

DEVELOPMENT OF EDUCATIONAL ENVIRONMENT IN HIGHER MILITARY EDUCATION IN UKRAINE: CONCEPTUAL APPROACHES

Background. *The concept of "educational environment" is considered (from the point of view of the subject) as a system of influences and conditions for the formation of personality, opportunities for its development and education, which are in the educational environment.*

Results. *The article provides a scientific overview of the types of educational environment. Conceptual approaches to the formation of the educational environment in higher military education are proposed. To increase the impact of the "educational environment" on the quality of training of future military personnel of the Armed Forces of Ukraine (based on the example of training of military chaplains), it is proposed to update the conceptual approaches that determine the direction and nature of actions to achieve educational objectives, namely: axiological, communication and personal, competence, organisational and activity, synergistic, spatial and subject, integrative, environmental, comparative. Today, the training of military chaplains is an innovative area of professional training of narrow specialists, which contributes to the disclosure of their own capabilities and the formation of civic consciousness. As a result of scientific research, it was found that the formation of the educational environment in the current conditions of higher military education in Ukraine is purposeful and continuous, responding to the current challenges of the personality-oriented education paradigm. A high-quality educational environment that meets the expectations of the participants in the educational process should focus on students' self-realisation, their self-identification in mastering their future profession, building harmonious interaction and cooperation with the military.*

After all, by purposefully strengthening conceptual approaches in the educational environment of a higher military education institution, namely in the training of chaplains as specialists of a new format, an indirect impact on the educational process can be made. It is important for educators to take into account the potential of the educational environment of a military higher education institution as an educational tool that primarily affects the activity and internal freedom of students, their civic position, self-education, motivation to acquire knowledge, independence, etc.

Conclusions. *The author's vision of the implementation of conceptual approaches in the educational environment of military chaplains' training in wartime is proposed. The importance of educators' attention to the digitalization of professional education, mastering information technology and server tools by military chaplains is proved.*

Keywords: *educational environment, conceptual approaches, higher military training, tutoring, students, quality of higher education.*

Background

The educational environment in higher military education in Ukraine is focused on the implementation of regulatory documents of higher education and socio-economic challenges to the training of new type of military specialists (Verkhovna Rada of Ukraine, 2014), (Ministry of Defense of Ukraine, 2016). Strategies for the professional training of future military personnel of the Armed Forces of Ukraine are developed on the basis of designing the educational environment to ensure the effectiveness of the didactic process, to ensure the maintenance of constant combat and mobilisation readiness of military units (Yahupov, 1999, p. 85). The change of the educational personality-oriented paradigm requires reformatting military vocational education as a flexible system that will allow future specialists to model their own educational trajectory in both formal and non-formal education (Dubrovina, Maksymenko-Hladyshko, & Zinchenko, 2021, p. 55). The educational environment of a modern higher education institution becomes a space for the realisation of "the spiritual face of a person, which is formed under the influence of moral and spiritual values, in which social maturity and individual growth are achieved" (Honcharenko, 1997, p. 241). The innovative type of higher education of the twenty-first century implies the ability of a future specialist to search for new knowledge, master the latest teaching technologies in order to acquire a qualitatively new level of professional training: the development of creative, analytical, communicative abilities, cognitive interest in knowledge (Loboda, 2021, p. 19). Therefore, in the higher education system, it is important to take into account the potential of the educational environment as an educational tool that primarily affects the activity and internal freedom of students, their civic position,

self-education, motivation to acquire knowledge, independence, etc. To form a developing educational environment of a higher military education institution, teachers and methodologists need to take into account the influence of conceptual approaches of teaching in cooperation with cadets as a tool for implementing regulatory frameworks, educational programs and practice-oriented learning. Such an understanding of educational phenomena will contribute to the training of specialists who meet new requirements and have mastered the basic principles of their specialty, capable of continuous self-improvement throughout their lives. Therefore, the issue of considering the impact of conceptual approaches on the formation of the educational environment in higher military education in Ukraine requires scientific substantiation.

The purpose of our article is to determine the conceptual approaches to the formation of the educational environment in higher military school in Ukraine.

Literature Review. In the methodology of higher professional education, the analysis of the phenomenon of "educational environment" is one of the key issues. The development of the concept of "environment" was carried out by O. Petrenko, M. Bratko, L. Levytska and others. Such varieties of this category as "educational and upbringing environment" (L. Buieva, V. Petrivskiy, I. Yakimanska, etc.), "creative educational environment" (K. Prykhodchenko, etc.), "informational educational environment" (A. Biloshchytskyi, S. Leshchuk, etc.) were introduced into the national scientific thought.

The specificity of the influence of the educational environment includes such areas of research as: a factor in the development of didactic culture of future teachers in a higher military educational institution (A. Plaksin), a set of

conditions, opportunities and resources for the education of the individual (M. Bratko), pedagogical phenomenon (O. Kernytskyi); a system of influences and conditions of personality formation (V. Yasvin), a form of cooperation focused on the creation of special types of communities (V. Rubtsov), a dynamic formation, a system product of interaction (V. Slobodchikov); a system of educational conditions (V. Panov); a condition, a means of education (H. Belyaev); a dynamic system of psychological and pedagogical systems and influences (H. Semenova), etc. According to O. Bilyakovska and N. Horuk, in the context of martial law, it is important to ensure an accessible educational environment for all participants in the educational process (Bilyakovska, & Horuk, 2023). In turn, A. Zabolotna and N. Ilchenko focus on the use of digital tools in student teaching as a mandatory component of the implementation of the information educational environment (Zabolotna, & Ilchenko, 2020). The analysis of scientific works by N. Polishchuk and N. Khomiak proves that the definition of "educational environment" is a multifaceted and complex phenomenon (Polishchuk, & Khomiak, 2023).

Results

Important for our research is A. Plaksin's statement that "the educational environment for the professional training of cadets in military higher education institutions is currently at the stage of formation and involves solving a number of complex tasks, given the multidisciplinary nature and its multidisciplinary structure of professional training" (Plaksin, 2020, p. 85). At the same time, it should be noted that the modern educational process in higher military schools should not only be dynamic, open, and accessible. It must meet the high level of quality European education and be implemented in a safe and accessible educational environment, which is a qualitative characteristic and a prerequisite for any educational institution to function effectively. Today, in an information society, it is also a factor in the successful social and professional adaptation of a future military specialist and motivation for professional and personal development. We consider the concept of "educational environment" from the point of view of the subject as a system of influences and conditions of personality formation, opportunities for its development and education in the educational environment. In order to increase the impact of the "educational environment" on the quality of training of future military personnel (on the example of training military chaplains), in our opinion, it is important to update the following conceptual approaches that determine the direction and nature of actions to achieve the educational objectives of training higher education applicants, such as: axiological, communication and personal, competence, organisational and activity, synergistic, spatial and subject, integrative, environmental, comparative.

The axiological approach affects the educational environment through deeply moral and spiritual mastery of reality, it is focused on the affirmation of universal, civic, development of national and improvement of professional values within the framework of chaplaincy. The vectors for the implementation of this approach are the following educational benchmarks, such as: mission, vision, strategy of behaviour in society, traditions, rituals, symbols, culture of educators. Since the category of "educational environment" of a higher education institution is a multi-subject and multi-subject systemic formation, it allows to purposefully influence the professional and personal development of a future military specialist, ensuring his/her readiness for professional activity, success in performing professional (combat) tasks. M. Bratko's opinion that an educated person

needs to master a complex thesaurus of culture and culture-creative skills, spirituality and religion, which are necessary for harmonious development and self-realisation, and actively use them in all life dimensions, especially if the speciality is related to work with people, is correct (Bratko, 2015, p. 15). Therefore, the axiological approach, which should be used by teachers of higher military education institutions, is important because it allows to comprehend the meaning of the acquired knowledge for a person and society, to reveal the connection between axiological (value) and practical aspects of cognition and activity (Mykhailova, 2020, p. 194). The implementation of the Law of Ukraine "On the Military Chaplaincy Service" sets priorities for future specialists in relation to military personnel, employees and their families: providing religious, ethical, moral, spiritual support and promoting the formation of personal stability and proper spiritual state of military personnel (pastoral care). In accordance with the profession, ritualistic performances require knowledge of the Ukrainian language, national culture, and oratory during sermons and individual conversations (Ministry of Defense of Ukraine, 2016). The communication and personal approach is focused in the educational environment on self-determination, self-realisation, self-affirmation and self-development of chaplains' creative skills and abilities. The impact of this approach is especially noticeable in the formation of intercultural communication competence of military chaplains and the exchange of experience with colleagues from the EU and NATO countries. This approach ensures information exchange, productive interaction and participation in educational projects. In general, a personal approach in the educational environment involves choosing a strategy and building behaviour and communication with other participants in the educational process. After all, the communication and personal approach involves creating conditions for the free development of the professional and creative potential of each future military officer for the purpose of self-education and continuous knowledge acquisition. Therefore, the educational environment is also a space for student-centred construction of the self, ensuring the actualisation of the inner world of the future specialist, the fulfilment of educational needs related to his/her personal and professional development, in particular as a conscious citizen of Ukraine. The vectors for implementing this approach are the following educational benchmarks, such as: connections and relationships between them, and methods of communication. The communicative and personal approach focuses on clearly focused tutoring support by teachers of the professional growth of students, focusing on andragogical principles of learning (Polishchuk, & Khomyak, 2023, p. 285). Equally important is a positive atmosphere for each student's learning, cooperation with them and the relationship "teacher-student".

The competence approach is focused on the acquisition of knowledge, the formation of skills and abilities of chaplaincy, the transfer of psychological features of combat experience of interaction with military personnel performing assigned tasks on the basis of the position of "chaplain". Competence-based approach is the focus of the educational process on achieving results, which are the following hierarchically subordinated competences: key, general and subject competences. In higher education and vocational training, general and professional competences are distinguished. The training of military chaplains is based on the development of key competencies that are formed both in academic and extracurricular work taking into consideration educational and professional program in the

specialty 011. The training program provides for the formation of the following competencies: integral, general, special (professional). It is to solve complex specialized and practical problems in the field of professional activity or in the process of training that a future specialist must master a set of competencies: a block of general military training aimed at providing military chaplains with general military training and mastering the relevant competencies: security (basic concepts and security measures in the course of daily activities of a military serviceman); humanitarian (sources, basic principles, terms and concepts of international humanitarian law); educational (forms, content and results of training and education of military personnel); organizational (essence and components of business ethics, peculiarities of full etiquette of a military leader; speech technique and peculiarities of non-verbal behavior of an officer); professional (types of content and purpose of topographic, special maps and city plans used in the military; types of terrain and its tactical properties; content of tables of symbols; general on first aid (algorithm for providing first aid in the shelling sector (mutual aid) in case of injuries, traumas and lesions). The block of professional training includes the performance by military chaplains of functional duties, relevant competencies, in particular the following: regulatory (knowledge of the legal framework for military chaplaincy in the Armed Forces of Ukraine); socio-cultural (history of the formation and activities of military chaplaincy in Ukraine); integrative (forms and methods of interaction of a military chaplain with military unit officials in the implementation of chaplaincy activities); social (peculiarities of pastoral care by military chaplains of various religious denominations, including the experience of NATO partner countries); informational (activities of spiritual centers in the Armed Forces of Ukraine, communicative (forms and methods of counseling military families).

The organisational and activity-based approach in the educational environment of a higher military education institution is focused on the creative activity of chaplains in learning, developing interesting forms, methods, techniques, technologies, styles of interaction between the subjects of the educational process, developing the ability to self-educate and teamwork in projects. Project activities working with modern representatives of educational institutions keep pace with the trend of digitalisation (digitisation of information) and the use of qualitatively new approaches to obtaining information, which is typical for the "digital generation" (Digital Natives) and is carried out to quickly receive and transmit information through digital channels (Hrebeniuk et al., 2022, p. 17). This approach involves conducting role-playing and functional games for development and improvement, group cohesion, implementation of new chaplain functions, improvement of such qualities as foresight, predictability, suggestibility, etc. Indeed, the religious and educational work that military chaplains should have requires knowledge of the basics of religious worldview, the ethics of military service, civic duty to protect the state, and the education of the military personnel in the spirit of patriotism, brotherhood and mutual respect, dignity and honor (Ministry of Defense of Ukraine, 2016). The spatial-subjective approach focuses on the material and technical infrastructure, classroom facilities, computer potential, library resources, living conditions, design and equipment of the premises. Such an approach to defining the phenomenon of the educational environment of a higher education institution allows us to consider any of the conditions or any resource of the educational environment as a "factor of influence" on the subject of the educational process in a higher education institution. Since military training

of cadets can also be carried out in higher education institutions of other state bodies and military formations, taking into account the availability of the appropriate material and technical base, scientific and scientific-pedagogical potential, it is the space-subject approach that provides the necessary support for this educational aspect (<https://www.mil.gov.ua/diyalnist/vijskova-osvita-na-tauka/shho-take-profesijna-vijskova-osvita.html>)

Synergistic approach – focused on uniting the study group of military chaplains, their self-organisation, self-development and stimulation of active interaction in the interfaith environment. The educational environment can be considered qualitative only if it is able to provide all subjects of the educational process with opportunities to meet educational needs and personal development. This approach focuses on the search and development of potential and hidden capabilities of specialists, through their understanding and search for their own reserves of the body and psyche to meet the spiritual needs of military personnel who are directly engaged in combat operations on the contact line. The resources of the educational environment of a higher education institution outline the directions and strategies of innovative learning, exchange of best educational practices, and compliance with the requirements for training specialists in a modern format (Verkhovna Rada of Ukraine, 2014). We believe that a fully synergistic approach is being implemented in the social and charitable work of military chaplains, since it is they who take care of the social needs of military personnel and establish partnerships with representatives of religious, charitable (volunteer), and public organizations (Ministry of Defense of Ukraine, 2016). It is the representatives of this profession who can provide comprehensive support and care for military personnel, employees and their families, which is important in times of war.

The environmental approach is the unity of actions of higher military education institutions, NGOs, volunteer centres, creative and leisure centres, as well as civic elements of the information and cultural environment; certain external circumstances that surround a person and help him/her to socialise in public education and have critical thinking. In our opinion, it is also important to intensify the integrative approach in the educational environment, which involves a close connection between theory and practice and methods of vocational education in the context of studying specific disciplines and educational programmes of professional training.

The comparative approach is a comparison of training, methods and forms of education in different higher education institutions of Ukraine and EU and NATO partner countries. Close cooperation with leading methodologists and military practitioners is important for students of higher military education institutions. The components of the educational environment – the subjects of the educational process, as well as its objects (material base, environment of the educational institution, etc.) – are among the components of the comparative approach. Without personal development, processes of humanisation of higher education, integrative nature of the educational environment and improvement of students' own innovativeness, creativity and self-awareness, the process of change and progress towards European educational standards will not take place. Therefore, by purposefully strengthening conceptual approaches in the educational environment of higher military education institutions, specialists can have an indirect impact on the educational process. Among the priority professional competencies is the provision of advice to military commanders on religious issues. This area of

training for military chaplains should show the influence of spiritual and religious factors on the performance of certain tasks, as well as suggestions and advice on the organization of measures to meet the spiritual and religious needs of personnel and inform the command about the religious situation in the unit, the religious situation in the permanent deployment point and in the area of assigned tasks (Ministry of Defense of Ukraine, 2016). This is especially relevant during military operations and the involvement of representatives of different church denominations in the conflict. The introduction of conceptual approaches into the practice of training future military personnel should, in our opinion, be based on the informatization of educational and cognitive activities, the exchange of innovative information technologies. Such processes bring the educational systems of European countries closer together and create a single educational space for a multi-level educational environment. This ensures a high level of access to electronic learning tools, cloud technologies, electronic servers, etc. During their studies, cadets solve many issues related to the organization of communication and interaction, watch video content, and participate in trainings on barrier-free communication (regardless of religion, political beliefs, etc.). Today, we cannot create a quality educational environment if it has barriers, primarily ethno-socio-cultural, status-position-role, individual-psychological and age-related, activity-related, interpersonal relations, etc. As noted by A. Zabolotna and N. Ilchenko, the information educational environment is a component of the training of qualified specialists (Zabolotna, & Ilchenko, 2020). Therefore, in the training of military chaplains, a special course on the basics of information literacy should be developed, since the modern information educational environment operates with digital categories, applications, programs that a future military specialist should be familiar with.

Discussion and conclusions

In the information society of the XXI century, social changes are taking place in society, which, accordingly, entail changes in the organisation of thinking, work and technology. There are also changes in the assessment of human values, in the actions and beliefs of people (Loboda, 2021, p. 22). In the educational environment of a higher education institution, there are constant processes of searching for new ways and means of preparing modern military personnel for intercultural communication and interaction, who can easily adapt to another educational environment, critically assess reality, make the right decisions in their professional group and model vectors of professional growth (Dubrovina, Maksymenko-Hladyshko, & Zinchenko, 2021, p. 56).

In our opinion, the emphasis of scientists O. Bilyakovska and N. Horuk on an accessible educational environment, which should provide equal access to the educational system for all students, is appropriate (Bilyakovska, & Horuk, 2023, p. 35). Participants in the educational process need access to all material support provided by the higher education institution, all teaching materials and forms of knowledge control.

At the same time, in our opinion, the debatable issue of understanding the essence of the concept of "educational environment" in high school is the understanding of this concept "as a continuum consisting of spatial and temporal, socio-cultural, activity, communication, information and other factors of direct and indirect action (Kernytskyi, 2013, p. 48). Scientific statements about the qualitative characteristics, factors of the multi-level structure of the

category of "educational environment" with vertical interconnections require discussion (Petrenko, 2018, p. 18).

According to O. Marchenko, the educational environment promotes the assimilation of moral and ethical norms and allows cadets to exercise their civil rights, freedoms, and responsibilities in a military team. Actual forms of social and civic activity include student participation in the work of cadet activists, self-government, public organisations of the course, faculty, clubs, scientific and practical conferences, quizzes, discussions, debates (Marchenko, 2018, p. 22). In other words, involving students in creative projects and leisure activities will strengthen their sense of patriotism, Ukrainian national identity and self-awareness. We consider the authors' vision of how a safe educational environment should function to be debatable (Bilyakovska, & Horuk, 2023). At the same time, in the context of military operations, the issue of creating a safe educational space becomes the main task of higher education institutions during lectures, seminars, practical training, examinations, etc. M. Bratko's statement about the multifunctionality of the educational environment and its compliance with the current challenges of modernization processes in higher education is appropriate (Bratko, 2015).

Thus, modernisation processes in higher military education are aimed at developing conceptual approaches to the formation of an educational environment as a multi-level system in the training of future military personnel. A high-quality educational environment that meets the expectations of the participants of the educational process should focus on the self-realisation of students, their self-identification in mastering the future profession, interaction and cooperation with other participants of the educational process. The profession of a military chaplain has changed today, it has acquired multilevel tasks and ways of achievement in society, so further research should be related to the model of cooperation between military chaplains and the military during the rehabilitation period, when spiritual and moral support is important and requires the application of professional competencies in action.

References

- Bilyakovska, O., & Horuk, N. (2023, October 27). Organization of an accessible educational environment under conditions of martial law in Ukraine. In Machynska, N., & Pantiuk, T. (Eds.), *III International scientific conference "Theoretical and practical aspects of the formation of educational space: global and domestic dimensions"* (p. 34–37). Ivan Franko National University of Lviv [in Ukrainian]. [Біляковська, О., & Горук, Н. (2023, 27 жовтня). Організація доступного освітнього середовища в умовах воєнного стану в Україні. У Н. Мачинська, & Т. Пантюк (Ред.), *III Міжнародна наукова конференція "Теоретичні та практичні аспекти формування освітнього простору: світовий та вітчизняний вимір"* (с. 34–37). Львівський національний університет імені Івана Франка. <https://dspace.oano.od.ua/server/api/core/bitstreams/1a4583f2-278a-48a7-bfa6-3828f88138d2/content>
- Bratko, M. (2015). Educational environment of a higher educational institution: functional aspect. *Pedagogical process: theory and practice*, 1-2, 11–18 [in Ukrainian]. [Братко, М. (2015). Освітнє середовище вищого навчального закладу: функціональний аспект. *Педагогічний процес: теорія і практика*, 1-2, 11–18]. http://nbuv.gov.ua/UJRN/pptr_2015_1-2_4
- Dubrovina, I., Maksymenko-Gladyshko, N., & Zinchenko, O. (2021). Formation of communicative interaction within pedagogical staff: theory and practice. *New pedagogical thought: a scientific and methodical journal*, 4(108), 55–62 [in Ukrainian]. [Дубровіна, І., Максименко-Гладишко, Н., & Зінченко, О. (2021). Формування комунікативної взаємодії у педагогічному колективі: теорія та практика. *Нова педагогічна думка: науково-методичний журнал*, 4(108), 55–62]. <http://npd.roippo.org.ua/index.php/NPD/article/view/387>
- Honcharenko, S. (1997). *Ukrainian pedagogical dictionary*. Lybid [in Ukrainian]. [Гончаренко, С. (1997). *Український педагогічний словник*. Либідь]. <https://lib.iitta.gov.ua/id/eprint/106820/1/%D0%93%D0%BE%D0%BD%D1%87%D0%B0%D1%80%D0%B5%D0%BD%D0%BA%D0%BE.%20%D0%9F%D0%B5%D0%B4%D0%B0%D0%B3%D0%BE%D0%B3%D1%96%D1%87%D0%BD%D0%B8%D0%B9%20%D1%81%D0%BB%D0%BE%D0%B2%D0%BD%D0%B8%D0%BA%20%281%29.pdf>
- Hrebeniuk, L., Motsak, S., Ruzhytskyi, V., Kalabska, V., & Tepla, O. (2022). Students' preparation for international cooperation in distance

learning with role-playing, Education and Upbringing of Youth in New Realities: Perspectives and Challenges, *Youth Voice Journal*, IV, 17–30. <https://www.rj4allpublications.com/product/students-preparation/>

Kernytskyi, O. (2013). Educational environment of higher educational institution as a pedagogical phenomenon. *Problems of engineering and pedagogical education*, 38-39, 43–50 [in Ukrainian]. [Керницький, О. (2013). Освітнє середовище вищого навчального закладу як педагогічний феномен. *Проблеми інженерно-педагогічної освіти*, 38-39, 43–50]. http://nbuv.gov.ua/UJRN/Pipo_2013_38-39_8

Loboda, O. (2021). The phenomenon of "educational environment" from the standpoint of modern approaches to its understanding. *Pedagogy of creative personality formation in higher and secondary schools*, 2(77), 19–22 [in Ukrainian]. [Лобода, О. (2021). Феномен "освітнє середовище" з позицій сучасних підходів його осмислення. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*, 2(77), 19–22]. http://pedagogy-journal.kpu.zp.ua/archive/2021/77/part_2/5.pdf

Marchenko, O. (2018). The role of the educational environment of a higher military educational institution in the civic education of future officers. *Psychological and pedagogical problems of professional education and patriotic education of the personnel of the Ministry of Internal Affairs of Ukraine*, 28–30 [in Ukrainian]. [Марченко, О. (2018). Роль освітнього середовища вищого військового навчального закладу у громадянському вихованні майбутніх офіцерів. *Психологічні та педагогічні проблеми професійної освіти та патріотичного виховання персоналу системи МВС України*. 28–30]. https://univd.edu.ua/general/publishing/konf/30_03_2018/pdf/7.pdf

Ministry of Defense of Ukraine. (2016). *On the approval of the Regulation on the service of military clergy (chaplain service) in the Armed Forces of Ukraine* (order of the Ministry of Defense of Ukraine dated December 14, 2016 № 685) [in Ukrainian]. [Міністерство оборони України. (2016). *Про затвердження "Положення про службу військового духовенства (капеланську службу) у Збройних Силах України"* (Наказ Міністерства оборони України від 14.12.2016 № 685)]. <https://zakon.rada.gov.ua/laws/show/z0010-17#n12>

Mykhailova, L. (Ed.). (2020). *Dictionary of terms and concepts of modern education* (2020). Luhansk Regional In-service Teacher Training Institute [in Ukrainian]. [Михайлова, Л. Словник термінів і понять сучасної освіти (2020). Луганський обласний інститут післядипломної педагогічної освіти].

Petrenko, O. (2018). Definition and essence of the concept of "educational environment" in the context of the modern educational paradigm. *Innovation in education*, 7(2), 6–16 [in Ukrainian]. [Петренко, О. (2018). Діфніція і сутнісне наповнення поняття "освітнє середовище" у контексті сучасної

освітньої парадигми. *Інноватика у вихованні*, 7(2), 6–16]. [http://nbuv.gov.ua/UJRN/inuv_2018_7\(2\)_3](http://nbuv.gov.ua/UJRN/inuv_2018_7(2)_3)

Plaksin, A. (2020). The educational environment of a higher military educational institution as a factor of the development of didactic culture of future faculty members. *Pedagogy of creative personality formation in higher and secondary schools*, 3(69), 84–87 [in Ukrainian]. [Плаксіні, А. (2020). Освітнє середовище вищого військового закладу освіти як чинник розвитку дидактичної культури майбутніх викладачів. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*, 3(69), 84–87]. http://pedagogy-journal.kpu.zp.ua/archive/2020/69/part_3/18.pdf

Polishchuk, N., & Khomiak, N. (2023). Pedagogical conditions for the formation of a safe educational environment of institutions of general secondary education. O. Petrovskiy (Eds.), *Organization of a safe educational environment – a modern challenge: perspectives and solutions*, 287–294. Ternopil Regional Communal Institute of Postgraduate Pedagogical Education [in Ukrainian]. [Поліщук, Н., & Хомяк, Н. (2023). Педагогічні умови формування безпечного освітнього середовища ЗЗСО. У О. Петровський (Ред.), *Організація безпечного освітнього середовища – виклик сучасності: перспективи та рішення*, 287–294. Тернопільський обласний комунальний інститут післядипломної педагогічної освіти]. http://dspace.tnpu.edu.ua/bitstream/123456789/28682/1/Novak_Senovska_Bezp_sesredov.pdf

Verkhovna Rada of Ukraine. (2014). *On higher education* (Law of Ukraine dated July 1, 2014 № 1556-VII) [in Ukrainian]. [Верховна Рада України. (2014). *Про вищу освіту* (Закон України від 01.01.2014 р. № 1556-VII)]. <https://zakon.rada.gov.ua/laws/show/1556-18#Text>

Yahupov, V. (1999). *Basics of military-didactic knowledge: study guide*. RVTS "Kyiv University" [in Ukrainian]. [Ягупов, В. (1999). *Основи військово-дидактичних знань: навчальний посібник*. РВЦ "Київський університет"].

Zabolotna, A., & Ilchenko, N. (2020, February 27). Information educational environment as a component of qualified specialists training. In N. Ilchenko (Ed.), *Interuniversity scientific and practical conference "Formation of modern educational environment: theory and practice"* (p. 5–9). National University of life and environmental sciences of Ukraine [in Ukrainian]. [Заболотна, А., & Ільченко, Н. (2020, 27 лютого). Інформаційне освітнє середовище як складова підготовки кваліфікованих фахівців. У В. Ільченко (Ред.), *Міжвузівська науково-практична конференція "Формування сучасного освітнього середовища: теорія і практика"* (с. 5–9). Національний університет біоресурсів і природокористування України <https://iek.irpin.com/assets/images/resources/52/1f330e0d35de6d922a2ab90ca2caafe1da6b18c7.pdf>

Отримано редакцією журналу / Received: 20.05.24

Прорецензовано / Revised: 12.06.24

Схвалено до друку / Accepted: 28.10.24

Олександр ВОВКОТЕЧА, асп.

ORCID ID: 0009-0006-4948-0270

e-mail: vovkotechaoleksandr@gmail.com

Київський національний університет імені Тараса Шевченка, Київ, Україна

ФОРМУВАННЯ ОСВІТНЬОГО СЕРЕДОВИЩА У ВИЩІЙ ВІЙСЬКОВІЙ ОСВІТІ В УКРАЇНІ: КОНЦЕПТУАЛЬНІ ПІДХОДИ

Вступ. Поняття "освітнє середовище" розглянуто (з позиції суб'єкта) як система впливів і умов формування особистості, можливостей для її розвитку, виховання, які містяться в освітньому оточенні. Здійснено науковий огляд різновидів освітнього середовища.

Результати. Запропоновано концептуальні підходи щодо формування освітнього середовища у вищій військовій освіті. Для підвищення впливу "освітнього середовища" на якість підготовки майбутніх воїнів ЗСУ (на прикладі підготовки військових капеланів) рекомендовано актуалізувати концептуальні підходи, які визначають напрям, характер дії для досягнення освітніх завдань, а саме: аксіологічний, комунікаційно-особистісний, компетентнісний, організаційно-діяльнісний, синергетичний, просторово-предметний, інтегративний, середовищний, компаративний. Підготовка військових капеланів нині є інноваційним напрямом фахової підготовки вузьких спеціалістів, що сприяє розкриттю власних можливостей, становленню громадянської самосвідомості. У результаті наукової розвідки виявлено, що формування освітнього середовища в сучасних умовах вищої військової освіти в Україні відбувається цілеспрямовано та неперервно, з реагуванням на сучасні виклики особистісно орієнтованої парадигми освіти. Якісне освітнє середовище, що відповідає очікуванням учасників освітнього процесу, має орієнтуватися на самореалізацію студентів, їхню самоідентифікацію в опануванні майбутньою професією, побудову гармонійної взаємодії та співпраці з військовими. Адже цілеспрямоване посилення концептуальних підходів в освітньому середовищі закладу вищої військової освіти, а саме у підготовці капеланів як фахівців нового формату, може опосередковано впливати на освітній процес.

Освітнятам важливо враховувати потенціал освітнього середовища закладу вищої військової освіти як освітнього інструментарію, що впливає в першу чергу на активність та внутрішню свободу студентів-курсантів, їхню громадянську позицію, самовиховання, мотивацію до здобуття знань, самостійність тощо.

Висновки. Запропоновано авторське бачення імплементації концептуальних підходів у освітнє середовище підготовки військових капеланів в умовах війни. Доведено вагомість уваги освітян до цифровізації професійної освіти, оволодіння військовими капеланами інформаційними технологіями та серверними інструментами.

Ключові слова: освітнє середовище, концептуальні підходи, вища військова підготовка, тьюторський супровід, студенти-курсанти, якість вищої освіти.

Автор заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

The author declares no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript; in the decision to publish the results.