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**THEORETICAL BASES OF TRAINING OF FUTURE OFFICERS FOR
PROFESSIONAL ACTIVITY IN THE PROCESS OF STUDYING
PROFESSIONAL DISCIPLINES**

The article analyzes the theoretical bases of training of future officers for professional activities in the process of studying of professional disciplines and clarifies the search for ways to improve the training of future officers for professional activities in pedagogical theory and practice; the conceptual principles of training of future officers for professional activity in the process of studying professional disciplines are substantiated and determined.

Key words: *future officers, professional activity, theoretical bases of training of future officers, ways of improvement of training of future officers for professional activity, conceptual principles.*

Dynamic transformations in the life of Ukrainian society need to increase the effectiveness of training of future officers for professional activities in accordance with modern requirements and state educational standards. Currently, processes are underway to modernize the 90-s domestic system of higher military education in accordance with the Bologna Declaration. This means that integration into the European socio-cultural and educational space requires a significant increase in the efficiency and quality of the educational process, in particular in terms of training future officers for professional activities in the process of studying professional

disciplines.

Analysis of scientific research shows that the professional training of future officers for professional activities is important for the development of higher military education. Thus, the conceptual foundations of professional training of future officers have been studied by O. Barabanshchikov, V. Davydov, L. Dzhigun, O. Didenko, A. Zelnitsky, L. Kandybovich, V. Kelbya, V. Kikot, I. Novak, O. Chernyavsky, V. Yagupov; problems of training specialists in military pedagogy A. Zelnitsky, S. Kubitsky, A. Ligotsky, E. Litvinovsky, V. Maslov, M. Neschadym, P. Stefanenko, I. Khorev. However, the issue of training of future officers for professional activities in the process of studying professional disciplines requires detailed research and is very actual.

The purpose of the article is to analyze the theoretical foundations of training of future officers for professional activities, to find ways to improve it in pedagogical theory and practice.

The training of future officers for professional activity takes place in accordance with the unified system of military education of the Armed Forces and other military formations of Ukraine in accordance with educational and professional programs that meet the requirements of state educational standards. Also, according to the Concept of Military Education in Ukraine, the main purpose is to preserve the achievements of the higher military school of Ukraine, its scientific and pedagogical potential, providing quality training of military specialists in accordance with modern requirements, formation and development of high moral qualities [1].

The development of military education, improvement of the content of its reforming is an objective necessity: socio-political and economic conditions have been changed; there is a search for ideological guidelines; a new military doctrine is being developed; new means and methods of armed struggle have been developed, additional tasks in the Armed Forces of Ukraine and other law enforcement agencies have been appeared; the system of professional education of our country is being reformed [2].

The basis for creating a system of military education is based on: national

traditions and experience, modern research on the prospects for the development of military and civilian education systems, engineering education, global tendencies. The military education system is also a product of its political and socio-economic reality.

Requirements for the content, amount and level of training of military specialists are set in accordance with the needs of the Armed Forces and other military formations of Ukraine, state educational standards, which are the basis for assessing the educational level of specialists [1].

The main tasks of training of future officers for professional activities in the process of studying professional disciplines are:

- training of qualified military specialists who meet the modern requirements of the qualification characteristics of the training of officers at different educational and qualification levels;

- comprehensive and harmonious education of future military specialists, formation of appropriate military-professional, patriotic, business, moral and psychological qualities, education of their sense of duty and readiness to defend Ukraine;

- organization and conducting of basic and applied research aimed at improving the quality of military training of officers through innovative forms, methods and tools of training and education, activation of cognitive activity of cadets;

- advanced training of teaching staff and retraining of specialists of different educational and qualification levels and categories, training of scientific and pedagogical staff.

Therefore, the training of competent, ambitious military specialists with high development of moral qualities of a citizen of Ukraine and a defender of the Motherland becomes one of the main tasks of the whole process of training of future officers for professional activities.

Based on many years of experience in military professional activity, the conceptual principles of training of future officers for professional activities in the studying of professional disciplines have been substantiated and determined.

Professional orientation of future officers in the process of studying professional disciplines is the first conceptual principle.

Professional orientation characterizes the professional development of the future specialist and appears before choosing a profession, a professional educational institution that corresponds to the first stage of professional self-determination of the future specialist and is characterized by professional interests, aspirations, aptitudes and attitudes to the problem of choice of profession. A. Musalaeva defines professional orientation as an attitude to the development of personality in accordance with the requirements of the activity that accompanies all the conscious life of the subject of labor. It can be described as a fixed at a certain age level of the holistic process of formation of the personality of the future specialist [7].

We consider the formation of professional orientation of future officers in the process of teaching of fundamental professional disciplines that contribute to the professional development and self-determination of future professionals to future professional activities.

The future professional activity is one of the most important areas of human existence. The self-actualization of man as an individual, personality, unique individuality takes place in professional activity. According to the view of N. Kolominsky, the main functions of the process of professional training are the following [6.]:

- cognitive (ensuring the appropriate level of professional knowledge, skills, abilities, scientific and cultural worldview);
- value-setting (formation of professional attitudes: target, semantic, operational);
- developmental (creative): development of professional abilities, spiritual needs of the individual;
- motivational (stimulating): stimulation, formation, support of motives of personal growth, self-actualization through a profession;
- moral and educational (education of moral qualities that meet the requirements of society and professional specifics of the specialist).

Professional development of future officers is provided in the process of forming a system of theoretical knowledge, skills and abilities in the studying professional disciplines that meet modern requirements of qualification characteristics of officers` training, future practical activities and which take into account standards of higher military education, holistic intellectual, scientific and moral development of specialists in the future professional field of activity.

The organization of the educational process of a higher military educational institution is the second conceptual principle. The educational process in a higher military educational institution is aimed at implementing higher education standards as a set of norms that determine the content of higher education, the content of training, diagnostic tools for the quality of higher education of military professionals and regulatory deadlines.

Educational process – is an intellectual, creative activity in the field of higher education and science, which is carried out in a higher educational institution (scientific institution) through a system of scientific and methodological and pedagogical activities, and is aimed at transferring, mastering, increasing and using knowledge, skills and abilities of students and the formation of a harmoniously developed personality. The order of organization of the educational process is determined by the higher educational institution within its powers in accordance with the law [8].

The organization of the educational process of a higher military educational institution is carried out in the following forms: training sessions (lecture; laboratory, practical, seminar, individual session; consultation); independent work; practical training; control measures. The higher educational institution has the right to establish other forms of educational process and types of educational lessons [5].

The educational process of training of a future officer for professional activities includes not only the formation of the necessary set of professional knowledge, skills and abilities, but also is characterized by an appropriate level of moral, ethical and psychological personal qualities which are formed by purposeful educational influence.

The organization of the educational process is a system of educational, informational and social, organizational and legal, pedagogical and psychological, socio-cultural, scientific and educational activities which are based on the national and historical traditions of their people and the traditions of the Armed Forces of Ukraine and which are aimed at forming and developing professionally necessary high combat and psychological and volitional qualities, moral self-awareness of future officers, and all these qualities should ensure high readiness for professional activity of future officers.

The effectiveness of the educational process can be achieved due to the unity, organization, complexity of training and education with concentration and coordination of this work at all levels and levels of the structure of higher military education. Credit-module system of organization of the educational process of a higher military educational institution is the third conceptual principle.

Credit-module system of training of future officers in the process of studying professional disciplines provides regular monitoring of the learning process as a whole, thus orienting the future specialist to systematic work during the semester, helps motivate him to successful active classroom and independent extracurricular activities; enables operative analysis of results and timely correction of the educational process.

The main task of implementing a credit-module system of training is to introduce the academic credit system of the Bologna Declaration, which is similar to ECTS (European Credit Transfer System). ECTS is seen as a means of increasing student mobility in the transition from one curriculum to another, including postgraduate education programs. ECTS will be a multi-purpose tool for recognition and mobility, a means of curriculum reform, and a means of transferring credit to higher education institutions in other countries. An important aspect of the introduction of credit accumulation system is the ability to take into account all the achievements of the student, not just the workload, such as participation in research, conferences, subject competitions, etc. [3].

The purpose of implementing a credit-module system [4]:

– achieving compliance with the standards of the European education system, which is based on the knowledge, skills and abilities that are the property of the graduate;

– demand for Ukrainian educational qualifications by the European labor market;

– approval of the generally accepted and comparative system of educational and qualification degrees;

– introduction of a standardized supplement to the diploma, the model of which has been developed by the European system and which contains detailed information on the results of the graduate's education;

– encouraging teachers and students of higher educational institutions to improve the system of objective assessment of the quality of knowledge;

– ensuring the transparency of the system of higher education and academic professional recognition of qualifications (diplomas, degrees, certificates, etc.).

The credit-module system provides an opportunity to obtain education and increase the level of professional training throughout life by consciously building their own individual trajectory of professional training, the components of which are a number of individual trajectories of studying [9]:

1) individual trajectory of the discipline as a system of credit and content modules, which involves the implementation of didactic principles of individualization and differentiation of learning with the student's choice of individual levels and terms of mastering educational material within the discipline module;

2) individual trajectory of basic training in the field, which provides some freedom of choice for future professionals of disciplines and terms of their studying, academic mobility of the individual to obtain mandatory and additional professional competencies at the bachelor's level and enter the labor market;

3) individual trajectory of obtaining higher education in the specialty with the choice of a master's degree program which is focused on scientific research and meets the individual needs of the individual and the needs of the labor market. This

studying trajectory may also involve academic mobility of students;

4) individual trajectory of deepening and expanding of the level of professional competence, which involves a conscious choice of the individual ways to increase the level of professional competence or obtain a second basic/complete higher education.

The organization of research activities of future officers of a higher military educational institution is the fourth conceptual principle. Research activities of future officers include readiness to solve research problems by applying methods of scientific knowledge, applying a diagnostic approach to solving selected tasks, analysis and generalization of results.

T. Torgashina identifies three basic principles of essential scientific activity: orderliness, accuracy and love of creativity.

According to I. Pavlov's view, the leading qualities of the personality of a scientist-researcher should include: scientific consistency, strength of knowledge of the basics of science and the desire to achieve the top of human knowledge, restraint, patience, willingness and ability to do rough work, patiently accumulate facts, scientific modesty, willingness to give their lives to science.

Scientific-research activity requires skills which should be seen as the ability to capture complex ideas; to analyze situations; compare previously studied facts; ability to anticipate consequences; use alternative ways of searching for information; establish cause-and-effect relationships; ability to integrate and synthesize information; ability to transform; search for several solutions, selection and justification of the most rational; hypothesis building; analysis and generalization of the researched facts; ability to reason; ability to draw conclusions; the ability to evaluate both the process and the result.

Scientific thinking is characterized by: clear formulation of the purpose of the research; formation of a scientific assumption based on previously performed theoretical or experimental research that contains new ideas; development of research methods; own research in accordance with the developed methodology and plan; analysis of the obtained results; formulation of conclusions.

Scientific-research activities of future officers of a higher military educational

institution develop informational, developmental, creative and humanistic functions of research activities and include intellectual skills, as well as a system of professional knowledge, which forms the style of scientific thinking that determines the nature of scientific creativity, readiness and desire of the future specialist to receive, search, process information and use it scientifically in the transformation of reality.

Thus, the training of future officers in the military education system of the Armed Forces of Ukraine will be effective and appropriate in case of reasonable and defined conceptual principles of training of future officers for professional activities in the process of studying professional disciplines are taken into account.

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