

**THE AUTHOR'S COMPREHENSIVE CONTEXTUAL  
METHODIC FOR THE LEADERSHIP COMPETENCE  
FORMATION OF FUTURE OFFICERS – SPECIALISTS  
IN PHYSICAL CULTURE AND SPORTS IN THE PROFESSIONAL  
AND PEDAGOGICAL TRAINING PROCESS**

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**INTRODUCTION**

The full-scale war between the Ukrainian state and the enemy – the Russian Federation – has been going on for three years now, and every day the Russian occupiers are increasing their offensive against the Armed Forces of Ukraine, who are fighting for the independence and freedom of our Motherland. In order to deter the enemy and regain the occupied territory, the Armed Forces of Ukraine need not only enough ammunition, military weapons and military equipment, but also trained officers, real commanders – leaders who are able to lead subordinate personnel and successfully accomplish combat missions with minimal losses. In view of the above, we conclude that all higher military educational institutions should develop not only military professional competence in future officers, but also leadership competence as an important component of it<sup>1</sup>. Consequently, for the high-quality leadership competence formation of future officers, one of the conditions is the creation and implementation of a comprehensive contextual methodic in the educational environment of higher education institutions that will ensure their leadership readiness.

The monitoring of scientific and pedagogical sources and Internet resources on the article's issue revealed that many scientists have been engaged in it, including the following: O. Boiko (methodic for the leadership competence formation of future officers)<sup>2</sup>; I. Belikov (methodic for the organizational competence formation of future officers – specialists in physical

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<sup>1</sup> Білошицький В. В., Лиман Р. М. Педагогічне моделювання формування лідерської компетентності майбутніх офіцерів – фахівців фізичної культури і спорту у процесі професійно-педагогічної підготовки. *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*. Вип. 2 (117). 2023. С. 67.

<sup>2</sup> Бойко О. В. Теорія і методика формування лідерської компетентності офіцерів Збройних сил України : монографія / за ред. О. О. Євенок. Житомир : Вид. О. О. Євенок, 2020. 667 с.

culture and sports)<sup>3</sup>; O. Dubrovska (contextual methodic for the diagnostic competence formation of future officers – specialists in physical training and sports)<sup>4</sup>; O. Kapinus (complex methodic for the professional subjectivity formation of future officers at the stage of initial professionalization)<sup>5</sup>; V. Kirpenko (methodic for the methodological competence formation of future officers – specialists in physical culture and sports)<sup>6</sup>; L. Oliynyk (methodic for the methodological competence formation of future officers of signals and communications troops in the practical training)<sup>7</sup>; V. Ostapenko (methodic for the methodological competence development of teachers of military specialty disciplines in the system of postgraduate education)<sup>8</sup>; V. Yagupov and D. Konovalov (methodic for the formation of physical readiness of future officers of the Army for professional activity)<sup>9</sup>; V. Yagupov and I. Plohuta (methodic for the diagnostic competence development of future doctors of philosophy in the process of educational and scientific activity)<sup>10</sup>.

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<sup>3</sup> Беліков І. О. Методика формування організаційної компетентності у майбутніх офіцерів – фахівців із фізичної культури і спорту Збройних сил України. *Молодь і ринок*. 2022. № 3–4. С. 164–173.

<sup>4</sup> Дубровська О. М. Підходи до методики формування діагностувальної компетентності майбутніх офіцерів – фахівців фізичної підготовки і спорту у ВВНЗ. *Військова освіта*. 2023. № 48. С. 47–55.

<sup>5</sup> Капінус О. С. Методологія, теорія і методика формування професійної суб'єктності майбутніх офіцерів Збройних сил України: монографія. Житомир: Вид. О. О. Євенок, 2020. 600 с.

<sup>6</sup> Кирпенко Є. В., Веремієнко М. М. Методика формування методичної компетентності майбутніх офіцерів – фахівців фізичної підготовки і спорту у процесі професійно-педагогічної підготовки. *Інноваційна педагогіка: наук. журн., Причорноморський науково-дослідний інст. економіки та інновацій*. Вип. 68. Т. 1. 2024. Т. 3. С. 158–164.

<sup>7</sup> Олійник Л. В. Методика формування методичної компетентності майбутніх офіцерів військ зв'язку в процесі практичної підготовки. *Вісник Національної академії оборони України*. Вип. 1 (14). 2010. С. 61–68.

<sup>8</sup> Остапенко В. С. Методика розвитку методичної компетентності викладачів військово-спеціальних дисциплін у системі післядипломної освіти. *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*. Вип. 2 (117). 2023. С. 65–75.

<sup>9</sup> Ягупов В. В., Коновалов Д. О. Методика формування фізичної готовності майбутніх офіцерів сухопутних військ до професійної діяльності. *Актуальні питання гуманітарних наук: міжвузівський збірник наукових праць молодих вчених Дрогобицького державного педагогічного університету імені Івана Франка*. Вип. 71, Т. 3. 2024. С. 320–330.

<sup>10</sup> Ягупов В. В., Плохута І. С. Методика розвитку діагностувальної компетентності у майбутніх докторів філософії в процесі освітньо-наукової підготовки. *Topical aspects of social science disciplines and innovative methods and technologies of their learning and teaching: scientific monograph*. Riga, Latvia: «Baltija Publishing», 2023. P. 504–525.

Therefore, the monitoring, analysis and synthesis of scientific literature showed that despite a significant number of studies on the formation and development of various types of military competencies (including leadership), there is no comprehensive contextual methodic for the leadership competence formation of future officers – specialists in physical education and sports (hereinafter – future officers) in the professional and pedagogical training process in higher military educational institutions.

**The aim of the article** is to theoretically substantiate the author’s comprehensive contextual methodic for the leadership competence formation of future officers in the process of professional and pedagogical training.

### **1. The essence and content of the concept of “Author’s comprehensive contextual methodic for the leadership competence formation of future officers in the process of professional and pedagogical training” and the basic principles of this methodic implementation**

The scientific analysis of the concept of “methodic” indicates its diverse semantic meaning. In the dictionary literature, it is defined as follows: methodic – specific principles, forms and means of using methods that help to gain a deeper understanding of various pedagogical problems and their solution<sup>11</sup>; methodic is “a section of pedagogy that studies and develops rules and methods for teaching a particular subject. Generalization of experience, methods, techniques of performing any task”<sup>12</sup>; “methodic” is “a set of interconnected methods and techniques of expediently carrying out any work”<sup>13</sup>; “methodic” is the study of teaching methods of a particular science, subject<sup>14</sup>.

The opinions of Ukrainian scientists are important for our study, in particular, the following: O. Boyko believes that the basis of the teaching methodic is “the idea of managing the didactic process, designing and reproducing the educational cycle”<sup>15</sup>; S. Honcharenko emphasizes that one of the most important arguments in favour of the status of the methodic as an independent science is the presence of a specific subject of research and

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<sup>11</sup> Словник-довідник з професійної підготовки / за ред. А.В. Семенової. Одеса : Пальміра, 2006. С. 106.

<sup>12</sup> Словник іншомовних слів / уклад.: С. М. Морозов, Л. М. Шкарапута. Київ : Наукова думка, 2000. С. 354.

<sup>13</sup> Великий тлумачний словник сучасної української мови: 250000 / уклад. та голов. ред. В. Т. Бусел. Київ; Ірпінь : Перун, 2005. С. 664.

<sup>14</sup> Бибик С. П. Сюта Г. М. Словник іншомовних слів: тлумачення, словотворення та слововживання. Харків : Фоліо, 2006. С. 367.

<sup>15</sup> Бойко О. В. Формування готовності до управлінської діяльності у майбутніх магістрів військово-соціального управління : дис. ... канд. пед. наук : 13.00.04. Київ, 2005. С. 136.

specific tasks that it solves<sup>16</sup>; M. Koziar notes that the methodic as a system covers the subjects and objects of the educational process and contains the relevant sets of elements: a set of tasks and content of the discipline, a list of interrelated methods, pedagogical technologies, goals and connections<sup>17</sup>; V. Yahupov and I. Plokhuta substantiate the concept of “diagnostic competence development methodic of future PhDs as a set of main stages of its development, which are made up of relevant principles, methods, methodological techniques, means and organizational forms of their training as future subjects of diagnostic activities in the system of higher military education and will contribute to the development of their values and motivation, theoretical and practical diagnostic knowledge, skills, abilities and capabilities, professionally important diagnostic qualities as subjects of pedagogical activity in higher education institutions”<sup>18</sup>.

Accordingly, having analyzed the opinions of distinguished scholars and taking into account the specifics of our study, **the author’s contextual comprehensive methodic for the leadership competence formation of future officers in the process of professional and pedagogical training is defined as the leading idea, basic principles and ways of training and, necessarily, the means of pedagogical influence on future officers in order to form leadership competence at the main stages of their leadership training in higher education institutions.** This author’s methodic is implemented through the special course “Leadership Competence of Future Officers – Specialists in Physical Culture and Sports” as physical training and sports supervisors in military units, whose tasks are as follows:

- future officers’ formation of values, patriotic education and motivation for leadership behavior and activities as professionals in the sphere of physical culture and sports;

- formation of theoretical and practical leadership thinking in future officers as future subjects of physical culture and sports in military units;

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<sup>16</sup> Гончаренко С. Український педагогічний словник. Київ: Либідь, 1997. С. 20.

<sup>17</sup> Козяр М. М. Екстремально-професійна підготовка до діяльності у надзвичайних ситуаціях : монографія. Львів: СПОЛОМ, 2004. С. 135.

<sup>18</sup> Yahupov V.V., Plokhuta I.S. Методика розвитку діагностувальної компетентності у майбутніх докторів філософії в процесі освітньо-наукової підготовки. *Topical aspects of social science disciplines and innovative methods and technologies of their learning and teaching* : scientific monograph. Riga, Latvia : «Baltija Publishing», 2023. 536 p. P. 508. URL: <https://doi.org/10.30525/978-9934-26-315-6-24>.

– formation of leadership knowledge, skills and abilities as future physical training and sports supervisors of military units using contextual teaching methods<sup>19</sup>.

It should be emphasized that these tasks are interconnected and interdependent, and directly affect the formation of future officers' leadership behavior and activities in the process of their professional and pedagogical training.

The effectiveness of any research depends on the combination of the results obtained, in accordance with the leading methodological approaches and basic principles on the ground of which the leadership competence formation of future officers is formed in the process of professional and pedagogical training in higher education institutions, including the following:

– *axiological approach* (based on the concepts of “patriotism” and “value”, which involves the education of future officers' national consciousness and self-awareness, love for the homeland and people of Ukraine);

– *competence approach* (based on the formation of not only theoretical, but primarily practical thinking as an officer-leader who is able to make appropriate decisions in a short period of time in extreme conditions);

– *contextual approach* (involves the development of future officers' leadership knowledge, skills and abilities in the specific context of future military professional activities as physical training and sports supervisors of military units);

– *systemic approach* (uses a clear, comprehensive approach that will help to achieve the final result in a systematic and multidisciplinary manner – the formation of future officers' leadership competence in the process of professional and pedagogical training in higher military educational institutions);

– *subject-activity approach* (based on their awareness that they have to be a subject of leadership activity and successfully realize their leadership potential in military and professional activities)<sup>20</sup>;

According to the requirements of approaches mentioned above, the following principles should be observed:

– *systematicity and consistency* (provides for systematicity in the work of a research and teaching staff member and a future officer, which is due

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<sup>19</sup> Білошицький В. В. Педагогічні умови формування лідерської компетентності майбутніх офіцерів – фахівців фізичної культури і спорту в процесі професійно-педагогічної підготовки. *Науковий часопис Українського державного університету імені Михайла Драгоманова*. 2024. № 5. С. 29.

<sup>20</sup> Ягупов В. В. Суб'єктно-діяльнісний підхід як ефективна методологічна основа формування готовності військового керівника до управлінської діяльності. *Проблеми та перспективи формування національної гуманітарно-технічної еліти* : зб. наук. пр. 2008. Вип. 17 (21). С. 101–111.

to systematic attendance at training sessions, mandatory completion of tasks for independent self-study, systematic repetition of educational material and ensuring the sequence of stages of leadership competence formation – from the mastering of knowledge, formation of skills, abilities and capabilities of leadership behavior and activities as the main component of such leadership competence. It should be noted that this principle is extremely important, and in the conditions of instability caused by the war between our country and the Russian Federation, the experience of the United States comes to the rescue, where Army Regulation 350-1 Army Training and Leader Development clearly states that “Blended learning is a mix of synchronous and asynchronous media methodologies” in order to best reach the instructional goal, which may conclude face-to-face or off-line classroom methods with technology-delivered instruction that may be offered in-person or through distance learning, virtual environment to form a comprehensive educational methodology)<sup>21</sup>;

– *accessibility of educational materials* (meaning that future officers should perceive, understand and master educational material from simple to complex, from lower to higher, from unknown to known, gradually increase the complexity of theoretical and practical educational material in order to constantly improve their practical leadership abilities);

– *individual approach* (allows for each future officer to master leadership knowledge and skills separately in the conditions of group educational process, and the academic staff to pay individual attention to the future specialist with low leadership potential or weak leadership thinking);

– *practical focus* (ensures the use of obtained theoretical leadership knowledge, skills and abilities in practical leadership activities and behavior during training, military exercises, and educational practice);

– *subject-subject interaction* (an interaction among the subjects of the military-pedagogical process aimed at the purposeful formation of leadership competence in future officers as future subjects of military-professional activity and profession attitude)<sup>22</sup>;

– *connection of education and actual military practice* or contextuality: based on objective interrelationships between the scientific and military

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<sup>21</sup> Army Regulation 350–1 Army Training and Leader Development, Headquarters Department of the Army Washington, DC USA; December 2017, URL: <https://www.tradoc.army.mil/wp-content/uploads/2021/10/AR-350-1-Army-Training-and-Leader-Development.pdf>.

<sup>22</sup> Білошицький В. В., Лиман Р. М. Педагогічне моделювання формування лідерської компетентності майбутніх офіцерів – фахівців фізичної культури і спорту у процесі професійно-педагогічної підготовки. *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*. Вип. 2 (117). 2023. С. 65–75.

spheres, modern military theory and practice, direct involvement of leadership needs and interests of officers as subjects of specific activities;

– *consciousness, proactiveness and educational subjectivity* of future officers as subjects of educational activity: provides for the subjective role of cadets as students in the educational process of higher military education institutions; formation of a positive attitude towards themselves as a professional and leader, use of the acquired leadership knowledge in practice, contextualization of subjective behavior and activity; subjective behavior of each cadet in the educational process is the first step towards the formation of leadership competence.

## **2. Methodic stages for the leadership competence formation of future officers in the process of professional and pedagogical training**

The author's comprehensive contextual methodic would be implemented in three stages:

- value-motivational;
- cognitive-behavioral-activity-based;
- diagnostic and resultative (fig. 1).

I stage – *value-motivational* (aimed at forming leadership values in future officers, comprehensive patriotic education, motivating leadership behavior and functioning as a future physical training and sports supervisor of a military unit. This stage is extremely important in the formation of a true military leader, so in the leading NATO countries considerable attention is paid to it, in particular in the United States, in Army Doctrine Publication No. 6-22 Army Leadership and the Profession, states that “The Army Values are a compass needle, always pointing toward what the Nation demands of its Army”, which may lead us to the conclusion of high importance of this period because during this training period, future officers must deeply internalize the values, norms, ethical standards and professional behaviors integral to the Army's culture and profession<sup>23</sup>;

II stage – *cognitive-behavioral-activity-based* (The purpose of this stage is to form, improve and systematize theoretical knowledge and practical leadership skills, abilities and capabilities of future officers regarding their leadership behavior and functioning as a future physical training and sports supervisor of a military unit). Implementation of the special course “Leadership competence of future officers – specialists in physical culture and sports”.

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<sup>23</sup> Army Doctrine Publication No. 6-22 Army Leadership and the Profession, URL: [https://armypubs.army.mil/epubs/DR\\_pubs/DR\\_a/ARN18529-ADP\\_6-22-000-WEB-1.pdf](https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN18529-ADP_6-22-000-WEB-1.pdf).

Figure 1

**Methodic stages for the leadership competence formation of future officers in the process of professional and pedagogical training**

<b>Stage</b>	<b>Purpose</b>	<b>Methodological techniques and formation means</b>	<b>Type of educational classes</b>
<i>value-motivational</i>	Stimulation and encouragement of future officers to purposeful formation of leadership values, comprehensive patriotic education, motivation of leadership behavior and activities as a future physical training and sports supervisor of military units	Educational interview, discussion, explanation, encouragement, questioning, testing, self-control, tutorials, textbooks, teaching materials	Lectures, seminars, practical, group classes
<i>cognitive-behavioral-activity-based</i>	Formation, improvement and systematization of theoretical knowledge and practical leadership skills, abilities and capabilities of future officers regarding their leadership behavior and activities as a future physical training and sports supervisor of a military unit	A variety of exercises (educational and cognitive games, training, role-playing and case studies, “aquarium”, “brainstorming”, “round table”, “case method”) and quasi-professional situations, control and self-control, and self-directed learning	Lectures, seminars, group, practical and self-study classes, training practice, military internships
<i>diagnostic and resultative</i>	Diagnosing the leadership competence levels of future officers (readiness, ability and willingness to act in non-standard difficult situations in both peacetime and wartime)	Assessment criteria for the leadership competence formation of future officers. Methodological techniques for levels assessment of its formation.	Questionnaires, testing, solving quasi-professional situations

Relevant topics to the content of the special course.

Topic 1. Future officer, commander-leader, specialist in physical culture and sports: position and function in the system of combat training in a military unit.



Topic 2. Leadership behavior and activities of an officer, commander-leader, specialist in physical culture and sports as a subject of military professional and professional activities in both peacetime and wartime.

Topic 3. Leadership competence of future officers as a component of their military professional competence.

Topic 4. Methodic of leadership competence formation of future officers as subjects of leadership activity in the process of professional and pedagogical training.

The special course is aimed at the systematic and consistent formation of leadership values, theoretical knowledge, practical leadership skills and abilities, professionally important leadership qualities that are necessary for future officers in their leadership behavior and performance in a military unit.

It starts with an introduction lesson, specifically with a test control of the educational and cognitive activity of future officers and determination of the level of formation of the main components of their leadership competence.

For better mastering of the special course, we use different teaching methods and types of classes. The concept of “method” (Greek: “*methodos*” – research, technique, way of approaching the truth). In pedagogical practice, a method is an arranged way of activity of the subjects of the didactic process to achieve its educational goals. “Teaching methods are ways of structured interconnected activities of teachers and students aimed at solving educational tasks”<sup>24</sup>.

We can refer to I. V. Malafiyik’s right suggestion that “...the teaching method is a complex and multidimensional system with inherent characteristics that are unique to it...”<sup>25</sup>.

What we find convincing is the view of the Polish military scientist Jan Bogusz, who classified the methods of training military personnel into two types: teaching methods and methods of learning activities<sup>26</sup>.

We are also interested in the experience of NATO countries, as the United States Military Academy West Point uses the feedback methodology to develop a military leader. This feedback methodology can be effective if cadets trust the credibility of the source and find the information provided relevant to their development. At West Point, the leadership development process incorporates a variety of systematic feedback mechanisms both formal and informal – throughout a cadet’s training. The West Point Leader Development System employs diverse methods, such as practical exercises,

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<sup>24</sup> Савченко О. Я. Дидактика початкової школи : підручник для студентів педагогічних факультетів. Київ : Абрис, 1997. С. 192–193.

<sup>25</sup> Малафіїк І. В. Дидактика : навч. посіб. Київ : Кондор, 2005. С. 227.

<sup>26</sup> Bogusz J. Dydaktyka wojskowa. Warszawa : Wydaw. Min. Obrony Narodowej, 1983. S. 141–192.

psychological assessments, performance ratings, and standardized tests, gathered from multiple sources, including mentors, peers, superiors, subordinates, and instructors. These feedback points are strategically integrated at critical junctures to enhance cadets' understanding of both their self-perception and the way they are viewed by others. This cultivation of self-awareness is pivotal in shaping cadets into leaders of integrity and character, prepared for the responsibilities of commissioned service<sup>27</sup>.

Having analyzed various scientific approaches to the classification of teaching methods in general and military pedagogy, we agree with the opinion of the well-known Ukrainian scientist V. V. Yahupov, who proposed to use the following groups of methods for teaching military personnel in military pedagogy: verbal presentation of educational material; discussion of the material being studied; practical exercises; demonstration; diagnosis and self-diagnosis; self-study; and active learning methods<sup>28, 29</sup>.

**The method of verbal presentation of educational material** that includes the following types of training sessions: different types of storytelling; explanations; narrations; lectures, etc. This method will be used for future officers to familiarize themselves with and understanding of the educational material of leadership theory, which will be combined with leadership practice in the future.

**The method of discussion of the material being studied** includes the following types of training sessions: conversation; seminar; discussion; brainstorming; intellectual warm-up; case study analysis, etc. It ensures the solution of certain educational tasks, including systematic repetition, enhancement and consolidation of theoretical leadership knowledge and leadership behavior of future officers, as well as their evaluation.

**The method of practical exercises** includes the following types of training: practical classes; group classes; group exercises; laboratory work; exercises; maintenance of military equipment and weapons, etc. among them, a special place is occupied by role playing games<sup>30</sup>, practice and command post exercises. The method is focused on the development of

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<sup>27</sup> Developing Leaders of Character, The West Point Leader Development System, United States Military Academy West Point, New York, 2018. URL: [https://s3.amazonaws.com/usma-media/inline-images/about/g5/2019\\_Developing\\_Leaders\\_of\\_Character.pdf](https://s3.amazonaws.com/usma-media/inline-images/about/g5/2019_Developing_Leaders_of_Character.pdf)

<sup>28</sup> Ягупов В. В. Військова педагогіка та психологія : підручник: у 2 ч. Ч. 1: Військова педагогіка. Київ, 2023. Т. 1. С. 182.

<sup>29</sup> Ягупов В. В. Неімітаційні активні методи навчання. *Вісник Дніпропетровського університету. Серія: Педагогіка і психологія*. 2000. Вип. 5. С. 78–85.

<sup>30</sup> Ягупов В. В., Костриця Н. М., Свистун В. І. Ділові ігри в підготовці фахівців до управлінської діяльності : навч.-метод. посіб. Київ, 2005. 53 с.

practical leadership skills, as well as the implementation of the obtained knowledge in leadership behavior and activities, as well as on consolidation, deepening and systematization of practical leadership knowledge.

**The method of demonstration** includes the following types of training: demonstration and illustration, which include such didactic techniques as observation in the form of personal demonstration of these or other techniques and actions to subordinates; demonstration of actions of individual servicemen and units; demonstration of natural and figurative means of visualization. Leadership behavior of academic staff is a powerful visual example for cadets.

**Methods of diagnosis and self-diagnosis** include the following types of training sessions: individual control interview; survey; written work; testing; quizzes; self-control; exam; test, etc. This method helps to identify the levels of leadership competence formation, find out the shortcomings of the educational process and ways to overcome them, and make certain necessary and timely adjustments to it. In order to emphasize this method, we suggest to refer to the scientific article “Advances in leader and leadership development: A review of 25 years of research and theory” emphasizes the importance of evaluating leadership development initiatives, which presents the most current scientific views on the design, analysis, and interpretation of evaluation studies. It is consistently argued that any leadership development initiative should include an evaluation component. Unfortunately, this caveat is often ignored in practice, which is why diagnostic and self-diagnostic Methods should help researchers and practitioners engaged in leadership development by providing well-grounded advice on how to more fully integrate evaluation into their interventions, and why this is critical<sup>31</sup>.

**The method of self-study** includes self-study with issued sources; self-study and learning of educational material, self-study of additional information on the Internet, etc. This method is the basis of all other methods for training cadets, with the help of which they independently strengthen, systematize and enhance previously obtained theoretical and practical knowledge, improve practical skills, abilities and capabilities, master new ones, as well as form and improve skills and abilities of joint combat activities with other military personnel<sup>32</sup>.

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<sup>31</sup> David V. Day, John W. Fleenor, Leanne E. Atwater, Rachel E. Sturm, Rob A. McKee, Advances in leader and leadership development: A review of 25 years of research and theory, *The Leadership Quarterly*, Volume 25, Issue 1, February 2014, Pages 63-82. URL: <https://www.sciencedirect.com/science/article/abs/pii/S1048984313001161>.

<sup>32</sup> Ягупов В. В. Військова педагогіка та психологія : підручник: у 2 ч. Ч. 1: Військова педагогіка. Київ, 2023. Т. 1. С. 184–185.

As for NATO's experience, the monograph "U.S. Army Self-Development: Enhancer or Barrier to Leader Development?", which clearly emphasizes the importance of self-development and that in order to achieve professional excellence, leaders must embrace a lifelong learning approach that integrates formal education, hands-on operational experiences, and targeted self-directed learning. This comprehensive strategy ensures the development of critical components leader competence while addressing gaps that formal education and practical experience alone cannot fill. By maintaining this commitment to continuous growth, leaders enhance their ability to adapt to evolving challenges and sustain their effectiveness across diverse roles and environments<sup>33</sup>.

All these mentioned above teaching methods ensure the initial leadership knowledge formation, practical leadership skills, abilities and capabilities of future officers, and also stimulate the value-motivational, cognitive, emotional and sensual activity of future officers to leadership behavior and activities in the educational process of higher military education institutions and form the basis of leadership competence.

III stage – *diagnostic and resultative* (the purpose of this stage is to diagnose the levels of leadership competence of future officers, that is to find out their readiness, ability and willingness to act in non-standard difficult situations in both peacetime and wartime).

We emphasize that without creative, but contextual implementation of the main types of training and teaching methods, it is impossible to systematically form the leadership competence of future officers, which are contextually adapted to the author's comprehensive contextual methodic.

## CONCLUSIONS

The author's own comprehensive contextual methodic for the leadership competence formation of future officers – specialists in physical culture and sports in the process of professional and pedagogical training in higher military education institutions has been developed.

It has been determined that the introduction of the author's integrated contextual methodic into the educational process will ensure the leadership competence formation of future officers and will facilitate the enhancement and systematization of theoretical knowledge and practical leadership skills, abilities and capabilities regarding their leadership behavior and activities as a future physical training and sports supervisor of a military unit.

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<sup>33</sup> Maj Milford H. Beagle, Jr. U.S. Army, Monograph "U.S. Army Self-Development: Enhancer or Barrier to Leader Development"?, School of Advanced Military Studies United States Army Command and General Staff College, 2003. URL: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=74be7a4cc763d5797f39ad2ac577c688e8d793f8>

The effectiveness of the author's comprehensive contextual methodic for the leadership competence formation of future officers will be improved by introducing a special course "Leadership Competence of Future Officers – Specialists in Physical Culture and Sports" into the educational process.

## **SUMMARY**

The article presents theoretical aspects related to the development of the author's comprehensive contextual methodic for the leadership competence formation of future officers – specialists in physical culture and sports in the process of professional and pedagogical training.

The scientific views of Ukrainian and foreign researchers on the concept of "methodology" are analyzed and summarized, and the author's definition of the concept of "author's comprehensive contextual methodic for the leadership competence formation of future officers in the process of professional and pedagogical training" is proposed.

The research methodology includes: theoretical analysis of national and foreign scientific publications; generalization and interpretation of theoretical and empirical data; development of the author's comprehensive contextual methodic for the leadership competence formation of future officers. This methodic covers the guiding idea, basic principles and types of training sessions and, necessarily, the means of pedagogical influence in order to form their leadership competence in the process of professional and pedagogical training. The necessity of introducing a special course "Leadership Competence of Future Officers – Specialists in Physical Culture and Sports" is grounded.

The content of the special course includes the following topics:

Topic 1. Future officer, commander-leader, specialist in physical culture and sports: position and function in the system of combat training in a military unit.

Topic 2. Leadership behavior and activities of an officer, commander-leader, specialist in physical culture and sports as a subject of military professional and professional activities in both peacetime and wartime.

Topic 3. Leadership competence of future officers as a component of their military professional competence.

Topic 4. Methodic of leadership competence formation of future officers as subjects of leadership activity in the process of professional and pedagogical training

It is identified that the author's integrated contextual methodic for the leadership competence formation of future officers can be implemented in three stages, as follows: value-motivational; cognitive-behavioral-activity-based; diagnostic and resultative.

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