

SECTION 8. TRANSITION TO MULTILEVEL HIGHER EDUCATION: CHALLENGES AND PERSPECTIVES

DOI <https://doi.org/10.30525/978-9934-26-429-0-17>

IMPLEMENTATION OF NATO APPROACHES IN THE ACTIVITY OF MILITARY EDUCATIONAL INSTITUTIONS

ВПРОВАДЖЕННЯ ПІДХОДІВ НАТО В ДІЯЛЬНІСТЬ ЗАКЛАДІВ ВІЙСЬКОВОЇ ОСВІТИ

Karakurkchi H. V.

*Doctor of Engineering,
Senior Researcher,
Head of the Scientific
and Methodical Department
National Defence University of Ukraine
Kyiv, Ukraine*

Каракуркчі Г. В.

*доктор технічних наук,
старший дослідник,
Начальник науково-методичного
відділу
Національний університет
оборони України
м. Київ, Україна*

Shutov O. O.

*Senior Research Fellow of the Scientific
and Methodical Department
National Defence University of Ukraine
Kyiv, Ukraine*

Шутов О. В.

*старший науковий співробітник
науково-методичного відділу
Національний університет оборони
України
м. Київ, Україна*

Osaulenko V. M.

*Senior Research Fellow of the Scientific
and Methodical Department
National Defence University of Ukraine
Kyiv, Ukraine*

Осауленок В. М.

*старший науковий співробітник
науково-методичного відділу
Національний університет оборони
України
м. Київ, Україна*

The Concept of the transformation of the military education system [1], as well as a number of other doctrinal documents, set a course for «intensification of reforms that must be implemented in order to achieve compliance with NATO membership criteria» and «ensuring continuous

educational and professional development of military specialists throughout their military careers» [1].

The key tasks of the development of the military education system in accordance with modern trends and the experience of the Russian-Ukrainian war are primarily related to the creation of a multi-level system of professional military education in accordance with NATO standards. Therefore, in the activity of national military education institutions, along with the systems of higher education and advanced training, a new vertical of training military specialists is taking shape – professional military education (PME). It is based on courses of professional military education, which are also called «leadership courses».

PME, according to the current legislation of Ukraine, is non-formal education. This makes it possible to implement in the military education system all the advantages of the many years of experience of the partner countries in the training of military specialists in the PME system.

The peculiarity of the leadership courses is that it is on them that the officers acquire the levels of military education (tactical, operational, strategic), which allows the military to move up the career ladder. Such training is short-term, but focused on the field of professional activity of the student of education. At the same time, educational programs of PME courses can be integrated into bachelor's and master's programs of higher military education. This makes it possible to achieve a higher level of officer training with the same terms of study in the higher education system.

At the same time, a number of problematic issues arise, since the requirements of the Bi-SC «Education and Individual Training Directive (E&ITD) 075-007» must be observed when developing educational programs for professional military education courses. While the development of bachelor's and master's programs must take into account the requirements of national legislation.

Thus, the determination of methodological approaches to the integration of non-formal (PME) and formal (higher) education programs is very relevant and determined the purpose of this work.

Analysis of the experience of solving the outlined problem in educational institutions of NATO countries shows that there are some approaches. The most common is when one of the conditions for admission to a master's program is the presence of a leadership course completion certificate. Such an example is the possibility of obtaining a master's degree at the National Defence Academy of Latvia based on the obtained course of officers of the joint staffs conducted by the Baltic Defence College.

A similar system is proposed for the training of operational and strategic level officers in the national system of military education. In accordance with the Concept of the Transformation of the Military Education System [1], educational programs of PME courses (operational L-3 and strategic L-4 levels) are components of master's educational programs in the relevant specialties of the field of knowledge «Military sciences, national security, state border security».

The integration of educational programs of PME courses and higher education is proposed to be carried out through the definition of key learning outcomes that must be fulfilled at the end of the training. Also, the key learning outcomes in aggregate should correspond to the learning outcomes of the corresponding higher education standard and professional standard. At the same time, mastering the educational program of the PME course is actually the first stage of preparation for the master's program.

So, it can be noted that the educational program of the PME course will ensure the achievement of learning outcomes according to the professional standard. The master's program is responsible for achieving the learning outcomes defined by the higher education standard. At the same time, the competencies may be common to two training components.

The peculiarity of using the proposed approach is that when determining the learning outcomes of the PME course in accordance with the Bi-SC «Education and Individual Training Directive (E&ITD) 075-007» [2], the main unit of measurement of the learning outcomes in the relevant modules is the learning objectives. It is through them that the educational strategy embedded in the training course is determined. While in the national system of higher education, full-fledged learning outcomes are included in the educational program as «knowledge, abilities, skills, ways of thinking, views, values, other personal qualities that can be identified, planned, evaluated and measured and which a person is able to demonstrate after completion of the educational program (program learning outcomes) or individual educational components» [3].

There are certain common features between these concepts. On the other hand, the «learning goals» according to NATO standards are narrower than the learning outcome laid down in the standard of higher education, and therefore in the master's (bachelor's) program. This requires finding approaches to matching goals and learning outcomes when integrating air defense course programs into educational programs of higher education.

In accordance with the recommended form of the educational program [4], it is suggested that Chapter 7 «Program learning outcomes» should be presented in the form of a table comparing the learning outcomes defined

by the higher education standard and/or professional standard with the educational goals of the PME course educational program. This will allow to correlate all learning outcomes included in the educational program and take into account the requirements Bi-SC «Education and Individual Training Directive (E&ITD) 075-007».

Thus, a step will be taken to achieve interoperability of the structure of professional military education for the training of military specialists of the Armed Forces and other components of the defense forces with the corresponding structures of NATO member states.

Bibliography:

1. Про трансформацію системи військової освіти : постанова Кабінету Міністрів України від 15.12.1997 р. № 1410 (в редакції постанови Кабінету Міністрів України від 30.12.2022 р. № 1490). Режим доступу: <https://zakon.rada.gov.ua/laws/show/1410-97-%D0%BF#Text>

2. Bi-SC «Education and Individual Training Directive (E&ITD) 075-007» (10 September 2015). Режим доступу: https://www.coemed.org/files/Branches/DH/Files_01/Bi-SC_75-7_NEW.pdf

3. Про вищу освіту : Закону України від 01.07.2014 № 1556-VII. Режим доступу: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>

4. Лист Міністерства освіти і науки України від 28.04.2017 № 1/9-239.