integral, stable individual characteristic that has a certain internal structure, which is manifested in professional activity*” [4, p. 64]. Fully sharing the approaches of these scientists to the semantic correlation of the concept of subjectivity, we note that thanks to it, an individual acquires an understanding of his own uniqueness and uniqueness of the professional potential to be revealed in the process of life. Therefore, the choice of a way of life, the realization of meaning-making, and the vector specification of self-search and self-determination are reduced to the elevation of one's own Self to conceptual dimensions and professional heights. In such a situation, the individual comes face to face with himself as the subject of his own life and gets the opportunity to identify with the most necessary options for self-elevation: activity, creativity, initiative, prudence in decision-making, the validity of his own choice, and reflexivity, etc. A developed sense of professional identity allows him to design his own professional future, taking into account the specifics of the acquired military professional experience.

Fundamentally important for understanding the role of subjectivity in the professional development of a serviceman, in our opinion, is the idea of V. Tatenko, that subjectivity is the main determinant of self-development of the inner world of a person and that the inner intention which lies at its core “*allows the individual to take advantage of the unique opportunity provided by nature and society – consciously, purposefully, creatively engage in interaction with them and instead, to assert oneself in the ontic status of man*” [10, p. 333]. As we can see, the spiritual and value-based self-determination of a person is impossible because of the subjectivity. Therefore, according to V. Osedlo, „*the insufficient development of subjective qualities complicates the process of professional identification, the development of effective patterns of professional behavior, and the guidelines in one's personal and professional development*” [11, p. 34]. This indicates the need to organize an appropriate educational and professional environment, in which the trajectories of personal and professional development of students are expressed, the possibilities of their potential self-development are realized, and the transformation and enrichment of professional experience takes place. Thus, the Act

on Higher Education refers to the creation of an educational environment focused on meeting the needs and interests of higher education applicants, In particular, providing opportunities for the formation of an individual educational trajectory [2]. Considering the educational environment as a mega-element of society with its inherent qualitative characteristics and a multi-level structure, which provides for vertical relationships between structural elements, we are still inclined to appeal to the concept of „*personalization of the environment*” (M. Heïdmets), according to which the consciousness of the subject fixes the place of his activity as a special sphere of influence, choosing from among many different environments. Analyzing the definition and essential content of the concept of „*educational environment*” in the context of the modern educational paradigm, O. Petrenko qualifies it as „*a narrative, communicative phenomenon that concretizes the essence and meaning of modern education, and actualizes the need to design an educational space as the world of the world*” [7, p.12]. The author states that the formation of the educational environment does not stop even when certain results are achieved, and the process itself is an endless search for answers to new challenges of life [7].

As for other definitions of the educational environment, it should be noted that the most common interpretations are its interpretations in the spatial-subject section (G. Ball, I. Beh, W. Fisherman, V. Semychenko, et al.), in the systematic manifestation of influences, opportunities, conditions of learning and personal development (V. Verbitsky, S. Deryabo, O. Kobernik, G. Pustovit et al.), in the status of a developmental institution (Sh. Amonashvili, L. Clarín, V. Rubtsov et al.), and as an element of corporate culture for solving life problems (A. Mezhuev). In the professional and pedagogical discourse, the educational environment is the foundation „*for the acquisition of life and professional experience by the individual, since it covers the content, forms of, methods, techniques, means of professional training, regulates the norms of interaction in the team, determines the way of life*” [6, p. 397]. According to O. Koziychuk, „*the educational environment of the profession of self-determination is formed as an open system and changes thanks to the educational space of the educational institution and the interaction between all subjects directly involved in the educational process*” [5, p.34]

It should be emphasized that the professionalization of military education in Ukraine takes into account the main trends in the training of military specialists in NATO member states, where the training of officers is focused on active actions both in peacetime and wartime. Military Decision Making Process (MDMP) is a form of education based on an interdisciplinary approach and is a constant process of training officers based on their acquisition of a set of knowledge, skills, and abilities in the field of science [12]. Studying the development of the profession of education in Ukraine, its directions, content, and prospects, D. Wind and O. Mityagin focus on the fact that its professionalization „*involves the integration of the governing bodies of military education, the network of institutions education, current standards of educational activities and standards of education, levels, and degrees of qualification education (sectorial qualification framework), and the legislative and regulatory framework, etc., into a single complex of the profession of training of officers*” [1, p. 82].

The model of professional military education in Ukraine is currently based on the system of qualification requirements for various levels of training of military specialists in the fields of knowledge „military sciences, national security, and security of the state border” following the standards of NATO member states. Taking into account the fact that qualified training of officers is a complex educational and socially conditioned

process that requires reliable theoretical and methodological support and flexible means of pedagogical influence, a well-thought-out motivational component, and the research nature of mastering knowledge, several requirements are put forward to the educational environment corresponding to each stage of professionalization. It is necessary to focus on the fact that each subsequent stage is higher than the previous one and is certainly enriched by the experience of the previous one.

Therefore, the educational and professional environment in military higher education institutions provides for constant problematization and modification by solving several non-standard professional tasks that are projected onto a multidisciplinary structure of professional training, which has a systematic, progressive, and dynamic nature. A significant role in the process of forming the educational and professional environment is played by the availability of pedagogical support, which is a prerequisite for the formation of the professional identity of cadets. In our opinion, the interaction of teachers and unit commanders is pedagogically balanced based on such factors as the personal authority of mentors; production in the institution of higher military education of higher goals and ideals that form the personal and semantic sphere of cadets and the appropriate level of their claims, which corresponds to youthful maximalism at the beginning of early adulthood; creative unbiased approach to each participant in the pedagogical process, perceived as a unique and integral person who strives for their own development and self-fulfillment. Furthermore, these factors include the formation of a sustainable motivational platform for self-improvement and professional search for future officers; professional adaptation to the conditions of a conflict-prone environment; fostering the conflict culture of the participant in the educational process and ensuring dynamic balance in the educational environment of the higher military education institution. Of equal importance is the formation of a system of reference relations of the individual and integration into the value experience of the educational environment of a military institution, conscious comprehensive assimilation and reproduction of legal, social, professional, and cultural experience, and orientation to international standards of military image formation, etc.

### **Conclusions.**

Thus, the formation of the professional identity of applicants for higher military education is a long process of qualitative modification of the inner world of future officers, which correlates with the stages of professionalization by enriching social subjectivity, self-actualization, and self-fulfillment in military professional activities. That is why, it is advisable to perceive identification as the main mechanism of socialization of an individual, the transmission of military-professional corporate values and professional adaptation, which contributes to the freedom of individual development, enrichment and diversity of meanings of activity and the professionalism of military education in Ukraine, taking into account the main trends in the training of military specialists in NATO member states. A sense of professional identity allows an individual to build his or her own professional perspective, taking into account the specifics of the acquired military professional experience and integration into the valuable military experience of foreign countries.

### Prospects for further research.

The study does not exhaust all aspects of the problem of forming professional identity in military higher education institutions. Promising ideas for further scientific research include research on the methodological foundations of the formation of professional identity of cadets of military higher education institutions using implementing an interdisciplinary approach.

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## SPECYFIKA KSZTAŁTOWANIA SIĘ TOŻSAMOŚCI ZAWODOWEJ W WOJSKOWYCH INSTYTUCJACH SZKOLNICTWA WYŻSZEGO

### STRESZCZENIE

W artykule przeanalizowano specyfikę kształtowania się tożsamości zawodowej w wojskowych szkołach wyższych. Podkreślono ideę, że rozwój wyższego szkolnictwa wojskowego pozostaje priorytetowym zadaniem ukraińskiego państwa budowa. Wyjaśniono termin "zawodowe wykształcenie wojskowe", które odnosi się do specjalistycznego wykształcenia wojskowego, które uzyskuje się w ramach programów edukacyjnych na odpowiednich poziomach szkolnictwa wojskowego w celu podniesienia poziomu zawodowego specjalisty wojskowego.

Wykazano, że kształtowanie się tożsamości zawodowej kandydatów na wyższe wykształcenie wojskowe jest długotrwałym procesem jakościowej modyfikacji ich świata wewnętrznego, który koreluje z etapami profesjonalizacji poprzez wzbogacanie podmiotowości społecznej, samorealizację i samorealizację w działalności wojskowo-zawodowej. Dlatego proponuje się postrzeganie identyfikacji jako głównego mechanizmu socjalizacji jednostki, przekładu wojskowo-zawodowych wartości korporacyjnych i adaptacji zawodowej, która przyczynia się do swobody indywidualnego rozwoju, wzbogacania i różnorodności znaczeń działania. Podkreślono rolę "samoświadomości" jako poznawczego systemu regulującego zachowania w różnych warunkach życiowych, który implikuje osobiste i zawodowe poziomy samostanowienia, zgodnie z którymi odbywa się poszukiwanie sens własnego istnienia, kształtowanie się pozycji wewnętrznej. Stwierdzono, że środowisko edukacyjne i zawodowe w uczelniach wojskowych zapewnia ciągłą problematykę poprzez rozwiązywanie szeregu niestandardowych zadań zawodowych, które rzutowane są na multidyscyplinarną strukturę kształcenia zawodowego, która ma charakter systematyczny, progresywny i dynamiczny.

Podsumowując, rozwinięte poczucie tożsamości zawodowej pozwala jednostce budować własną perspektywę zawodową, biorąc pod uwagę specyfikę zdobytego wojskowego doświadczenia zawodowego i integrację z cennym doświadczeniem wojskowym obcych państw.

### SŁOWA KLUCZOWE

tożsamość zawodowa, tożsamość zawodowo-wojskowa, profesjonalizacja, samoświadomość, środowisko zawodowe i edukacyjne, samostanowienie, podmiotowość.



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