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The Ukrainian Armed Forces educational and psychosocial junior officers' professional competence development tech-nology in the professional development system

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Introduction

In recent years, in the developed countries' educational system some important changes have taken place as a result of the complex processes of the scientific progress and of its social characteristics. So, the search for new forms, methods and concepts of training aimed at effectively adapting national educational system to modern international educational standards is taking place in Ukraine.

The modern educational documents of Ukraine (The Ukrainian Laws „On Education", „On Higher Education", etc.) note that the modern education should focus on proactive nature, ensure the educational activities implementation accordingly to the modern educational technology, facilitate the introduction of new methods of the studying process and to ensure the formation of epy appropriate professional competences of specialists both during their studies at a higher educational institution (HEI), and in-service training.

Nowadays, In Ukraine in the educational branch there is a tendency to the active implementation of technologies built on the basis of information technology upgrades, in universities and in the in-service military training system. This also includes the distance learning in the system of the in-service training. In the Informatization National Program of Ukraine it is noted that the implementation of educational institutions innovative computer technology training that revolutionizes and intensify the processes of learning in all subject areas is very important in the educational sector.

The educational system development in Ukraine to facilitate the emergence of new opportunities to update the training content and methods of teaching subjects as well as of knowledge dissemination. It also has to facilitate the expansion of access to all levels of education, the possibility of its receipt for a large number of young people, including those who completed their higher education studies and intend to improve their skills in selected HEIs or at the adjacent profile. Thus, there is a realization of lifelong studying according to the principle „live and learn", including secondary, pre-university, university, postgraduate education and in-service training system.

It becomes clear that to achieve these results it is necessary to develop the system of in-service training taking into account the changing nature of the processes of the educational and professional development of a specialist, as well as taking into account of the necessity to form his mobility on the basis of „before training", „re-training", and obtaining more knowledge.

This trend is reflected in the field of the military education. Accordingly, the study of specific problems of military professional, military and technical training are reflected in the studies of I. Bizhan, H. Kabakovych, A. Kalensky, M. Zakoryn, I. Karavaev, L. Levchenko, S. Yaylahanov.

The concept of military education in Ukraine provides the training in its system of professionals of all levels and of all the units of military control with creative thinking who can know objective laws and the rules of nature and society through self-construction and solution of educational and research problems, making decisions for optimal control personnel composition and military equipment under extreme conditions of modern combat. With the continuous updating of military educational space in factual as well as in information and technology the future officers is to have a clear future orientation with a wide range of modern approaches and technologies to acquire the knowledge and skills, which are necessary to form a competent military specialist.

1. Main body

Let us consider three essential areas of training of junior officers of educational and socio-psychological branch in the Ukrainian Armed Forces to develop their professional competence:
– improvement of existing knowledge and skills;
– acquisition of new professional knowledge and skills;
– personal and professional development of junior officers.

The improvement and strengthening of existing knowledge and skills of junior officers should be built on the basis of the results of their professional competence. In particular, the results of the primary stage teaching experiment indicate the lack of pedagogical knowledge and skills of officers surveyed (ie, there is a need for the introduction of additional courses to study the latest technologies training of military personnel, the skills of innovative teaching forms and methods of social and educational interaction, etc.). In addition, the work in this direction is based on reading the latest developments in the field of general and military psychology and pedagogy, military management, etc.

The acquiring of new professional knowledge and skills is determined by the necessity of the meeting of activities of educational and psychosocial junior officers the requirements of state and professional standards and the requirements for their activities. That is, in response to the social, public or sectoral demand (for example, the introduction of a new regulation or a change in the situation) there is a need to put mobile special training courses that provide time-

ly and effective operation of the educational and socio-psychological officers to the execution of such requests.

Personal and professional development of junior officers belongs to the educational space of the educational process in the in-service training, but is relevant in the sense of creating a motivation of conscious and active participation of officers in the in-service training.

The learning process of in-service training may be based on different methods: linear, concentric, spiral-like [Карандашев 2006].

The essence of the linear method is in the continuous sequence of related educational material parts, where each part is studied only once and each following content is based on the principles of the learned material. The advantage of this educational program construction system is the economy of time, and the disadvantage may be the inability of students to learn complex phenomena.

The concentric way of learning construction allows us to study the same content with the gradual complication expansion through the introduction of new components and a more detailed consideration of the relationships and dependencies. This method slows the learning process and requires significant resource cost.

The spiral-like method is integrative in relation to the above-mentioned methods, as it allows to combine sequence and cycles of education. A characteristic feature of this method is its focus on the original problem and the gradual broadening and deepening of knowledge about it.

When building a distance study form in the in-service training system, we believe it appropriate to use especially the spiral-like way of organizing the educational space which is dictated both by the needs of all subjects of in-service training and orientation to provide work for all the three defined areas. In addition, this method corresponds to the theoretical and methodological foundations of training officers (e.g., personality oriented approach, axiological approach, etc.) and the distance learning possibilities.

The leading goal of the presented technology is the creation of the pedagogical conditions for the development of professional competence of educational and psychosocial junior officers in the in-service training system.

The choice of methods depends on the purpose of teaching specific courses. Their typology includes both conventional teaching methods (lectures, group discussions, programmable and distance learning), and special techniques that can be attributed to a particular technology. An example of the latter can be:

a) the consultations – microconsultations, periodic consultations while leading a research work or a creative team;

b) the active methods of problems solving – visiting military units, followed by a discussion and analysis, conferences, seminars, special round tables, the development of training materials, programmes, etc.;

c) the analytical methods – the analysis of best practice, teaching materials, textbooks, self-analysis, and self-monitoring of the educational and social-psychological officer;

d) the simulation methods – the organization of business games, microteaching, practical workshops;

e) the distribution of specially designed sets of materials – „packages for in-service training” using the distance learning [Кіщенко 2001: 157–162].

The basic principles of learning in the in-service training are: the scientific, systematic, rational and emotional unities, the unities of subject-oriented and student-centered learning, the unities of theoretical and empirical knowledge, the accessibilities, visibilities, activities, connection with life, developing character.

On the basis of the formulated theoretical and methodological terms, conditions, goals, objectives, principles, forms and methods, we constructed a technology of the professional competence of junior officers of educational and psychosocial branch in the in-service training.

The technology is oriented to achieve a top goal – the development of junior educational and psychosocial officers' professional competence in the in-service training and consists of a system of interconnected blocks (diagnostic, theoretical, practice-oriented, advisory, and remote).

The diagnostic block of the technology contains the input and output diagnostics level of professional competence of social and psychological service junior officers, the monitoring the effectiveness of separate program courses (including the indicators system) and their impact on the professional competence of students, evaluation of the students' needs in the in-service training directions and forms.

The theoretical power technology encompasses a range of disciplines – mandatory, basic disciplines (The actual problems of military and political history of Ukraine, The theory and methods of educational work, The military psychology, The military training, etc.) and innovative special courses (The organization of the research activities in the Army, The psychodiagnostical tools of a military psychologist, The correction of the deprivation impact on soldiers, etc.). The forms and methods of this unit teaching are classic – lectures, seminars, workshops, and the current and course rate control, allowing the efficient use of time, material and technical resources of the centre.

The practice-oriented technology block contains a number of trainings and workshops, the implementation of which is closely related to the practical activities of junior educational and psychosocial officers. The practically-oriented unit structure is flexible and mobile for it has to respond to changing students' needs and demands. Here we include the following possible topics: The logical framework analysis in the planning of social and educational activities in a military unit. The psychocorrection of the aggressiveness in a military environment, The Communicative interaction in a conflict situation, The public relations in the system of social and psychological services, etc. The practically-oriented unit involves the use of interactive teaching methods designed to capture students' practical and professional skills.

The advisory block is defined as the creation of conditions for the information, technical and scientific support for students by teachers at the officers' in-service training. The advisory block contains relevant activities of teachers and trainers of the centre and availability of information resources (library and distance) that allow students to independently obtain the necessary advice.

The distance block of the technology provides for the creation of a specialized web-site of the teaching at the training courses, where the registered students can in a mobile way and depending on the requirements receive information about the teaching courses and programs, to participate online in seminars, roundtables and conferences; to use teaching support of the centre, etc.

Conclusion

The proposed technology allows for the implementation of pedagogical conditions of educational and psychosocial junior officers' professional competence in the in-service training. The results of the formative stage of the experiment confirm efficiency of the presented pedagogical conditions and guidelines. It is important to underline the universality of the presented program as a sample for its introduction into the system of the in-service training of various categories of students subject to saturation with relevant content and learning material.

Literature

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Abstract

The article describes the necessary directions of the in-service training of educational and socio-psychological junior officers of the Ukrainian Armed Forces, the ways of construction of the training process of the in-service training. The educational and psychosocial junior officers professional competence development technology is envisaged in the in-service training.

Key words: in-service training system, development technology, the learning process.