

THEORETICAL PRINCIPLES OF PROFESSIONAL TRAINING OF MASTERS OF OPERATIONAL-TACTICAL LEVEL TO PEDAGOGICAL ACTIVITY

Mirshuk Oleksii¹
Radvanskyi Artem²

DOI: http://dx.doi.org/10.30525/978-9934-571-27-5_31

Abstract. The purpose of the article is to find out the state of the problem of professional training for the masters of operational-tactical level of the humanities faculty (then – masters) in pedagogical theory and practice, to carry out a theoretical generalization of the basic approaches to its solution at the legal, theoretical and empirical levels.

The subject of the article is the technology of professional training of masters for pedagogical activity.

To solve the tasks, the following methods were used:

- Theoretical: methods of historical-genetic and systematic analysis of philosophical, psychological and pedagogical, scientific-methodical and special literature for the theoretical generalization of the basic approaches to solve the problem of professional training of masters for pedagogical activity;

- Empirical: diagnostic methods (interview of listeners and teachers, conversations), observational methods (supervision, self-evaluation).

The professional training of masters for pedagogical activity as a pedagogical problem that needs to be solved on the basis of a competent approach is considered on the basis of the analysis of scientific literature. The necessity of creating an appropriate technology as an instrument for achieving the goals set in the study is grounded theoretically, as a result of the necessity to prepare officers of the new generation for the Armed Forces of Ukraine – not only patriotically and professionally competent in military affairs, but also those competent in pedagogy, which will allow

¹ Candidate of Pedagogical Sciences,
Associate Professor of the Department of Psychology and Pedagogy,
National Academy of the National Guard of Ukraine, Ukraine

² Candidate of Pedagogical Sciences,
Chief of the Language Department,
National Academy of the National Guard of Ukraine, Ukraine

them to effectively provide the educational process in higher military educational institutions and the educational process in military collectives to carry out combat missions and thus directly improve the defensive capacities of Ukraine.

The article notes that the problem of professional training for pedagogical activities of specialists of non-pedagogical specialties (including masters of the Armed Forces of Ukraine) has not yet been sufficiently investigated in domestic science. It is widely interpreted and correlated with other scientific categories (professional development, pedagogical professionalism, pedagogical competence, pedagogical skills, etc.). The paper focuses on the fact that the issue of formation of pedagogical competence in modern scientific literature is considered mainly in the context of professional teacher training.

Qualitative preparation of a master is possible only with the construction of the appropriate competence model, and its integrated competence is considered as the sum of general and special competencies. In the group of special competencies a separate pedagogical competence is allocated, which includes a set of knowledge, skills and personal qualities that allow to effectively provide the educational process in military higher educational institutions and the educational process in military collectives for the accomplishment of the given combat task. Its formation is an obligatory element of preparation in the magistracy, which is confirmed by the results of the analysis of curricula and programs of higher educational institutions of Ukraine, and this is the result of the implementation of the variational part of the curriculum. It is also theoretically proved that the process of modernizing the national higher military education on the basis of a competent paradigm is complex and has a number of contradictions that need to be solved.

The article analyzes the pedagogical aspects of the future professional activity of a master as a teacher of a higher military educational institution or a deputy commander of a military unit in work with personnel. The presented materials indicate that researchers remained outside the problem of developing theoretical and methodological principles of pedagogical training of masters in higher military educational institutions. The limitations of pedagogical technologies to form the pedagogical competence of graduates have been found out. This led to the need to solve the problem of professional training of masters for teaching at the technological level.

1. Introduction

Strengthening the role of education in Ukraine's sustainable development and conducting the Anti-Terrorist Operation stimulated the improvement of the requirements for graduates of the Masters Courses of Higher Military Educational Institutions. Getting them an integral professional competence involves the training of officers in teaching activities, the result of which is the formation of officers' special pedagogical competence. The need to form such competence is evidenced by the difficulties faced by graduates of the Secondary School, both when working with subordinates in military units, or in the case of their choice of teaching career. In this context it is very important to solve the problem mentioned above on legal, theoretical and technical levels.

2. Formation of pedagogical competence during professional training of specialists

Professional education and training of specialists in modern conditions involves formation of certain competences and was discussed both in scientific literature and current regulatory documents.

A. Savina writes that the primary responsibility for targeted positive socialization of young people in the context of globalization and educational integration relies on the national systems of education, whose activity is a response to the "challenges" of our time [1]. The master education isn't an exception. Discussing the problem in context of our research it is necessary to mention that master professional training on operational and tactical level involves forming of a number of competences, one of which is pedagogical. Its forming needs to improve teaching in high military school and work with personnel in the Armed Forces of Ukraine and other military agencies.

The theoretical analysis of the topics of scientific and communicative measures on higher military education indicates an increase in attention to the problems of patriotic education of officers, which is reflected in the topics of recent scientific works [2]. However, the full implementation of these tasks is impossible without the presence of special pedagogical competence in officers' training program. For example, L. Lurie writes that military pedagogy has faced with extremely difficult problems in forming a personality of a serviceman in the course of his professional activity [3].

A. Korobtsov points out that in the process of modernization of military education there is a certain discrepancy in the substantiation of the list of

special competences, which are reflected in educational-professional programs of different military educational institutions. This directly affects the preparation of a master. Therefore, when developing the variable component of the curriculum, it is necessary to model the special competencies in developing common requirements for their formation. For qualitative performance of this work it is recommended to create mixed creative teams of specialists in military education and corresponding specialists from other higher educational institutions (depending on the group of special competences: pedagogical, psychological, technical, etc.) [4]. In this context D. Yendovitsky points out that specialists of military education recognize the priority of non-military high school over military in a number of specialties [5].

It should be emphasized that the process of modernizing of domestic higher military education on the basis of a competent paradigm is very complex and has a number of contradictions, including:

- The real state of knowledge of the teaching staff of military higher educational institutions on the basis of the competence approach and requirements of the modern stage of the development of higher military education in Ukraine;
- The lack of proper experience in creating competency models of bachelor's and master's degrees in the conditions of military higher educational institutions;
- The weak awareness of the provisions of the European Tuning Project and the provisions of the European Qualifications Framework, the Dublin Descriptors, etc., and the requirements of modern development of higher military education;
- The insufficient preparedness of a significant number of teachers of military higher educational institutions to use IT technologies in the educational process, the weak orientation in the means of distance learning and the requirements for the informatization of the educational process in the conditions of globalization;
- Outdated forms of certification training for teachers of military higher educational institutions and the need for a fundamental modernization of higher military education;
- The need to create modern procedures for measuring the quality of higher military education and the real state of affairs;
- A modern system of management of higher military education and the best world practices, etc.

Today's realities put on the agenda the issue of preparation for the new generation of officers for the Armed Forces of Ukraine – patriotically-minded, functionally literate, etc. This is possible only if they receive quality education. I. Gryaznov and others indicate that education and upbringing in the higher military school must be subordinated to the only task of developing the personality of a future officer [6].

The army, as L. Lurye emphasizes, is a guarantor of the security of the country and must rely on its development for military education. He emphasizes that the confrontation of states is transformed into a rivalry between their scientific and technological developments, that is, educational systems, and concludes that military training should put an extra task – mass education based on the best conceptual and methodological approaches [3].

O. Voskrekasenko emphasized the importance of pedagogical training for teachers and students of military higher educational institutions, considering the process of adaptation of a foreign cadet to the educational process of the military higher educational institutions. He points out that a military educational institution is a special variant of the organization of the educational process, which involves combining education, upbringing and military service [7].

D. Yendovitskyi points out the exceptional importance of military personnel training, emphasizing the problem in the context of organization of military training in a classical higher educational institution [5].

However, V. Ryabchenko points out the deterioration of the actual, not by formal criteria, quality of teaching staff and the scientific and pedagogical training. He also stresses the decrease in the overall fundamentality and systematic nature of the educational process [8].

The formation of the pedagogical competence of masters of military-social management is a component of their humanitarian education. In this context, A. Andreev writes that in humanitarian education there are specific functions and properties that allow them to be regarded as a kind of catalyst, the presence of which raises the quality of the specific “product” produced by the higher education. The author explores this issue in the context of higher engineering education. At the same time, the conclusions given by him can be fully applied in relation to higher military education [9].

The Law of Ukraine “On Higher Education” indicates that the training of officers of a new generation takes place in higher military educational institutions (a higher educational institution with specific educational

conditions), which are higher educational institutions of the state form of property, which carry out training at certain levels of higher education of cadets (listeners, students), adjuncts with further service on positions of officer, sergeant or commander's staff in order to meet the needs of the Ministry of Internal Affairs of Ukraine, the National Police, the Armed Forces of Ukraine, other military agencies formed in accordance with the laws of Ukraine, central bodies of executive power with special status, the Security Service of Ukraine, the Foreign Intelligence Service of Ukraine, the central executive authority, which implements state policy in the field of state border guard, central authority executive power, which ensures the formation and implementation of state policy in the field of civil protection [10].

Taking into account that the specialties of masters of the operational-tactical level do not belong to the specialties of pedagogical direction, the formation of the corresponding competence is a certain pedagogical problem and needs its study and solution [11, p. 185–186]

Generally, on Master level course during specialists' training of non pedagogical specialties we also begin to prepare them for future possible teaching activities in higher education. Accordingly, the preparation of a new generation of masters is the basis for improving the quality of providing educational services in higher military educational institutions and thus improving the defense capability of Ukraine. Today it is evident that higher education and, in particular, higher military education require significant modernization, in particular, it concerns the training of teachers' staff.

We fully agree with V. Shenashenko and others who indicate that students studying in magistracy must be given the opportunity to study the foundations of higher education pedagogy, to get acquainted with modern educational technologies, to try their forces in teaching activities [12].

In this context, V. Kremen and others frankly state that a significant part of the teachers trained in the traditions of Marxist-Leninist philosophy continues to emulate their practical teaching activities from its habitual positions. The authors emphasize that today, in higher education; unfortunately, there is still a significant gap between the goals, the content and the nature of ideological, social and humanitarian, fundamental and special training of specialists. They emphasize that without a deep understanding of the essence and nature of the paradigm of professional education in the new post-industrial society, its objectives and contents, methods and technologies cannot provide the desired quality of specialists' training [13, p. 12-13, p. 23].

V. Vakulenko writes that university teachers are one of the main socio-professional groups, on which the society put two very important and interconnected tasks: the preservation and enhancement of cultural and civilization heritage as a whole; socialization of the person at the responsible stage of its formation, associated with the acquisition of professional training, which requires a high level of education. An analysis of the current trends in the development of pedagogical education shows that the quality of the training of specialists depends on the completeness and effectiveness of the teacher's implementation of all their multi-dimensional functions, including psychological and pedagogical, whose role and significance is steadily increasing. He writes that the actuality and emotional acceptance by future university teachers of the chosen profession, which should bring pleasure, make sense and happiness of life, becomes a special urgency. Particular importance is the creative activity of the future teacher associated with the self-improvement of personality and professionalism [14].

I. Dobroskok points out that the decisive role in the formation of a professional person belongs to the social sciences and the humanities, based on personal and individual competencies. On his opinion, humanitarian education contributes to the development of personal and professional self-realization, taking into account the latest technologies of education. The author stresses that the student who studies in the magistracy, mastering the subject, must know the theoretical foundations of social pedagogy as a science and practical activity; various technologies of social and pedagogical activity and algorithms of their effective application; be able to design and implement social and pedagogical activities in the learning process.

Taking into account that future officers work daily with their subordinate staff, the point of view of this author is actual in context of our study that during the educational process every student must have practical skills that will enable him to diagnose the person's social environment, to conduct analysis of life and educational situations of human development and to take into account, if necessary, an individual program of social and pedagogical activity [15].

It should be noted that the problem of professional training for pedagogical activities, especially among specialists in non-pedagogical specialties, has not yet been sufficiently investigated in domestic science. It is widely

interpreted and correlated with other scientific categories (professional development, pedagogical professionalism, pedagogical competence, pedagogical skills, etc.).

In our view, the concept of “professional development” is wider than “professional training”. For example, V. Lugovyi and other researchers define professional development as a concept that characterizes the process of professional socialization, aimed at mastering a person with various professional roles, a system of professional motivation, a set of professional knowledge, skills, etc. In this case, the scientific literature uses a broader concept – competence development [16, p. 23-28]

Considering the training of a specialist in a broad context, V. Kremin emphasizes the need to prepare a person capable to effective life in the twenty-first century [17, p. 5]. S. Perminova and others indicate that the main reason hampering the progressive development of education and training in Ukraine is the low demand for highly skilled workers in the conditions of the excess market conditions, instability of economic development, absence of clear economic priorities [18]. At the same time the term “training” is interpreted as a stock of knowledge, skills, experience, etc., acquired in the process of learning, practical activities [19, p. 767].

O. Gavrilova points out that professional activity is a type of activity of a person possessing a complex of specialist knowledge and practical skills acquired as a result of in-depth general and specialist training, as well as experience [20, p. 597].

V. Rybalka considers the term “preparation for work”, which is understood as systematic, organized measures of teachers and students, aimed at assimilating labor, professional knowledge, mastering skills, formation of professionally important personal qualities that meet the requirements of professions. Preparation for work is carried out in the system of continuous professional education [21, p. 676].

Professional training in most sources is considered as obtaining a qualification in the corresponding field of study or specialty [10].

3. Competency approach in the formation of pedagogical competence

It should be noted that the overwhelming majority of scientists believe that the result of training is readiness, which according to N. Avshenyuk and others is the ability to engage in certain activities [22, p. 91].

According to L. Kadchenko, professional readiness is not only a result but also a goal of professional training, the initial and basic condition for the realization of the capabilities of each individual [23, p. 18].

S. Maksimenko considers readiness to act as a state of mobilization of psychological and psychophysiological systems of a person, which ensure the performance of certain activities. The author highlights the following aspects of readiness for activity:

a) operational – possession of a certain set of modes of action, knowledge, skills, as well as the possibility of acquiring new experience within a particular activity;

b) motivational – a system of incentive qualities for a certain activity (motives of knowledge, self-realization, etc.);

c) socio-psychological – the level of maturity of the communicative sphere of the individual, the ability to carry out collectively distributed activities, maintain relationships in the team, avoid destructive conflicts, etc.;

d) psycho physiological – readiness of the systems of an organism to act in appropriate direction [21, p. 137-138].

I. Havrysh in his doctoral research indicates that the analysis of the definitions of the concept of “readiness” made it possible to conclude that it is expedient to distinguish between two main approaches in the treatment of the phenomenon identified: functional and personal. The author considers the general readiness – an integrative, stable personality characteristic that is able to perform a successful activity [24].

Readiness for certain activities prognosticates the formation in a future specialist during the process of training the system of competencies. Y. Boychuk points out that the global task of ensuring the optimal entry of a future specialist into the social world and its productive adaptation in it requires a more complete, personally and socially integrated result of education. Such an integrated social-personality-behavioral phenomenon, the result of education in the aggregate of motivational-valued, cognitive components in the modern pedagogy of professional education is the competence approach [25, p. 191].

N. Ilyina considers the readiness of a teacher to innovate, defining it as the formation of motivation, knowledge, skills, professional and personally significant qualities necessary for the development and implementation of pedagogical innovations [26].

O. Korchazhkina considers the concept of “professional self-consciousness of a teacher” as a subjective component of his professional culture, which plays a role in self-identification and in a general formation of a teacher. She believes that this concept includes professional competence, as well as the capacity for continuing education and adaptation to changing working conditions [27].

V. Maslov and other researchers determine the competence approach as a scientific concept, which is the basis for determining the purpose, content, methods and organization of training, diagnosis of levels of readiness and compliance of a person to effective performance in the corresponding position or in a specific professional field [28].

E. Gutsu writes that changes in the requirements for higher education, its goals and results, defined in the tendencies of the competent approach, provide essentially different, in comparison with the traditional, conceptual and methodological grounds of professional activities of a teacher of higher education. The author understands the professional competence of a teacher of higher education as a complex personal and professional formation, the structure of which includes the motivation that prompts a teacher to direct his professional activities to the purposes of personal and professional development of future teachers, cognitive, as well as active components [29].

T. Borova writes it can be argued that the competence approach is more productive to assess the professional development of a modern specialist. It allows him to assess his professionalism more profoundly, because the actual phenomenology of professional experience is not its components (in the role of which are the knowledge, skills with a high degree of variability in various professional activities), and the peculiarities of the structural organization of pedagogical activity, which determine the properties of professional experience, which are stated. According to T. Borova, the effect of integration in the professional experience of knowledge, skills and abilities is the professional competence of a specialist [30, p. 127].

It should also be emphasized that the issue of formation of pedagogical competence in modern scientific literature is mainly considered in the context of teacher training. These are works by Sh. Amonashvili, V. Kremenia and others. [31; 17].

For example, vocational and pedagogical competence is defined as the ability of a teacher to turn the specialty that he carries, in the means of

forming the personality of students, taking into account the restrictions and regulations imposed on the educational process in accordance with the requirements of pedagogical norms. Pedagogical competence and pedagogical professionalism are considered as categories related to the profession of a teacher, in the context of continuous pedagogical education and pedagogical activity, requirements for a teacher and its preparation. The problem of the structure of professional pedagogical competence remains the subject of scientific discussion.

In general, O. Romanova writes that professionalization is a process of professional development, which simultaneously represents the process of personality development. In this regard, professional competence can be seen as expressing the specific connection of subjective, objective and inter-subjective reality in the professional sphere [32].

Pedagogical competence for a graduate of a pedagogical higher educational institution is in fact its integral competence and the result of implementation of the corresponding competence model of the graduate. At the same time, when developing the competent model of a graduate of non-pedagogical profile (including a graduate from military higher educational institution), pedagogical competence is an integral part of the integral professional competence of the graduate and has a special character. Formation of such competence occurs during the implementation of the variation part of the curriculum during the study of special disciplines. In many spheres (industrial, military, sports, etc.), as in many professions, the realization of which is not necessarily related to activities in the field of general or special education, the formation of pedagogical competence is one of the prerequisites for achieving the goals. The implementation of this thesis requires serious reform steps to update the content of education and the application of new technological approaches in the educational process.

According to the requirements of time the formation of pedagogical competence is an obligatory element of preparation in the magistracy and postgraduate study in any specialty. This is evidenced by the analysis of curricula and programs of higher educational institutions of Ukraine. For example, studying at the magistracy of the absolute majority of the faculties of Karazin Kharkiv National University involves studying the discipline “Fundamentals of higher education pedagogy” in the amount of 108 hours and related disciplines, such as: “Higher education of Ukraine and the Bologna process” in the amount of 54 hours, “Method of teaching a certain

the subject (depending on the faculty) in an university” in the amount of 72 hours and so on. In Kharkiv National University of Economics named after Semen Kuznets, “Pedagogy of the Higher School” is taught in the amount of 108 hours. The Ukrainian Catholic University offers (depending on the faculty) from 72 to 108 hours for these disciplines. The National University “Lviv Polytechnic” offers in the magistracy a number of relevant academic disciplines: Pedagogy, Pedagogy and Psychology, Pedagogical Principles of Creativity in Professional Linguistics, etc., with a total volume of up to 72 hours. Studying at the graduate school of the National Academy of Public Administration under the President of Ukraine provides for the study of the discipline “Teaching method in a high school” in the amount of 30 hours, etc.

The complexity of forming a teacher's competence lies in the fact that it is a multifunctional concept. To form it in the process of studying at a higher educational institution, it is necessary to create an appropriate model and develop a technology to achieve the goals set.

Important in the context of our research is the thesis of O. Gurya on the theoretical and methodological foundations of the formation of psychological and pedagogical competence of a teacher of a higher educational institution in the conditions of a magistracy [33].

V. Kremen, analyzing the concept of “pedagogical specialization”, writes that the content of education in pedagogical specialization should be normalized, to enter the industry standard as its component. He writes that, in a situation where the paradigm of education is changing, a transition from reproductive, authoritarian education to the formation of an innovative personality oriented type is carried out, the content and structure of psycho-pedagogical, methodological and informational and technological training should be experienced [17, p. 95-99].

4. Professional training of specialists of non-pedagogical specialties for pedagogical activity

There are much less researches on the formation of pedagogical competence applying to specialists of non-pedagogical sphere. So L. Rybalko and others, considering the professional competences of future interpreters of technical literature, defines them as potential psychological new growths (motives, values, knowledge, abilities and professional and personal qualities) that ensure their readiness for high-level professional activities [34, p. 23]

A. Semenova, considering modern tendencies in the formation of pedagogical skills of specialists in engineering specialties, points out those modern social tendencies of humanizing the content, methods and forms of pedagogical process of higher technical school, orientation towards the manifestation of the individuality of each student, require from the personality of a teacher social maturity and development of creative potential. However, the improvement of the system of vocational training in a higher technical educational institution is aimed primarily at strengthening the theoretical understanding of the essence of the educational process by students, without paying due attention to the development of future managers – masters of the practical skills related to pedagogical skills (based on the practical application of general-methodological; synergetic, psychological and pedagogical patterns). She emphasizes that the content analysis of digital official data of sites of leading technical universities of Ukraine shows positive changes in the direction of attention to psychological and pedagogical training of future specialists. A. Semenova emphasizes that the introduction the course “Pedagogical skills” to the curriculum of masters training at the technical higher educational institutions gives the professional formation of a specialist personally oriented vector, provides a coherent emotional and professional awareness of the meaning of engineering and pedagogical activity. It is the pedagogical skill that determines the effectiveness of the process of professional training and self-development of future specialists [35].

L. Klich writes that for the effective functioning of agrarian educational institutions it is necessary to ensure the training of qualified teachers who possess not only modern pedagogical technologies, but also technologies in the specialty. The point of view of this author is relevant for improving the professional training of masters of operational-tactical level. Analyzing the formation of master's programs within the respective specialties, L. Klich indicates that they are determined by:

- the area of future employment of graduates of master's programs: industrial, research, pedagogical, expert-control, management;
- the specific content of the specialist's activity in each of these areas.

In general, she stresses that the problem of the formation and implementation of modern master's programs, the training of which will ensure the qualitative training of future professionals to professional activities, is not sufficiently developed in higher education [36].

M. Corman, considering the development of professional competence of future specialists in economic specialties, points out that the teacher of higher education needs to have an excellent pedagogical skill in order to reveal the attractiveness of their chosen profession, to inculcate the desire to get as much professional knowledge, skills and abilities as possible [37]. A similar view is expressed by L. Lebedyk, covering the principles of teacher training for future masters of economics as teachers of higher education [38].

Y. Molchanova considers competence development of the head of education in the context of this holistic, continuous process of formation and improvement of the relevant competencies necessary for a full-fledged life in society, social and personal self-realization and effective professional management, under the influence of social factors (training, professional activities) [39].

In the context of our study we can consider the competent development of future masters of non-pedagogical specialties, emphasizing the formation of pedagogical competence, through the implementation of a set of targeted influences during studying in the magistracy. We focus here on the experience of Poland, where a general list of learning outcomes (competences) in the professional direction is developed, which is the main and complemented by indicators in accordance with certain specialties [40]. German experience, highlighted by D. Toropov is also useful [41].

Generally, the formation of pedagogical competence among specialists in non-pedagogical specialties is an integral part of pedagogical education, which V. Kremin connects with new civilization challenges to man. He speaks about the achievement of one goal – improving the quality of national education [17, p.104-105].

In the context of the subject we should highlight O. Hapeeva's view that the main goal of military education is to develop the capabilities and intellectual and creative potential of an officer ready for self-realization in the military-professional sphere, which has a culture of studying military, professional activities, constructively participates in the development of armed forces, a society capable of performing combat missions [42].

At the same time, a comprehensive analysis of the process of preparation of future officers in the magistracy shows that, with a few exceptions, researchers remained outside the issues of the theoretical and methodologi-

cal foundations of teacher training of masters in military higher educational institutions according to the requirements of the Bologna process.

In this context, N. Ridey and other researchers point out that the need for Ukraine's integration into the world educational space causes needs of solution of a number of problems concerning the modernization of professional training of personnel and legal regulations in the educational sphere [43].

The issue of professional training of masters for pedagogical activity is reflected in a limited number of works. Among them there is I. Chis-tovskaya thesis concerning the formation of the pedagogical competence of future Masters of Military Administration, in which it offers the author's technology of personally oriented studying, which contributes to the formation of the pedagogical competence of future Masters of Military Administration. At the same time, certain provisions of this work need to be updated in accordance with the requirements of the current stage of development of higher military education in Ukraine [44].

V. Sokolovsky's dissertation explains pedagogical conditions of formation of emotional-volitional culture of future officers of the Ministry of Internal Affairs of Ukraine during their professional training. He emphasizes that the activity of law enforcement officers at the present stage takes place in a difficult political and social environment, in the context of the growth of potential threats to national security within the state and outside, the deterioration of the criminal situation, the integration of transnational criminal groups, increased activity of international terrorism, drug trafficking, the spread of illegal migration etc. [45].

M. Dementa's dissertation deals with the formation of the readiness of the future officer of the Ministry of Emergencies to professional activity in modern conditions. The work emphasizes the corresponding organizational, pedagogical and didactic conditions [46].

O. Ivashchenko considers psychological and pedagogical competence of specialists of the fire and rescue service, defining it as a set of inter-related professional, communicative, personality traits, which promote the growth of professionalism, help to achieve high-quality results in the process of learning, self-improvement, form a readiness for independent creative activity. The author writes that the psychological and pedagogical training of rescuers within the institution of higher education is intended to solve the following tasks: organization and implementation of measures aimed at the development of professionally important qualities of the Min-

istry of Emergency Situations specialists; training to provide emergency psychological and pedagogical assistance, etc. O. Ivashchenko concludes that in the scientific literature the problem of psychological and pedagogical competence is considered in the context of pedagogical activity of teachers of schools, colleges and higher educational institutions and is almost not presented with regard to the training of specialists in fire and rescue services [47]. His point of view is fully applicable to masters of military higher educational institutions.

Y. Krasilnik points out that the problem of teachers' of military higher educational institution professional training was not yet fully explored. The author emphasizes the need to analyze the peculiarities of the training of a military teacher and the substantiation of the leading trends of modern higher education, which influences the creation of an updated model of requirements for the formation of professional and personal qualities of a scientifically-pedagogical worker of military higher educational institution. He writes that the training of officers – scientific and pedagogical workers capable of effectively addressing the tasks of training, education, development, psychological training of students (cadets), is one of the priorities of a military educational institution [48].

I. Gryaznov and other researchers, considering the formation of managerial competence of cadets-border guards in the process of their professional development during internship in the bodies of the State Border Guard Service of Ukraine, emphasize the need for special attention to the individuality of those who are taught, its features, the gradual shift of the center of psychological and pedagogical influences from the activity to the personal perspective [6].

Corresponding information is also available on foreign information resources on military education [49;50;51;52;53]. At the same time, searching for English-language resources on the Internet on this subject shows some limited access to information related to the training of military personnel.

Today it is obvious that the specifics of the future professional activity of a graduate of a military higher educational institution has a consistent pedagogical component (Fig.1.1).

At the same time, the work of an officer in the units of the National Guard and the Armed Forces of Ukraine with personnel and in the conditions of scientific and pedagogical activity in a military higher educational

Theoretical principles of professional training of masters of...

institution has significant differences. It requires the formation of various sets of competencies in the process of studying in the magistracy to form the integral competence of a master. The specifics of the organizational, educational and teaching activities of the officer – the graduate of the magistracy, depending on the place of the subsequent passing of the service, are also different.

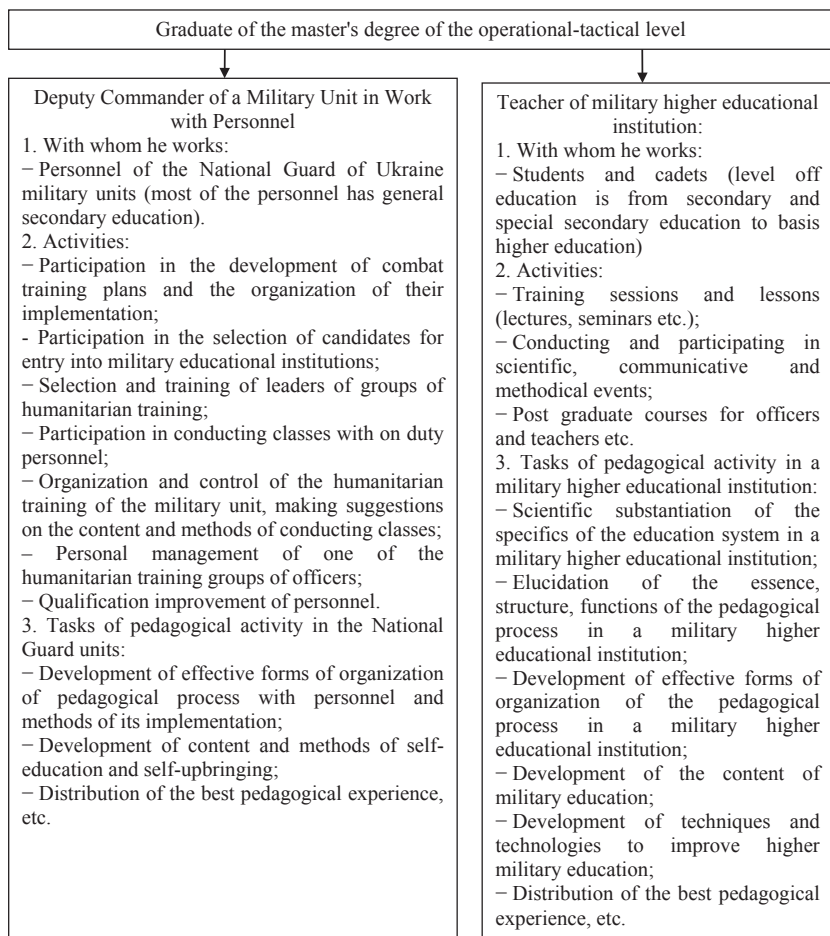


Figure 1.1. The scheme of pedagogical aspects of future professional activity of a master of operational-tactical level

Thus, it should be emphasized that the necessity of forming a pedagogical competence in representatives of non-pedagogical specialties is recognized by the majority of scholars. At the same time, the analysis of scientific works shows that there is a significant limit of pedagogical technologies in relation to the formation of such competence. Most of the existing developments are focused on the training of specialists in the system of higher pedagogical education. In addition, experts in the field of higher military education emphasize the availability of appropriate specificity of training in a military higher educational institution, including pedagogical.

The role of pedagogical training of a future master is difficult to overestimate, because there is the systematic process of teacher training is started. This process needs to be improved, taking into account the socio-economic and political transformations taking place in Ukraine, the experience of the antiterrorist operation.

5. Conclusions

1. Issues of professional training of military specialists as representatives of non-pedagogical specialties for pedagogical activities are rather limited in today's scientific literature. Not an exception and appropriate preparation of masters in the Armed Forces. In the context of the subject of our study, its result is the formation of a special pedagogical competence. It should also be noted that the concepts and terminology are in the stage of formation and need their normalization and balance between scientific sources and legal documents. In addition, the growing role of higher military education in Ukraine's defense should be emphasized, taking into account the requirements of the current moment of historical development.

2. Special pedagogical competence is an important part of the process of Master's training in a military educational institution. At the same time, the professional training of masters for pedagogical activity requires the creation of a competent model of a master with a clear coverage of those general and special competencies that must be formed. Formation of pedagogical competence of masters of operational-tactical level is a complex system process and needs it to be detailed according to the principles of systemic and competent approaches.

3. Pedagogical competence is a special competence of a master. Its formation requires the development of appropriate pedagogical technologies that reflect the requirements of the current moment in the development of

higher military education in Ukraine in the context of leading provisions of the Bologna process. The process of forming a special pedagogical competence takes usually place within the framework of an implementation of a variant part of a curriculum of a military higher educational institution.

4. The pedagogical competence of a master should be structured in two main directions: work with personnel of the Armed Forces of Ukraine and other military agencies and teaching at a military higher educational institution. However, it should be emphasized that the overwhelming majority of researches on the formation of pedagogical competence are related to its formation in students and graduates of pedagogical universities. A catalyst for these processes can be a number of scientific and communicative activities, using IT technologies, conducted on the basis of military higher educational institutions with the involvement of specialists of the National Academy of Pedagogical Sciences of Ukraine. Relevant issues should be discussed regularly at meetings of academic councils of military higher educational institutions, etc.

References:

1. Savyna A. K. (2012) Formirovaniye integratsionnykh protsessov v mirovom obrazovatel'nom prostranstve [Formation of integration processes in the world educational space]. *Pedagogy*, no. 6, pp. 107–117.
2. Ishchenko S. O. (2016) Pidhotovka maybutnikh ofitseriv do vykhovnoyi roboty z osobovym skladom u vyshchomu navchal'nomu zakladi systemy MVS Ukrainy [Preparation of Future Officers for Educational Work with Personnel in a Higher Educational Institution of the Ministry of Internal Affairs of Ukraine] (PhD Thesis), Kharkiv: Kharkivs'kyi natsional'nyy pedahohichnyy universytet im. H. S. Skovorody.
3. Lur'e L. I. (2012) Reforma armii nachinayetsya s obrazovaniya [Reform of the Army Begins with Education]. *Pedagogy*, no. 6, pp. 33–39.
4. Korobtsov A. S., Shumskaya N.N., Sahyrova M. V. (2012) Metodologiya formirovaniya spetsial'nykh kompetentsiy v tekhnicheskikh vuzakh [Methodology of Formation of Special Competence in Technical Colleges]. *Higher education in Russia*, no. 6, pp. 21–27.
5. Endovytskyi D. A. (2012) Problemy i perspektivy razvitiya voyennogo obrazovaniya v klassicheskom vuze [Problems and Prospects for the Development of Military Education in a Classical University]. *Higher education in Russia*, no. 4, pp. 25–32.
6. Hryaznov I. O., Yurchenko U. A., Usachyk N. M. (2010) Formuvannya upravlins'koyi kompetentnosti kursantiv-prykordonnykiv u protsesi yikh profesiynoho stanovlennya pid chas stazhuvan' u orhanakh Derzhavnoyi prykordonnoyi sluzhby Ukrainy [Formation of Managerial Competence of Cadets-Border

Guards in the Process of Their Professional Development During Internship in Units of the State Border Guard Service of Ukraine]. Collection of scientific works of the National Academy of the State Border Guard Service of Ukraine, no. 55, pp. 24–28.

7. Voskresenko O. A. (2013) Adaptatsiya inostrannykh kursantov k obrazovatel'nomu protsessu voyennogo vuza [Adaptation of Foreign Cadets to the Educational Process of a Military High School]. Higher education in Russia, no. 7, pp. 136–140.

8. Riabchenko V. (2014) Fal'syfikatsiya vyshchoyi osvity v Ukraini yak suspil'na problema: svitohlyadno-kompetentnisnyy aspekt [Falsification of Higher Education in Ukraine as a Public Problem: A Worldview and Competency Aspect]. Higher education of Ukraine, no. 4, pp. 16–22.

9. Andreev A. L. (2015) Gumanitarnyy tsikl v tekhnicheskoy vuzi i intelektual'nyye sredi [Humanitarian Cycle in a Technical University and Intellectual Environments]. Higher education in Russia, no. 1, pp. 30–36.

10. Zakon Ukrainy Pro vyshchu osvitu [Law of Ukraine On Higher Education]. no. 37–38, pp. 1–3 Retrieved from: <http://zakon2.rada.gov.ua/laws/show/1556-18>

11. Zvierieva I. D. (2013) Entsyklopediya dlya fakhivtsiv sotsial'noyi sfery [Encyclopedia for Professionals of Social Sphere]. Simferopol : Universum, (in Ukrainian)

12. Senashenko V. S., Konkova E. A., Vasyliieva S. E. (2012) Mesto magistratury v sovremennoy modeli inzhenerenogo obrazovaniya [A Place for a Masters Degree in a Modern Model of Engineering Education]. Higher education in Russia, no. 11, pp. 16–23.

13. Kremen V. H., Pazynich S. M., Ponomarev O. S. (2008) Filosofiya upravlinnya [Philosophy of Management]. Kharkiv: Natsional'nyy tekhnichnyy Universytet “Kharkiv's'kyi politekhnichnyy instytut”, (in Ukrainian)

14. Vakulenko V. M. (2010) Pro rol' tsinnisnoho stavlennya do profesionalizmu pedahohichnykh pratsivnykiv [On the Role of Value Attitude towards the Professionalism of Pedagogical Workers]. Collection of scientific works of the National Academy of the State Border Guard Service of Ukraine, no. 55, pp. 8–11.

15. Dobroskok I. I. (2010) Rol' sotsial'noyi pedahohiky u formuvanni profesiynoyi osobystosti v protsesi mahisters'koho navchannya [The Role of Social Pedagogy in the Formation of a Professional Person in the Process of Master's Studies]. Collection of scientific works of the National Academy of the State Border Guard Service of Ukraine, no. 55, pp. 28–32.

16. Luhovy V. I., Slyusarenko O. M., Talanova Zh. V. (2012) Klyuchovi ponyattya suchasnoyi pedahohiky: navchal'nyy rezul'tat, kompetentnist', kvalifikatsiya [Key Concepts of Modern Pedagogy: Academic Result, Competence, Qualification]. Pedagogical thought. General pedagogy and philosophy of education, no. 1, pp. 23–28.

17. Kremen V. H. (2005) Osvita ta nauka v Ukraini – innovatsiyni aspekty. Stratehiya. Realizatsiya. Rezul'taty [Education and Science in Ukraine – Innovative Aspects. Strategy. Realization. Results]. Kyiv: Gramota, (in Ukrainian)

18. Perminova S., Permynova O. (2011) Upravlinnya vyshchoyu osvitoyu v konteksti sotsial'no-ekonomichnoyi polityky derzhavy [Management of Higher

Theoretical principles of professional training of masters of...

Education in the Context of Socio-Economic Policy of the State]. Effectiveness of public administration, no.28, pp. 152–158.

19. Busel V. T. (2001) Velykyy tlumachnyy slovnyk suchasnoyi ukrayins'koyi movy [Great Explanatory Dictionary of Modern Ukrainian Language]. Kyiv: Perun, (in Ukrainian)

20. Surmin Y. P., Bakumenko V. D., Mykhnenko A. M. (2010), Entsyklopedychnyy slovnyk z derzhavnoho upravlinnya [Encyclopedic Dictionary of Public Administration]. Kyiv: Natsional'na akademiya Derzhavnoho upravlinnya, (in Ukrainian)

21. Kremen V. H. (2008) Entsyklopediya osvity [Encyclopedia of Education]. Kyiv: Urincom Inter, (in Ukrainian)

22. Avsheniuk N. M., Prokur YU. Z. (2013) Ukrayins'ko-anhliys'kyy navchal'nyy slovnyk z pedahohiky [Ukrainian-English educational dictionary of pedagogy]. Kyiv: Pedahohichna dumka, (in Ukrainian)

23. Kadchenko L. P. (1992) Formirovaniye gotovnosti studentov pedvuza k professional'noy deyatelnosti sredstvami inostrannogo yazyka [Formation of Readiness of Students of the Pedagogical University to Professional Work by Means of a Foreign Language] (PhD Thesis), Kharkiv

24. Havrysh I. (2006) Teoretyko-metodolohichni osnovy formuvannya hotovnosti maybutnikh uchyteliv do innovatsiynoyi profesiynoyi diyal'nosti [Theoretical and Methodological Foundations of Forming the Readiness of Future Teachers for Innovative Professional Activities] (PhD Thesis), Luhansk: Natsional'nyy pedahohichnyy universytet im. Tarasa Shevchenka

25. Lozova V. I. (2012) Naukovi pidkhody do pedahohichnykh doslidzhen' [Scientific Approaches to Pedagogical Research]. Kharkiv: Virovets' A. P. "Apostrof", (in Ukrainian)

26. Uliana N. F. (2012) Kriterii gotovnosti pedagoga k innovatsionnoy deyatelnosti [Criteria of the Teacher's Readiness for Innovation]. Pedagogy, no. 7, pp. 80–87.

27. Korchazhkyna O. M. (2012) Postroyeniye refleksivnoy modeli sovremenogo uchitelya [uilding a Reflective Model of a Modern Teacher]. Pedagogy, no. 3, pp. 65–70.

28. Maslov V. I., Bodnar O. S., Horash K. V. (2012) Naukovi osnovy ta tekhnolohiyi kompetentnoho upravlinnya zahal'noosvitnim navchal'nym zakladom [Scientific Fundamentals and Technologies of the Competent Management of a General Educational Institution]. Ternopil': Krok, (in Ukrainian)

29. Hutsu E. H. (2012) Proektyrovochnye deystviya prepodavatelya pedvuza [Designing Actions of a Teacher of a Pedagogical University]. Pedagogy, no. 2, pp. 58–63.

30. Borova T. A. (2011) Teoretychni zasady adaptivnoho upravlinnya profesiynym rozvytkom naukovo-pedahohichnykh pratsivnykiv vyshchoho navchal'noho zakladu [Theoretical Principles of Adaptive Management of Professional Development of Scientific and Pedagogical Workers of Higher Educational Institutions]. Kharkiv: SMIT, (in Ukrainian)

31. Amonashvili S. A. (1984) Vospitatel'naya i obrazovatel'naya funktsiya otsenki ucheniya shkol'nikov: eksperimental'no-pedagogicheskoye issledovaniye

[Educational and Upbringing Functions of Assessing Teaching of Schoolchildren: an Experimental Pedagogical Study]. Moscow: Pedahohika, (in Russian)

32. Romanova E. S. (2012) Psikhologo-pedagogicheskoye soprovozhdeniye protsessa professionalizatsii studentov [Psychological and Pedagogical Support of the Process of Students' Professionalization]. Higher education in Russia, no. 8–9, pp. 61–66.

33. Hura O. I. (2008) Teoretyko-metodolohichni osnovy formuvannya psykholoho-pedahohichnoyi kompetentsiyi vykladacha vyshchoho navchal'noho zakladu v umovakh mahistratury [Theoretical and Methodological Foundations of Formation of Psychological and Pedagogical Competence of a Teacher of a Higher Educational Institution in Magistracy] (PhD Thesis), Kyiv: Instytut vyshchoyi osvity HAPN Ukrainy

34. Rybalko L. S., Pizina Y. V. (2014) Formuvannya profesiynykh kompetentsiy perekkladachiv tekhnichnoyi literatury z vykorystanniam informatsiyno-komunikatsiynykh tekhnolohiy [Formation of Professional Competence of Interpreters of Technical Literature with the Use of Information and Communication Technologies]. Kharkiv: Kharkivsky Natsional'nyy pedahohichnyy universytet imeni H. S. Skovorody, (in Ukrainian)

35. Semenova A. (2014) Suchasni tendentsiyi formuvannya pedahohichnoyi maysternosti fakhivtsiv inzhenernykh spetsial'nostey [Modern Tendencies of Formation of Pedagogical Skill of Specialists in Engineering Specialties]. High School, no. 11–12, pp. 51–60.

36. Klikh L. (2014) Oriyentatsiya pidhotovky mahistriv na sferu pratsevlashturnykh vyshchoyi osvity [Orientation of Masters Training in the Field of Employment]. High School, no. 8 (121), pp. 27–35.

37. Korman M. M. (2011) Rozvytok profesiynoyi kompetentnosti maybutnikh fakhivtsiv ekonomichnykh spetsial'nostey [Development of Professional Competence of Future Specialists in Economic Specialties]. Bulletin of the National Defense University of Ukraine, no. 5 (24), pp. 166–172.

38. Lebedyk L. (2009) Pryntsypy pedahohichnoyi pidhotovky maybutnikh mahistriv ekonomiky yak vykladachiv vyshchoyi shkoly [Principles of Pedagogical Training of Future Masters of Economics as Teachers of Higher Education]. Bulletin of Lviv University, no. 25, vol. 3, pp. 183–190.

39. Molchanova YU. (2012) Upravlinnya kompetentnisnym rozvytkom kerivnykh kadriv sfery osvity [Management of Competent Development of Educational Personnel]. Education and Management. – no. 15, vol. 4, pp. 18–25.

40. Hrytsiuk L. (2014) Kompetentnisnyy pidkhid do pidhotovky fakhivtsiv sotsial'no-pedahohichnoho spryamuvannya u VNZ Pol'shchi [Competent Approach to the Preparation of Specialists in Socio-Pedagogical Direction in Universities of Poland]. High School, no. 10, pp. 63–71.

41. Toropov D. A. (2012) Innovatsii v professional'nom obrazovanii Germanii [Innovations in Vocational Education in Germany]. Pedagogy, no. 8, pp. 113–121.

42. Hapeiev O. L. (2011) Pidhotovka viys'kovykh fakhivtsiv u Zbroynykh Sylakh Respubliky Bilorus' [Training of Military Specialists in the Armed Forces of the Republic of Belarus]. Bulletin of the National Defense University of Ukraine, no 4 (23), pp. 27–32.

43. Ridei N., Palamarchuk S., Shofolov D. (2012) Strukturno-porivnyal'nyy analiz zmistu standartiv z upravlinnya yakistyu osvity v Ukraini ta SSHA [Structural-Comparative Analysis of Standards' Content for Quality Education in Ukraine and the United States]. Education and Management, no. 15, vol 2–3, p. 201.

44. Chystovska I. P. Formuvannya pedahohichnoyi kompetentnosti maybutnikh mahistriv viys'kovoho upravlinnya [Formation of Pedagogical Competence of Future Masters of Military Administration] (PhD Thesis), Kyiv: National Academy of Defense of Ukraine.

45. Sokolovskiy V. V. (2014) Pedahohichni umovy formuvannya emotsiyno-vol'ovoyi kul'tury maybutnikh ofitseriv systemy MVS Ukrayiny v protsesi profesiynoyi pidhotovky [Pedagogical Conditions for the Formation of the Emotional and Volitional Culture of Future Officers of the Ministry of Internal Affairs of Ukraine in the Process of Professional Training] (PhD Thesis), Kharkiv: Kharkiv National Pedagogical University named after H. S. Skovoroda.

46. Dement M. O. (2016) Formuvannya hotovnosti maybutn'oho ofitsera MNS do profesiynoyi diyal'nosti v suchasnykh umovakh [Formation of the Readiness of the Future Officer of the Ministry for Emergencies to Professional Activity in Modern Conditions] (PhD Thesis), Kharkiv: Kharkiv National Pedagogical University named after H. S. Skovoroda.

47. Ivashchenko O. (2012) Psykholoho-pedahohichna pidhotovka fakhivtsiv pozhezhno-ryatuval'noyi sluzhby [Psychological-Pedagogical Training of Specialists of Fire and Rescue Service]. Higher education of Ukraine, no. 1, pp. 106–112.

48. Krasyl'nyk Y. S. Profesiyna pidhotovka vykladacha vyshchoho zakladu osvity yak pedahohichna problema [Professional Training of a Teacher of a Higher Educational Institution as a Pedagogical Problem]. Retrieved from: <http://novyn.kpi.ua>.

49. American Military University [Electronic resource]. – Access mode : <http://www.amu.apus.edu/academic/degrees-and-programs/masters.html>.

50. Homeland Security Master of Arts [Electronic resource]. – Access mode : <http://www.amu.apus.edu/academic/schools/security-and-global-studies/masters/homeland-security.html>

51. Military History Online Master's Degree [Electronic resource]. – Access mode : <http://www.amu.apus.edu/lp2/military-history/masters.htm>

52. National Security Studies Master of Arts [Electronic resource]. – Access mode : <http://www.amu.apus.edu/academic/schools/security-and-global-studies/masters/homeland-security.html>

53. Zulkifli Zainal Abidin and Tengku Mohd Tengku Sembok. Conceptualisation of a National Defence University: Education is the First Line of Defence / Zulkifli Zainal Abidin and Tengku Mohd Tengku Sembok // Zulfagar: Asian Journal of Defence and Security. – 2010. – № 1. – P. 5–12.