

PEDAGOGY

Fundamentally new model of preparation of future officer

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Abstract: In modern terms the problem of preparation and rational using of future officers acquires actuality with knowledge of essence and conformities to law of management, professional possibilities of officer that owns thorough professional knowledge, has developed intellectual flairs, perfect professional abilities, professional consciousness, creative thinking, by abilities to bring up and send the personnel of subdivision to effective implementation of official duties, mobilizing and integrating them individual reason, aspiration and interest. The modern stage of development of Ukrainian Armed Forces requires preparation of highly skilled specialists capable effectively to execute a task on purpose and to support the proper level of alertness. The change of looks and introduction of the new going near preparation of soldiery specialists bring in substantial corrections in the program of educational disciplines, that it is represented in substantial practical constituent, created terms for retraining and improving training of soldiery specialists.

Keywords: *model, components, future officers.*

The optimal functioning of the difficult system, including educational process, is determined by reliability and efficiency of work of all her mechanisms (components), and work of every component must be reliable and effective. Without intercommunication each of components on the basis of requirements to maintenance, aims and tasks of studies it is impossible to provide the necessary level of preparation of military specialists. Each of components called to decide all independent, specific and general tasks of studies, taking into account certain connections with other components of educational process, regardless of his importance and tasks, that founds a certain result. The optimal and concerted functioning of the departmental teaching provides purposeful acquisition of knowledge, abilities and skills for future officers [1].

Taking into account requirements to quality of preparation of future officers a necessity appears for created single, integral and continuous system of education with realization of logical conformities to law of educational process. It is necessary to present the new model of preparation of future officers and those basic structural components by means of that it is possible to organize quality and effective preparation fundamentally. For this purpose it follows to take into account experience of realization of anti-terror operation, the best experience of preparation of specialists of foreign armies, experience of conduct of wars and military conflicts, modern requirements that stand before higher school, and create terms for the effective mastering of knowledge, abilities and skills necessary for quality preparation and successful activity in the certain area of knowledge.

A term "model" originates from the Latin word "modulus", that a "measure" means and has many values: a recreation, or the reflection of object, intention, description or evaluation that represents, imitates, recreates principles of internals, or functioning, certain properties, signs or descriptions of research object. The variety of the activity related to forming and use of model understands under a design. The first from determinations concept "model" was given by G. Claus, as a reflection of facts, things and relations of certain industry of knowledge as more simple as more evident material structure of this area or other area [2]. V. A. Shtoff determines a model as set or materi-

ally realized system that represents or recreates a research object, ability to substitute for him so, that her study gives new information about this object [3].

Scientific researches of design process in different industries of education it was begun to draw on yet from 60th of XX of century, although in other spheres they were founded and spread considerably before, especially in exact sciences. In pedagogical science a design can be used differently, depending on an aim and tasks of research. A model can execute various functions: applied, demonstrative, organizational (plan-model), research (used as an instrument of cognition). In some cases a model is a connecting link between a theory and practice, by basis for practical verification of own suppositions, interpretation of knowledge [4].

A model always operates idealizing constructions and does not have any reasons of consequence connection with an object-prototype unlike the theory of this object. Basic properties of model is a subject (a man selects those properties after that she answers an original); double nature of models (in the process of cognition substitutes for an object, keeps here some important for a researcher lines and becomes the object of direct research); transformation models (with her it is possible to do that it is impossible with an original, and also possibility of transformations is most fundamental and informatics side of design method); model (she more compact to the original and that is why comes forward as an alternative of physical experiment, recreates a research object in the simplified form) compactness and model informing as to the means of cognition.

A model we examine as a conceivable system that represents or imitates certain properties, signs and descriptions of research object, principles of him internals or functioning.

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In opinion of M. Mogarov and G. Boichenko [5], a design is a scientific method of scientific research that is widely used in pedagogical science. He is considered to one of the hardest processes of design, education and educational establishments belong to that.

J.K. Babanskyi marks that the use of design methods assists organization of knowledge about the investigated object or phenomenon, specifies on the ways of the most integral description, finds out all existent copulas between components and exposes potential for forming of integral classifications. [6].

A design has the basic stages: finding out main problems, goal, determination of tasks and their decision setting; being of quantitative expression of quality maintenance of that or other process; count and comparison of results, variants of placing of components of the system, their co-operation.

In our research a research object presents certain complication of search decisions that is expressed in the construction of model in relation to the system of military education. Possibility of transference of information is opened by analogy from a model to the prototype. Herein essence of one consists of specific methods of theoretical level-method of design.

A model concept in our research we understand as logical presentation of the investigated object with the aim of clear determination of components that enter in the complement of object, connections between them, and also features of functioning and development of object. As an object a future officer that exists in an educational environment comes forward in our research.

Structural components in our model come forward as basic descriptions of the pedagogical system they lead to the fact of their existence and distinguish from other un-pedagogical systems: having a special purpose, semantic, judicial, effective evaluation.

Having a special purpose envisages the study of going near understanding of aims as ideal, consciously pre-arranged result of educational-educator process in relation to his actions and terms. It is traditionally accepted to consider that the ultimate goal of professional preparation of students is a transmission of certain knowledge and professionally-personality competences of improving during becoming of him as an officer.

Gaining end is determined by adequacy of presentations of teacher of educational establishment to conformities to law and character of development of psychological processes, becoming and change of him the emotional state and correlation of connections. The aim of educational-educator process is determined as concrete description of cognitive activity of cadets (students).

An aim determines facilities of pedagogical communication under act of that she is arrived at. Every aim answers concrete facilities of management of educational activity, psychological processes and emotionally-intellectual state, to controls and monitoring after the lev-

el of their achievement, and also to facilities of self-control.

A semantic component includes for itself professional knowledge, abilities and skills, and also professional properties of personality, that determine the orientation of educational-educator process on the whole, forming of experience of creative activity during implementation of official duties. In the process of studies his maintenance that comes forward to one of the fixed assets of development of future officer will be realized. Gain knowledge with traditional approach is an irrefutable value, but it does not declare identity fully and results in an orientation on a middle teacher and other negative consequences.

Today the personality-oriented going takes on the special significance near the studies of future officers. It first of all satisfies the general, spiritual, cultural and vital necessities of personality of cadet (student), his development through mastering of maintenance of education.

A next component of model is judicial. He includes for itself the stages of activity in relation to forming of readiness of cadets (students) to future professional activity, future officer-leader, to the officer-leader.

The judicial component of our model uses both traditional and unconventional forms of studies and realized by facilities, complex of methods, organizational forms of studies, and also carries out step-by-step activity of this process.

An Estimate-effective component in psychological and pedagogical literature distinguishes the row of methods that can be used for the evaluation of results of preparation of future officers. These methods in the general initial checking system are orientated on a graduating student and him future professional activity. They allow to educe imperfection of professional preparation, show to the students the basic directions in-process from the exposure of defects, objectively to estimate his capabilities and level of mastering of the program on completion of the duty stage (to the division) of preparation.

All structural components of our model in the real process do not exist it is isolated, they operate as a single integral system. Every component is integrated in the single system at the level of professional activity of future officer.

The components of our model are sent to forming and development of professionally-important internals and competences of future specialist through the system of lines and hard mediated influences. System they consist of reasons, main target in a general view, accumulation of official and vital experience, subject of objective relations and others like that.

The system of reasons represents composition of sphere of necessities of future officer and level of her realization. Every individual person during a professional increase forms unique inherent only hierarchy of necessities that he realized only part of them. Unrealized necessities require the pleasure through assimilation with necessities realized. Therefore in the process of the life and professional increase a man at the same time allegedly lives in two systems: the real system of actual necessities, importance of that can be not realized in reasons, and realized system of reasons that have for a man different meaningfulness and form the special hierarchical structure on a certain criterion. These systems can be close to each

other, then behavior of man, her separate acts are successive enough, does not conflict with each other, but reasons, that they are predetermined, clear both for her and for other.

The system of aims providing envisages the orientation of man to activity. It determines the spheres of reality, those that have most personality sense for it. The individual choice of these spheres is also predefined by actual for a future officer necessities and reasons, however direct connection is not here. Unrealized necessities create specific tension, source and character of that a man can define not always. Aiming to realize or take off this tension, at rational level can add a different having a special purpose value to the actions. Many aims can be set to her from outwardly, through external pressure, and also through borrowing of stranger ideas, inheritance and capture of formally-role-play structure society or acceptance of professional tasks. Needs can be realized through different aims, similarly different necessities can answer the same aim, aims form the new system that has an own hierarchical structure also.

With the accumulation of vital and official experience in a man forms the certain set of templates, stereotypes, vital scenarios, original models, standards with that she compares the real objects or vital circumstances, their function - to fill with typical, stable maintenance aims, that is put by a man, and ways of their achievement. Characteristically, system of standards and facilities of the structure also very individual. Standards can be complete,

exactly and thinly differentiated, hard or maximally simplified, only drawn in general contours, emotionally supported or neutral, with predominance of vivid or verbal components. Connection between the system of standards and activity also can be hard, conservative, and can be widely enough varied.

System integration is a subject and object of relations, consider one of too difficult. Not everybody can come forward as the real subject by an active, initiative center, creator of own life and professional activity. Subject as assuming of responsibility for own life, ideas about the surrounding world and position in him, aspiration of maximally complete embodiment of individual potential is all directly destroys individualities on such important integral index, as a level of subjective control. Possessing the internal motives, realization of own responsibility for the course of life, expectation of happiness as result of own activity, all of it is arctic verges of display object-subject relations.

Effective and effective forming of professional readiness of future officer maybe on the basis of model that pushes claims to all elements and components that included in this composition, modifies and transforms them in accordance with the specific.

A model allows to walk up to preparation as to the integral process during that there is co-operation between scientifically-pedagogical workers and cadets (students), and sent to mastering of knowledge, abilities and skills, necessary for effective implementation official duties.

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