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**Educational Studios:
Theory and Practice**
Monograph

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3.3. PREPARATION OF CADETS TO COLLECTIVE INTERACTION IN THE COMBAT SITUATIONS AS THE CONDITION FOR FORMING THEIR READINESS TO PROFESSIONAL SELF-REALIZATION

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Abstract. *The article focuses on the need to increase the readiness of future of-ficers to professional self-fulfillment by preparing for a collective interaction in teaching and service activities. The essence of collective interaction in the cadets' environment and importance of such experience in the emergency conditions is revealed. The pedagogical principles of cooperation in the process of carrying out educational and service tasks by future officers, their acquisition of knowledge and skills of collective interaction are revealed. It was found that the training of cadets for collective interaction in combat situations should include the assessment of the collective mental*

states of the subjects of the educational process, the use of instrumental-competitive educational-role-playing games in the study of educational disciplines, the organization of exercises to improve their military-applied physical training. Examples of tasks for training of students for collective interaction in the emergency conditions of professional activity are given.

Key words: *professional training, cadets, higher educational establishments with specific learning conditions, collective interaction, cooperation, pedagogical principles.*

The external threat to the security of the state borders and the complicated internal political situation in the country impose special requirements for the system of military professional education on the training of a developed personality of a competent military specialist capable of acting in an emergency. At present, it is planned to carry out a reorganization and increase the efficiency of the Armed Forces of Ukraine, which in turn poses increased requirements for the training of future military specialists. According to the statutory norms of the strengthening of military discipline and the prevention of offenses in higher educational institutions with specific conditions of studying is due to the observance of the lawfulness and performance of cadets norms of law in everyday life and in the performance of educational and service tasks; ensuring the maintenance of internal order, preservation of life and health of personnel, creation of safe conditions of service during special training, exploitation of equipment and weapons, domesticities; prevention of criminal and administrative violations, extraordinary events, disciplinary offenses. The effectiveness of the implementation of educational and service tasks is ensured by a properly organized collective interaction between the cadets. It can be explained by the fact that the specifics of law-enforcement activity involves not only joint accommodation in the barracks, but also the collective acceptance and implementation of the set professional tasks.

According to the analysis of scientific literature [1-3; 4-10], researchers mainly draw attention to the study of the moral and psychological state of the military, which, in their view, provides for the fulfillment of military and combat tasks in an emergency. It should be noted that scientists devote insufficient attention to the pedagogical aspect of forming the personality of a serviceman, his preparation for collective interaction in the extreme conditions of professional activity.

Researchers, as a rule, pay attention to the formation of the professional orientation of future officers in the process of professional training (V. Bohuslavsky, L. Zheleznyak, O. Cherkashin); development of personal and professional qualities of the personality of the cadets - organizational skills, leadership skills (A. Vidai, O. Makovsky, A. Pozhidayev), formation of interpersonal relationships in cadets' collective (I. Antonov, V. Bogdanov, V. Penkov).

However, attention is not paid to the conditions of formation of cadets' readiness for professional self-realization in higher educational institutions with specific educational conditions, in particular the study of general issues of training of cadets for collective interaction in combat situations. Taking into account the above, let's outline the problem of preparing future officers for collective interaction in

combat situations as a condition for their readiness for professional self-realization and put forward the hypothesis that the level of readiness of the cadets for professional self-realization will increase if we organize the collective interaction between them in the educational and service activities.

Statement of the purpose of the article is to reveal the significance of the collective interaction of cadets for the qualitative performance of educational and service tasks; to outline the essential issues of training of cadets for collective interaction in combat situations and to give examples of collective interaction of cadets, through which their readiness for professional self-realization is formed.

Research methods. Theoretical methods (analysis, studying, generalization of scientific literature on the subject of research, own pedagogical experience) to reveal the essence of the problem and identify ways to solve it, put forward the hypothesis and its proof, exercises as a method of identifying and shaping the experience of the behavior of cadets.

According to I. Ostrovskaya-Bugaichuk [5], in the process of training cadets for fighting, it is necessary to take into account the difficulties that are taking place in the modern battle. The psychological factors of the scientist include: danger, suddenness, military trick, disguise, lack of time and reliable information, unprecedented complexity of the management of troops, responsibility for the decision and its implementation, discomfort, special destructive information and psychological effects. In such circumstances, the officer must have the ability to manage the subordinates properly, not to lose the fighting spirit, to show a personal example under conditions of the combat task, to have a good command of his combat specialty, to win the respect and trust of the subordinates. Considering the opinion of the researcher, we can add that the personality of an officer is formed in the process of professional training, which must ensure his readiness for professional self-realization in all situations, as well as to overcome the difficulties in combat situations.

In the course of training cadets, according to the scientist S. Ishchenko [1], it is important to focus future officers on the assimilation of humanistic values (life as the main value of the existence of man and society, kindness as the ability to favor people, bring joy and pleasure, sincerity in relationships; respect as the ability to reveal, develop the best qualities of a person; compassion as the ability to deal with understanding, with pity to the experiences of man, his concerns; justice as the ability to behave in an unbiased manner and act in accordance with moral and legal norms of society, the conscience as a type of human behavior in accordance with moral and ethical human community), learning skills of personnel, as well as self-development and self-improvement in military affairs.

The consensus of O. Tohuchinsky [8], which considers moral attitudes as an appeal to the moral values presented in the ideals, meanings of life and activities, which underlie the activity of each person and constitute the internal source of its self-development, is consistent. It is these values, in the opinion of the scientist, that define "human in man": moral self-esteem (ability to reflect); criticality (experience of own experience); self-determination (personal, cultural, moral,

professional); autonomy (the limits of internal independence); self-organization (the ability to self-superimpose moral meanings); mediation (correlation of own experience with the moral values of respect for the person, his rights, freedoms).

However, in the scholarly works of S. Ishchenko, O. Toguchinsky, the study of the values of the collective interaction of cadets and the understanding of the significance of such values for the execution of combat missions were neglected.

On the basis of the semantic analysis of the terminological basis of the study, we will clarify the essence of such concepts as: "interaction", which means "co-operation; mutual connection of certain features due to interconnection, interaction [4, p.188], "collective" - "a set of people, united by a joint activity, common interests; staff, special warehouse, team; a group of people associated with joint labor in one organization, institution, enterprise "[4, p.856], "emergency - which can not be postponed; urgent, urgent; which was not foreseen; unexpected; urgently used, issued "[4, p.639]. Taking into account the work of O. Marchenko [3] On the peculiarities of the educational environment in higher education institutions with specific educational conditions, we will use the term "collective interaction in cadets' environment", which means the joint execution of educational and service tasks by future officers within the framework of statutory relations, which provides an reaction and behavior experience under the conditions of emergency professional activity.

The pedagogical foundations of such interaction are the purpose, tasks, requirements, methods, forms of pedagogical influence on the personality of the cadet, control and evaluation of those positive changes that take place in the cadets' team. The purpose of collective interaction is the self-realization of each individual through the prism of collective thought and joint fulfillment of educational and service tasks, and the tasks are to identify cadets' of motivation to law enforcement activities, perfection of professional abilities and personal qualities, construction of interpersonal statutory relations.

Definition of this purpose is to be clarified. The peculiarities of self-actualization of the cadets are that the results of their work are constantly evaluated by the team. In general, evaluation characteristics are reflected in the authority of their judgments, actions. Significant influence on the statutory relationship carries a collective mood, the presence of cadets in the team of leaders. Under the influence of collective thought, future prosecutors are aware of their potential opportunities. There are 3 stages of collective evaluation. They are: informal, that means initial discussion of new information in small groups of servicemen who enjoy special confidence; a broader, but it is also informal discussion of new information that confirms or excludes authenticity of primary information and an official discussion of the information that is important for the collective and the adoption of a collective decision.

The effectiveness of collective interaction is influenced by the motivation of future officers. Scientist I. Platonov [6], studying the structure of personality motivation in law-enforcement activities, identified such motives as: 1) socially significant motives of activity; 2) the dreams of the profession, the ideals of the rights of

the law enforcement officer; 3) professional interests, aspirations; 4) the motives for the development and self-perfection of the person in law enforcement activity; 5) the reasons for the content of law enforcement activities, services in the internal affairs bodies; 6) motives, which are formed in the conditions of previous vital activity of the person (during service in the Armed Forces of Ukraine, work, training); 7) the motives of the material nature; 8) social guarantees and benefits as motives for choosing the profession of law enforcement officer; 9) the motives of the prestige of the profession; 10) motives of a utilitarian nature. Positively evaluating the results of I. Platonov's research, let us outline our own point of view. In the extreme conditions of professional activity, servicemen seek to overcome obstacles and solve official and combat tasks, wishing to show themselves in favor of a common cause. That is why we should support the motives of the collective interaction on the basis of mutual understanding and mutual support among the cadets.

An essential pedagogical requirement for the formation of the experience of collective interaction in cadets' divisions is the identification and elimination of factors that interfere with the self-realization of the individual. The study refers to the results of the study [2] and the following factors that disassociate the team: weak state of health personnel, lack of initiative from the military, low self-discipline, unskilled work of psychologists, reducing the effectiveness of information and psychological impact on the person composition, insufficient logistical support, lack of combat experience and authority of commanders, ignorance of the commanders of the individual qualities of the subordinate personnel, reduction of education his level of personnel.

The uncertainty about the effectiveness of collective action by military personnel is due to factors such as: insufficient training of managers, uncertainty of personnel in their weapons, uncertainty of the personnel in their forces, lack of collective goals, solidarity and reciprocity, uncoordinated action of units (platoons, divisions), lack of patriotism, low self-discipline, insufficient logistical support, tendency to lose control of subordinate units.

Cadets' training for collective interaction in combat situations should include assessment of the collective mental states of the subjects of the educational process, the use of instrumental-competitive educational role-playing games in the process of studying educational disciplines, organization of exercises to improve their military-applied physical training (O. Tkachuk, V. Yagupov, L. Yakubovskaya). As V. Yagupov points out, for the assessment of the collective mental status of servicemen it is necessary to conduct:

- generalization of individual mental states and the allocation of general, typical, characteristic of the majority of military personnel;
- detection of the department's relation to the tasks, which are solved according to the requirements determined by the officials, documents;
- analysis of public opinion and expression in it of the attitude towards the situation in the troops;
- assessment of the collective reaction to information, successes and disadvantages revealed during the performance of tasks of professional activity;

- characteristic of collective experiences (feelings, emotions, mood) caused by objective conditions of service (technical, hydrometeorological, social-psychological) and others;

- determination of the degree of satisfaction of the collective with common needs and interests;

- registration of collective actions, which indicate the level of combat recovery, enthusiasm, activity and psychological readiness to fulfill the task [9].

In the works L. Yakubovskaya [10] tells about the instrumental-competitive educational role-playing games that are used to form a high level of communication among cadets on the example of studying a foreign language. According to the scientist, such games keep the spirit of competition, stimulate the creative activity of cadets, promote the development of their initiative and emotional and value relationships. Instrumental-adventures games provide complete self-regulation and self-esteem of "playing teams", favorable psychological climate, high motivation of educational and cognitive activity, development of professional thinking, improvement of speech skills of future officers.

We are impressed by the opinion of O. Tkachuk [7], which offers cadets to perform exercises to improve their military-applied physical training. These exercises of increased complexity, with the elements of tactical and fire training, containing elements of novelty, associated with large and prolonged physical and neuropsychological loads, especially in conditional combat, require a rapid change in the situation, help to act accurately and confidently under conditions of physical and neuropsychological stresses. Such exercises are appropriate during the simulation of combat situations, contribute to overcoming the fear of cadets and their uncertainty.

Let's give examples of tasks for forming the experience of collective interaction of cadets, which we use in practice. 1. Formation of the psychological characteristics of the personnel of the training group for one of the military (cadets) of the team with further determination on which of them is written characteristic. 2. Training exercises aimed at the interaction of military personnel (cadets) in the team. 3. Adoption of the decision of the commander and display it graphically on the map. 4. Equipment position of the department. 5. Modeling of the professional situation in the military translation lessons.

Conclusions and results. We have put forward a hypothesis, the essence of which is that increasing the level of readiness of future officers to professional self-realization should be through preparation for a collective interaction in teaching and service activities. The results refer to the essential provisions of collective interaction in the cadets' environment and outline the significance of such experience in an emergency. The scientific achievements are, as we have found, the pedagogical principles of cooperation in the process of fulfilling the educational and service tasks of future officers, their acquisition of knowledge and skills of collective interaction. It is recommended for the training of students for collective interaction in combat situations to include an assessment of the collective mental states of the subjects of the educational process, the use of instrumental-compet-

itive educational-role-plays in the process of studying disciplines, the organization of exercises to improve their military-applied physical training.

Prospects for further research. Prospects for further research are theoretical substantiation and introduction of pedagogical conditions for the formation of the experience of the collective interaction of cadets.

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3.4. VOCATIONALLY-ORIENTED TECHNOLOGIES OF PROFESSIONAL TRAINING IN EDUCATIONAL INSTITUTIONS

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O. Naboka

Abstract. The article expounds and substantiates the theory and methodology of applying the vocationally-oriented technologies for professional training. Previous studying the problem of vocationally-oriented technologies of training in the native and foreign investigations has been analyzed and on the basis of academic literature