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DIDACTIC FOUNDATIONS OF PROFESSIONAL TRAINING OF FUTURE LAW ENFORCEMENT OFFICERS OF THE ARMED FORCES OF UKRAINE IN TERMS OF EARNING A BACHELOR'S DEGREE

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ABSTRACT

The paper theoretically substantiates the didactic foundations of professional training of future law enforcement officers of the Armed Forces of Ukraine in terms of earning a bachelor's degree. It is established that a future officer as a subject of training needs to instill the ability to independently replenish his knowledge, skills, be aware of modern military scientific information, adequately assess events that occur in society, and most importantly to shape motives and motivation for professional self – determination and constant self-improvement. It was found that one of the goals of the development of the Armed Forces of Ukraine is a high level of combined arms training of future officers, which is possible to achieve if the model of professional training of future law enforcement officers of the Armed Forces of Ukraine is introduced into the educational process in terms of earning a bachelor's degree, which fully ensures the implementation of pedagogical conditions in the educational process for training future officers, which are united on the basis of didactic principles of military education, the introduction of ideas and technologies of personality-oriented training, the transition from an authoritarian model of training future officers to a personality-oriented one, which should be based on the principles of modern didactics.

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Introduction.

Problem statement. The constant political changes taking place in Ukraine over the past decade have affected the contradictory features of the development of society. Ukraine's aspiration for European integration and joining NATO are being realized in the corresponding changes in the state and society. These changes also apply to the higher education system of Ukraine. It's no secret that an important component of higher education in Ukraine is military education. The changes that have taken place in the educational field require higher military educational institutions (hereinafter HMEIs) to develop new conceptual approaches to reforming the military educational field taking into account modern realities.

The main aspects of the functioning and military education development (hereinafter MED) are specified in the Concept of military education in Ukraine, according to which military education is a step-by-step system of continuous training of military specialists. One of the important components of this system is the professional training of future soldiers.

Therefore, the concept of military education in Ukraine should provide for the development of the military education system as one of the priority areas in the establishment of the Armed Forces and other military formations of Ukraine [1].

Research publications. The analysis of scientific publications on the research problem shows that the problem of training future specialists to carry out professional activities was studied by A. Kapska, A. Lynenko, I. Pastyr, A. Yaroshenko, A. Boiko; motivational readiness by E. Tomas; professional and pedagogical readiness by S. Koryshenko; risk readiness by V. Bodrov, E. Kirianova.

General didactic problems of training future serviceman are presented in the scientific works of A. Aleksyuk, A. Vitchynko, V. Onyshchuk, V. Pomogaiba, I. Fedorenko, M. Yarmachenko, the general methodology of pedagogy is presented in the works of A. Boiko, I. Ziaziun, V. Oliinyk.

The problem of professional training of future specialists is stated in the works of M. Bakum, S. Goncharenko, V. Kushniruk, V. Lugovoi, V. Oliinyk, G. Vasyanovych, O. Dubinina, N. Nychkalo, P. Luzan, V. Manko, E. Kulik and others.

Despite the wide range of research on this topic, in our opinion, there is a need to clarify the didactic foundations of professional training of future law enforcement officers of the Armed Forces of Ukraine in the terms of earning a bachelor's degree.

The aim of the paper is to theoretically substantiate the didactic foundations of professional training of future law enforcement officers of the Armed Forces of Ukraine in terms of earning a bachelor's degree.

Theoretical foundations of the study.

Modern didactics is the most stable section in pedagogy, which was separated into a separate branch of scientific thought from the system of philosophical knowledge at the beginning of the XVII century due to *Francis Bacon* (1561-1626). It is believed that the term "didactics" was introduced by a German educator, an outstanding didact *Wolfgang Ratke* (1571-1635), who by this term meant a scientific discipline that studies the theoretical foundations of educating and teaching.

The founder of didactics was *Jan Amos Komensky* (1592-1670), great Czech humanist teacher, public figure. In 1631, he wrote his first educational book. As a practical teacher, he went down in history thanks to his proposals for organizing school education and developing original textbooks.

Komensky argued that learning should begin not with a verbal interpretation of the essence of things, but with a real observation of them. And as a logical conclusion – The "Golden Rule" of didactics, "everything that is possible to provide for perception by the senses: visible for perception by sight; what is heard by hearing; smells by smell; what is subject to taste by taste; accessible to touch by touch" [2].

So, Komensky also included the theory of education in the content of didactics. The famous Ukrainian philosopher, educator *Hryhorii Savych Skovoroda* (1722-1794), introduced the concept of "natural labor", that is work by vocation as a means of self-realization of the individual and in fact it is consonant with modern didactic concepts. Success, in his opinion, depends "not on the scale of the role, but on its compliance with the internal abilities of the performer" [3].

The concept of "natural labor" is also based on the principle of "equal inequality", which says that "And what could be stupider than the equal equality that fools in this world want to establish." Through an individually unique connection with God, a person differs from others in his inner nature. The idea of equality makes sense from the point of view of creating sufficient prerequisites for everyone to realize their desire for a natural life [4].

The whole world considers the founder of Ukrainian didactics *Kostiantyn Dmytrovych Ushynskyi* (1823-1871). In comparison with his predecessors, he created a complete scientific didactic system on a scientific and materialistic basis. Having developed a model of the didactic process and clearly identified two main goals that are implemented simultaneously: mastering the system of scientific knowledge and developing mental abilities, Ushynskyi developed psychologically grounded technologies for teaching literacy, developing thinking, substantiated the conditions for effective management of the process of mastering knowledge, organizing pedagogical interaction between teachers and students, which is implemented by means of encouraging children to independent and active cognitive activity.

These two goals, in his opinion, make up the essence of the learning process. The mind develops only in the process of knowledge assimilation, it is nothing more than a well-organized consciousness. Therefore, the one-sided fascination with the task of developing the mind without connection with the knowledge assimilation, as well as the task of mastering ready-made knowledge without attention to the development of the mind, contradicts the laws of developing human

consciousness. Ushynskiy has developed an important provision: it is impossible to develop the mind since the mind or, better to say, consciousness, is enriched only by multiplying the knowledge of facts and processing them. In this provision, a regular connection is expressed between the study of the information, the nature of the activity of consciousness and changes in consciousness that is the regularity of the development of consciousness during learning.

Jan Władysław Dawid (1859-1914) described his didactic system based on the analysis of Ushynskiy's works, built on a psychological foundation which functions without any special changes for a long time. It included three mental processes: 1) perception in terms of direct cognition; 2) internal processing with the inclusion of imagination, understanding, generalization and conclusion, that is indirect cognition; 3) motor reaction or action: movements, facial expressions, speech, writing, actions.

Didactic activity was filled with still relevant components: 1. preparation of apperception, and currently – updating the experience gained through communication with nature and people, as well as the knowledge acquired before in school. 2. Presentation of specific material: a) demonstration of the subject as a whole and its individual components; b) recognition of the properties of things; c) determination of whether all parts and properties of things are taken into account. 3. Comparison and multiple association, and currently - systematization of covered material. 4. Generalization. 5. Application.

In the constellation of great teachers and educators of the past and present, the star of the first magnitude is *Anton Semenonovych Makarenko* (1888-1939). He created a scientific methodology for educational work with children's groups, combining training with productive work, moral, physical and aesthetic education, and did a lot for the development of the theory of family education. He embodied his experience and pedagogical views in his works "*March of the 30th year*", "*Pedagogical poem*", "*Book for parents*", "*Flags on towers*" [5].

He joined the ranks of outstanding Ukrainian didactic-practitioners of the 50-60s of the twentieth century *Vasyl Oleksandrovykh Sukhomlynskyi* (1918-1970) - founder of humanistic, innovative pedagogy, who studied the issues of theory and methods of raising children in school and family, comprehensive development of the student's personality, pedagogical skills [6].

Continuing the scientific experience of her father, *Oleksandra Vasylivna Sukhomlynska* writes "...in modern conditions, the question arises... about value learning that is learning that has as its final result not knowledge, but the formation of an axiological worldview that operates with value categories" [7].

In Ukrainian history, the emergence of *issues of military training and education of personnel* is related to *Zaporizka Sich* and the establishment of a regular army and Navy in the late XVII – early XVIII centuries. Actually, during this period, according to many researchers the foundations of Ukrainian military pedagogy were laid. The centuries-old Cossack liberation movement brought to life a unique cultural phenomenon - *Cossack pedagogy*, part of folk pedagogy, which contributed to the shaping among younger generation of Ukrainians filial loyalty to their motherland, independent Ukraine.

The main tasks of Cossack pedagogy were: training and education of physically hardened with good health, courageous soldiers-defenders of the native people from foreign enslavement; education of the younger generation of Ukrainian national character and worldview, national and universal values; establishment of high chivalrous qualities, respect for old people, the desire for mercy and help to others; education of citizens who would develop the culture, economy and other fields of people's life, their own independent state at the world level.

In the second half of the XIX century, a significant contribution to the creation of didactic foundations for the training of military personnel was made by our compatriot *Mykhailo Ivanovych Drahomyrov* (1830-1905) – professor, general of infantry, honorary member of the University of St. Volodymyr, first chief of staff (1869-1873), and then combatant commander of Kyiv Military District (1889-1903), governor-general of the Kyiv, Volyn and Podil provinces.

He united psychology, pedagogy and tactics and believed that military should be built in accordance with the laws of the human psyche. One of his merit is the foundation of complete military-pedagogical school.

In the XIX century in Europe, he made a significant contribution to didactics *Friedrich Adolph Wilhelm Diesterweg* (1790-1866), who, like Ushynskiy, defended the progressive principles of didactics, was a follower of Pestalozzi. He spoke out against class and national restrictions in education and educating youth in the spirit of religious fanaticism, national hostility and local limitations. He considered natural conformity, cultural conformity and amateur activity to be the main

principles of education, and developed didactics of developmental learning. The main task of education was to develop thinking, attention, and memory.

Research outcomes. Analyzing the above-mentioned significant works of scientists, we can say that each future officer as an object of training needs to instill the ability to independently replenish his knowledge, skills, be aware of modern military scientific information, adequately assess events that occur in society, and most importantly to shape motives and motivation for professional self – determination and constant self-improvement. This means that military training should be focused on the officer's personality. The training process should be organized in such a way that a future officer is able to study independently, shape his skills and abilities of self-paced learning.

V. Maslov notes in his research that one of the goals of the development of the Armed Forces of Ukraine is a high level of combined arms training of future officers [8]. It is possible to achieve this level if a model of professional training of future law enforcement officers of the Armed Forces of Ukraine is introduced in the educational process in terms of earning a bachelor's degree which we understand as a definition and theoretical justification of the structural components of the process of establishing a professional career *competencies of future law enforcement officers*, disclosure of their essence and interrelationships, ensuring appropriate pedagogical conditions for its functioning, determining criteria for evaluating the effectiveness of implementing this model.

In our opinion, pedagogical conditions are the basis that ensures the effectiveness of the model and act as a guarantor of tackling problems that are closely related to the professional training of future law enforcement officers of the Armed Forces of Ukraine in terms of earning a bachelor's degree [9].

Under the pedagogical conditions of professional training of future law enforcement officers, we understand the circumstances under which the effective establishment of professional competence of future law enforcement officers will be ensured, namely: the organization of educational activities of higher education applicants, which is based on the general didactic principles of military education; orientation of the content, methods and techniques of educating combined arms disciplines; the establishment of education applicants' stable motivation for training and future professional activities.

Taking into account the understanding of the professional development process of future law enforcement officers and the unity of the relevant components (*structural ones*: motivational, functional, emotional-volitional; *functional ones*: developing-projective; cognitive; stimulating; communicative-organizational; reflexive), we believe that it is important to determine the criteria and indicators of professional training of future law enforcement officers in terms of earning a bachelor's degree [10].

It is well known that criteria should reflect the main patterns of establishment of a particular phenomenon, the existing relationships between components, the dynamics of the phenomenon under study, and be revealed through the specific indicators of each component. Based on the analysis of the source base on the research statement, we have identified a set of psychological criteria for the level of professional training of future law enforcement officers which are manifested in such signs:

- awareness of the essence of decisions making that arise in professional activity and their contradictions;
- presence of a personal positive attitude to the method of tackling professional issues;
- availability of effective methods and technologies for identifying methods, techniques and forms in solving typical and non-standard problems [11].

It should be noted that these indicators will be common to all psychological criteria for the level of professional training of future law enforcement officers, so it is impossible to evaluate and shape soldiers without taking into account the unity of its components.

For the completeness and objectivity of measuring certain components that affect the professional training of future officers, we have identified the following criteria and their corresponding indicators: *motivation to study, emotional and volitional characteristics of future officer's personality, intellectual readiness to solve professional problems, shaped skills and abilities to perform professional tasks, a set of personal and professional qualities of the future officer and reflectivity.*

According to these criteria, we determine three levels of professional training of future law enforcement officers in terms of earning a bachelor's degree: high, medium and low.

Conclusions and further research prospects.

Conclusions. Thus, according to the study results, we found that the fundamental changes that are currently taking place in Ukraine and the Armed Forces provide for the introduction of an effective model of professional training of future law enforcement officers of the Armed Forces of Ukraine in

terms of earning a bachelor's degree, which fully ensures the implementation in the educational process of pedagogical conditions for training future officers, which are united on the basis of didactic principles of military education, the introduction of ideas and technologies of personality-oriented training, the transition from an authoritarian model of training future officers to personality-oriented, which should be based on the principles of modern didactics.

Further research prospects. Further research prospects on the issue of research are the substantiation of the technology of implementing a model of professional training of future law enforcement officers of the Armed Forces of Ukraine in terms of earning a bachelor's degree, which is based on basic didactic principles.

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