

*of the educational process will allow to implement a flexible combination of independent cognitive activity of students (cadets) in with different sources of information, operational and systematic interaction with the course teacher and group work of students (cadets).*

*The advantages of using distance learning technologies in the training of military specialists are various, namely: flexibility, modularity, technological approach, increase motivation and self-motivation of students, new role of the teacher.*

*The process of using remote technology is considered as an integral part of the assessment of the quality education and information during the educational process. The new possibilities of practical application of remote technologies in the organization educational process in the Secondary School are formulated in this paper.*

*Key words: distance learning, distance learning technologies, military experts.*

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## THE PEDAGOGICAL SYSTEM AS A STRUCTURAL COMPONENT OF THE CONTENT OF CHARACTER TRAINING OF SERVICEMEN IN THE MODERN CONTEXT OF THE DEVELOPMENT OF THE ARMED FORCES OF UKRAINE

*This scientific article presents different components of the theory of training, particularly: its content, principles, methods and the systematic principles of providing patriotic training to future officers within the system of military education of Ukraine in accordance to modern political realities.*

*The special necessary condition of forming a modern serviceman as an individual are the inter related issues of the aim of training characters and the laws of social development, since the overall development of the personality of the servicemen is the obvious necessity of the Armed Forces taken into account the challenges of the modern world: the scientific-technical progress and the political reality. The material base for the activity of the Armed Forces of Ukraine is to be presented by highly developed, scientifically-technical modern weaponry but in order to organize this type of representation progressive men are needed with a de-blocked technical and innovative potential, that eventually will enable them to manage the modern military equipment.*

*The process of training has been researched as a component of the system of professional training of officers under the modern conditions of the Armed Forces of Ukraine. The theoretic scientific analyses of the content, principles and methods of patriotic education of military personnel have been conducted. The meaning of patriotism and its impact on the effective professional activity of the officer of the Armed Forces has been defined.*

*The methodological basis for the process of patriotic education of officers is the scientific theory of experiencing that predetermines the unity of history and logic within the framework of a pedagogical process, the methodological analyses of didactical definitions, facts, events and methodological content on training of officers, the knowledge of theoretic basics of the normative-educational disciplines, the implementation of the cycle of practical and tactical training.*

*The modern system of education aimed at patriotism among service men is to be governed by the following principles: the civic-oriented nurturing process, a connection between developing a personality and the peculiarities of military service, based on the positive features of an educational process, the humanization of education, the unity of educational influences.*

*The main aim of higher military education is to promote the development of an officer – a true patriot and a profound professional of his cause that is capable to independently point out and solve professional issues in the so called society of risks.*

*Key words: the theory on educating officers, patriotism, content and principles of education, the training of service men.*

**Introduction.** The professional activity of a serviceman is related to the use of weapons, which attributes this activity to a high-risk group, requires a detailed study of the conditions that affect the level of efficiency of the activities of military personnel, and above all it concerns the psychological climate of a military unit. The issues of worldview, ideology, patriotism in the process of training future officers are of great significance today. There is a growing need for the spiritual enrichment of the officer corps, of the members of their families. The patriotism of soldiers and officers, their feelings of love for the Fatherland, which are embodied in serving its interests, is of fundamental importance for the development of the Armed Forces of Ukraine.

**The description of the problem.** The effectiveness of the professional activity of servicemen is determined by the system of socio-psychological, natural, technical, medical and biological factors, as well as of specific ones, which depend on the specifics of the very profession of the serviceman, those factors affecting the level of efficiency of officers. The professional activity of a serviceman is related to the use of weapons, which attributes this activity to a high-risk group, requires a detailed study of the conditions that affect the level of

efficiency of military personnel, and above all it concerns the psychological climate of a military unit.

**The purpose of the article** is to open up the process of character training as part of the system of professional training officers in the modern context of the development of the Armed Forces of Ukraine; to study the content, principles, and methods of training servicemen and the theoretical basis for the formation of patriotism as the main component of the professionalism of an officer.

**Presentation of the main material.** The effectiveness of the professional activity of servicemen is determined by the system of socio-psychological, natural, technical, medical and biological factors, as well as of specific ones, which depend on the specifics of the very profession of the serviceman, those factors affecting the level of efficiency of officers.

According to the theories of S. L. Rubinstein, A. N. Leontiev and A. G. Asmolov, personality is formed in activity and is engendered by activity. Personality, in their opinion, acts, on the one hand, as a condition of activity, and, on the other hand, as a product of activity. "Joint expedient substantive activity of people" represents the initial, "generative" basis of personality development. "The personal mental development of a personality is

mediated by its activity," S. L. Rubinstein emphasized [4]. It is possible and necessary to organize the internal activity of a personality, that is, psychic processes that are self-evolving, through organization of its external activity. This mechanism is called "internalization" - "the process of forming the internal structure and mechanisms of the human psyche on the basis of assimilation and transformation of the structures of the specifics of human

Therefore, it is customary to talk about the role of leading activity in the development of personality. A. Leontiev<sup>2</sup> the concept of "the leading kind of activity", which determines the nature of the functioning and development of a person's psyche, and subsequently - of the formation of the personality. Leading activity dominates at a certain stage of personality development and takes most of the time. According to A. N. Leontiev [1], by leading activity one means "such activity, the development of which determines the most important changes in the psychological processes and psychological peculiarities of a child's personality at this stage", the activity within which mental processes that prepare the person to the transition to new, higher degrees of development, develop. He singles out three main features of leading activity: first, it is the activity, in the form of which other, new types of activities arise and within which they differentiate; secondly, in which partial mental processes are formed and rebuilt; and thirdly, on which the main psychological processes directly depend on.

A particular necessary condition for the formation of a modern serviceman as a personality is the interrelated issues of the aim of character training and of laws of the development of society, as the comprehensive development of the personality of a serviceman is a necessary objectivity of the development of the Armed Forces taking into account the challenges of time: scientific and technological progress and political realities. The material basis for the activity of the Armed Forces should be represented by highly advanced, in terms of science and technology, modern weaponry, but this requires suitable people with advanced abilities, with unlocked technical and innovative potential to be able to manage such military equipment.

And in this regard, the formation of the harmonious, well-developed personality of a serviceman must be considered as an ideal aim, which both society and school pursue, and for accomplishing which, the appropriate level of material and spiritual preparation is required. The character training component in the educational process of a military educational institution expresses the historical need of society for training a new generation of servicemen, which is able to perform the key social functions of the protection of national interests and aspirations. Therefore, the national idea should be taken as a basis of the educational process of a military educational establishment, when the cadets acquire their military specialty, that is, rather early.

The specificity of university military training is that it, in contrast to the natural forms of cognition (game, scientific knowledge, etc.), is an artificially organized form, which takes place under the guidance of a teacher. The source of educational information is represented not only by a teacher, but also by books, media, practical and seminar classes; cadets at a higher military educational institution master their profession and learn the specifics of the professional work of an officer in a generalized and systematic form [6].

activity; the formation of individual consciousness as a social phenomenon." Internalization ensures the assimilation by a personality of external activity, in the process of which, according to A. N. Leontiev [1], internal activity is formed, that is, the self-development and self-activity of the personality take place. It is this self-development that character training work should target.

What he concepts of modernizing education in different countries of the world have in common is the process of changing the educational paradigm, by which scientists mean the initial conceptual model (scheme) of setting problems and their solving through certain means and methods. The new educational paradigm focuses on the formation of key competences of a specialist as a result of education in the totality of his motivational-value and cognitive components. In the context of accelerating changes in the social, political, legal, economic, and industrial and technical spheres of life, a higher educational institution is meant not only to give professional knowledge, skills, and habits, but also to form a number of professionally significant and socially necessary personal qualities (competences) of the specialist. Among the latter in a military officer, one can mention the following ones: the culture of system professional thinking, communicative culture, capacity for teamwork, tolerance, the commitment to self-education and self-development, responsibility, managerial and leadership qualities, stability in the face of constant changes in the social and natural environment, flexibility and creativity of thinking, spirituality, optimum style of professional behavior, ability to present one's personal and professional qualities, the culture of a healthy way of life. Analysis of trends in the development of higher military education in the world shows that the improvement of its quality and effectiveness depends not so much on instruction plans and the number of class hours as on the personality of a teacher capable of using his attitudes, knowledge, skills and abilities to fulfill the creative potential of the students. Today, the issue of training such teachers who can build interdisciplinary curricula, engage in productive communication with other teachers, the command, and cadets, use different pedagogical styles, and constantly improve their qualifications is extremely relevant. Naturally, the development of the productive educational activity, of the autonomy and creativity of a person that is trained requires that the teacher himself has a pronounced pedagogical personality, creativity, capacity for flexible professional behavior, creative search, and professional self-improvement. A necessary condition and means of self-improvement of the teacher's personality is his constant reflection on his professional activity. The development of professional reflection, of adequate self-evaluation is now one of the priority tasks of professional training and professional development of teachers, without accomplishing which it is unlikely that any significant modernization of higher military education is possible. As a tool for measuring the level of the development of professionally significant qualities of the personality of a teacher, key competencies, the development of his consciousness valuable for reflection, diagnostic methods and techniques developed in pedagogical deontology and psychology should be widely used. The main task of pedagogical science is the study of pedagogical reality in order to accumulate and systematize scientific knowledge to understand, explain,

and predict the processes of training, attitude development, education, and development of a person. Learning the regularities of these processes, pedagogy shows to practice the most rational ways and means of pedagogical action on a person, develops effective educational technologies and techniques. Another task of educators-scientists is to study and justify educational values and norms on the basis of which the goals and content of teaching activities should be determined. At all times, educators have sought to help people to become better, to develop and implement the abilities they possess with the greatest benefit for themselves and for society. In this light, military commanders, whose professional activity always involves interaction with other people, in the contemporary socio-political context, need pedagogical knowledge, too. But in order to help others self-improve, an army officer himself must be an educated specialist.

The main objective of higher military education today is to facilitate the formation of an officer - a national patriot, a high professional in his field, who is able to independently set up and solve professional problems in the so-called society of risk.

Accordingly, properly organized character training should prepare a person for three major roles in his life - those of a citizen, a worker, and a family man. I. P. Podlasyi [4] believes that a person should have the appropriate qualities of personality in certain areas, namely:

"A citizen:

Execution of civil duties - the sense of commitment to the country, society, parents. The sense of national pride and patriotism. Respect for the Constitution of the state, the state authorities, the President of the country, the symbols of statehood (the coat of arms, the flag, and the anthem). Responsibility for the fate of the country.

Adherence to democratic principles, careful attitude to nature. Respect for the rights and freedoms of other people. An active life stance. Legal awareness and civic responsibility. Honesty, truthfulness, responsiveness, mercy. Responsibility for one's affairs and actions. Internationalism, respect for the peoples of other countries.

A worker:

Discipline and responsibility. Capacity for work and self-discipline. General, special, and ideological knowledge. Socio-political knowledge. Creative attitude to work. Persistence, the desire to quickly and qualitatively perform the task given. Professional pride, respect for craftsmanship. Consciousness, politeness, carefulness. Experience of work activity. Emotional production culture. Aesthetic attitude to work, life, activity. Collectivism, ability to work together. Initiative, independence. Willingness to work a lot and fruitfully for the good of the country and society. Businesslike approach and enterprise. Responsibility for the results of work.

A family man:

Diligence, responsibility, tact, politeness, culture of communication. Ability to behave properly in the community. Cleanliness. Spirituality. Basics of hygienic skills. Health, a habit of active lifestyle. Ability to organize and spend leisure time. Varied education. Knowledge of legal norms and laws. Knowledge of practical psychology, ethics, aesthetics. Ability to bring up children. Willingness to marry and to fulfill family responsibilities. Respect for one's parents, for old people, and other relevant qualities."

The process of character training is conditioned by a number of regularities of both social phenomena and the development of the person himself:

- the dependence of character training as a special sphere of human life on the totality of objective and subjective factors of the social environment;

- unity and interconnection of the character training and development of an individual;

- the more effectively organized the socially useful activity of students, the more effectively the communication between them is built, and the educational process itself proceeds;

- a natural relationship between educational influence, interaction and active activities of students.

If regularities act as an expression of the essential necessity of a connection between cause and effect, then principles arising from them determine the general direction of the character training process and the requirements to it.

At one time, A. S. Makarenko [2], a supporter of special educational pedagogy, substantiated the following principles: respect and demand, sincerity and openness, principledness, care and attention, knowledge, skills, hardiness, work, team, family: the first childhood, the amount of love and the degree of severity, a child's joy, game, punishment and reward. In the context of the transition from authoritarian character training to democratic one which stimulates the self-determination and self-development of a cadet, his individuality, the corresponding principles of constructing a truly humane process of character training are necessary: the principle of stimulating self-activity, freedom of expression of will, self-organization, interest; the principle of conscious social or civic duty; the principle of cooperative creative activities of educators and students (naturally, taking into account age specifics).

"The modern domestic system of the development of the spirituality of a professional is guided by the following principles:

- public orientation of character training;
- the connection of character training with life and work;

- reliance on positive information in character training;
- humanization of character training;
- personal approach;
- unity of educational influences [1]."

To construct a pedagogical system for the formation of a modern officer as a patriotic person, a high professional of his military specialty, we can use the pedagogical system developed by V. O. Sukhomlynsky (Fig.1) [5].

Yagupov, V. V. defines the process of character training as a dynamic complex pedagogical phenomenon, which takes place on the basis of purposeful and organized influence of educators, of the social environment on the mind, feelings, will of a student in order to form a many-sided and harmoniously developed personality [6].

He argues that, for the process of character training, such things are specific:

- purposefulness;
- two-way nature;
- continuity and duration;
- versatility of tasks and diversity of content;
- dependence on the specifics of professional tasks and the necessity of forming a citizen of Ukraine;
- wealth of forms, methods, and means of character training influence;

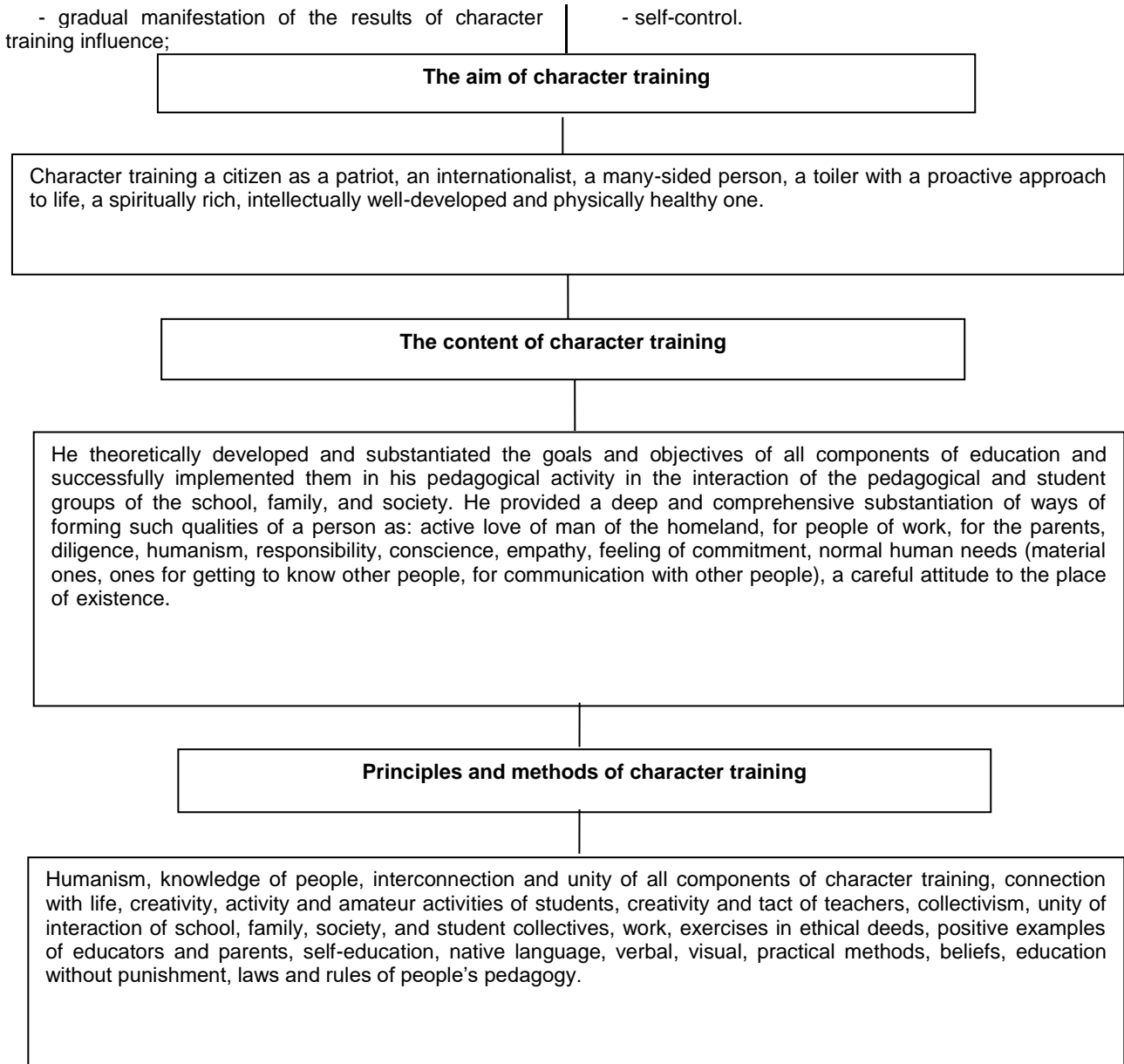


Fig. 1. The pedagogical system of V. O. Sukhomlynsky

**Conclusions.** Patriotism is considered as a subject of character training in the formation of an army officer. In the educational process of training at higher military educational institutions, patriotic education of cadets, which contributes to the formation of an army officer that is a professional of the art of war, must be an obligatory component.

The methodological basis of the process of patriotic character training officers is represented by the scientific theory of cognition, which involves the unity of the historical and the logical in the pedagogical process, methodological analysis of didactic concepts, facts, phenomena in combination with the content of the methodology of training army officers; it is the knowledge of the theoretical foundations of normative academic disciplines, the use of the cycle of practical and tactical training. The objective point of this theory is the recognition of objectivity and materiality of the

surrounding world, of its existence in a constant movement, changes, and development, knowledge of the world and its laws. The basis of cognition is represented by the totality of human practice, of the means of human influence on nature and production relations.

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## ПЕДАГОГІЧНА СИСТЕМА ЯК СТРУКТУРНИЙ КОМПОНЕНТ ЗМІСТУ СПЕЦІАЛЬНОЇ ПІДГОТОВКИ ВІЙСЬКОВОСЛУЖБОВЦІВ У СУЧАСНОМУ КОНТЕКСТІ РОЗВИТКУ ЗБРОЙНИХ СИЛ УКРАЇНИ

*У цій науковій статті представлені різні компоненти теорії навчання, зокрема: її зміст, принципи, методи та систематичні принципи забезпечення патріотичної підготовки майбутніх офіцерів у системі військової освіти України відповідно до сучасних політичних реалій. Процес навчання досліджено як складову системи професійної підготовки офіцерів в сучасних умовах Збройних Сил України.*

*Особливою необхідною умовою формування сучасного військовослужбовця як особистості є взаємопов'язані питання мети підготовки персонажів та законів розвитку суспільства, оскільки всебічний розвиток особистості військовослужбовця є необхідною об'єктивністю розвитку Збройних Сил з урахуванням викликів часу: науково-технічний прогрес та політичні реалії. Матеріальна основа діяльності Збройних Сил повинна бути представлена високорозвинутою, науково-технічною, сучасною зброєю, але для цього потрібні відповідні люди з передовими здібностями, з розблокованим технічним та інноваційним потенціалом, щоб мати можливість керувати такою військовою технікою.*

*Проведено теоретичний науковий аналіз змісту, принципів та методів патріотичного виховання військовослужбовців. Визначено значення патріотизму та його вплив на ефективну професійну діяльність офіцера Збройних Сил. Методологічною основою процесу патріотичного виховання офіцерів є наукова теорія переживання, яка зумовлює єдність історії та логіки в рамках педагогічного процесу, методологічний аналіз дидактичних визначень, фактів, подій та методичного змісту на підготовці офіцерів, знання теоретичних основ нормативно-навчальних дисциплін, реалізація циклу практичної та тактичної підготовки.*

*Сучасна система освіти, спрямована на патріотизм серед службовців, повинна регулюватися такими принципами: громадянський орієнтований процес виховання, зв'язок між розвитком особистості та особливостями військової служби, що базується на позитивних рисах навчального процесу, гуманізація освіти, єдність освітніх впливів.*

*Основна мета вищої військової освіти - сприяти розвитку офіцера - справжнього патріота та глибокого професіонала своєї справи, здатного самостійно вказати та вирішити професійні питання у так званому суспільстві ризику.*

*Ключові слова: теорія виховання офіцерів, патріотизм, зміст та принципи виховання, підготовка військовослужбовців.*

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## ПРОБЛЕМА ГАРАНТУВАННЯ ЯКОСТІ ПІДГОТОВКИ ВІЙСЬКОВИХ ФАХІВЦІВ: ПІДСУМКИ ЕКСПЕРИМЕНТАЛЬНИХ ДОСЛІДЖЕНЬ

*У статті з урахуванням основних визначень щодо якості освіти, які прийняті на міжнародному та національному рівнях, досліджується стан якості підготовки курсантів - випускників тактичного рівня у вищих військових навчальних закладах та військових навчальних підрозділах закладів вищої освіти на основі оцінювання майбутніми офіцерами основних складових власної компетентності, а також аналізуються основні чинники, що, на думку випускників, сприятимуть підвищенню якості підготовки військових фахівців.*

*Якість підготовки майбутні офіцери оцінюють як основні складові власної компетенції. Проаналізовано основні фактори, що сприяють підвищенню якості підготовки військових спеціалістів.*

*З метою оцінки якості підготовки військових спеціалістів під час проведення науково-дослідної роботи серед випускників ВВНЗ проведено соціологічне дослідження. Основна увага приділяється проблемі виявлення сучасного стану якості підготовки військових спеціалістів та виявлення факторів, які підвищують ефективність навчального процесу в ВВНЗ.*

*Дослідження проводились у семи провідних ВВНЗ: Національній академії сухопутних військ імені гетьмана Петра Сагайдачного, Харківському національному університеті ПС, Військовій академії (м. Одеса), Інституті бронетанкових сил Національного технічного університету «Харківський політехнічний інститут», Житомирському військовому інституті, Військовому інституті зв'язку та інформатизації, Військовому інституті Київського національного університету імені Тараса Шевченка.*

*Якість підготовки військових спеціалістів розглядали з точки зору самоперевірки випускників, а саме: усвідомлення власного професіоналізму; можливості реалізації індивідуальних здібностей і схильностей; оволодіння методикою самоосвіти, самовдосконалення; психологічній готовності до професійної діяльності; компетентності; здатності успішно виконувати службові обов'язки у військах.*

*Плануючи соціологічне дослідження, усі питання були об'єднані у п'ять основних блоків: соціально-демографічні характеристики респондентів; рівень готовності випускників до виконання службових обов'язків у військах, силах (формування відповідних компетенцій); зміни (напрями вдосконалення) змісту та методів навчання у ВВНЗ, які пропонують випускники для підвищення якості власного навчання; організаційні заходи, які, на думку майбутніх офіцерів, повинні використовуватися для підвищення якості підготовки військових спеціалістів; фактори, які викликають занепокоєння для випускників після закінчення навчання.*

*Ключові слова: якість навчання, професійна компетентність, випускник вищого військового навчального закладу, соціологічне опитування.*

**Постановка проблеми.** На сьогодні проблема оцінювання якості освіти набула особливої актуальності. Разом з тим, її розв'язання залишається все ще малодослідженим явищем, особливо, що стосується сфери підготовки військових фахівців з

вищою освітою тактичного рівня. Одним з напрямів серед подібних досліджень є проблема оцінювання якості підготовки військового фахівця та формування його особистості.