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Contextual Methodology of Formation of Diagnostic Competence of Future Officers – Specialists of Physical Training and Sports in the Process of Professional-Pedagogical Training

Summary

The article is devoted to the theoretical substantiation of contextual methodology of formation of diagnostic competence of future officers – specialists of physical training and sports in higher military educational institutions. Scientific approaches of foreign and domestic scientists to the concept of “methodology” are analyzed and generalized and the author’s definition of the concept “methodology of forming diagnostic competence of future officers – specialists of physical training and sports in the process of professional and pedagogical training” is proposed.

Research methods: theoretical analysis of scientific literature; generalization and interpretation of the obtained theoretical and empirical data; design of contextual methodology of diagnostic competence formation. It contains the leading idea or principle, goals, objectives, stages, content, methods, methodological techniques and means of its formation in the process of professional-pedagogical education. The importance of introducing the special course “Diagnostic competence of future officers – specialists in physical training and sports and its formation in higher military educational institutions” is revealed and substantiated. It synthesizes, systematizes and concretizes the content of all their professional-pedagogical competence on the implementation of their diagnostic function in their future position in the troops.

The content of the special course includes the following topics:

Topic 1. Future officer – specialist of physical training and sport: concept, content and structure as a subject of educational activity in higher military educational institutions.

Theme 2. Diagnostic activity of an officer – specialist of physical training and sport as a subject of military-professional activity in higher military educational institutions.

Topic 3: Diagnostic competence of officers – specialists of physical training and sport as a component of military-professional competence in military units.

Theme 4. Methodology of formation of diagnostic competence of future officers – specialists in physical training and sports as subjects of diagnostic activity in higher military educational institutions.

The following stages of method realization are defined: diagnostic-motivational; cognitive-activational; evaluative-resultant.

Keywords: diagnostic competence, head of physical training and sports, methodology, formation, stages, methods, means

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1. Introduction

During the time that has passed from the full-scale invasion of Russian troops on the territory of our state, the Armed Forces (hereinafter – AF) of Ukraine have demonstrated world examples of courage, fortitude, bravery and unity before the brutal aggressor. The practice of combat operations has shown that when servicemen are properly trained and prepared, they are effective in fulfilling their combat tasks, especially in the critical conditions of modern combat. Our defenders fight in extreme conditions, under great physical stress. That is why the physical training of future officers should be given special attention. Because the better physically prepared each serviceman is, the more effectively he will be able to fulfill combat tasks on the front line.

The most important aspect of the pedagogical system of military-professional training of future officers, including directly specialists of physical training and sports (hereinafter – FOPT&SS) is the formation of their diagnostic competence. That is why it is important to revise methodological approaches, theoretical foundations and modern techniques of its formation in them in the process of professional-pedagogical training in higher military educational institutions (hereinafter – HMEI). At the same time, we reasonably believe that it is necessary, first of all, to form diagnostic competence of future specialists of physical training and sports, it is one of the main conditions for their successful military-professional and professional activity. (Dubrovska, 2023, p. 220).

So, in order to find out the physical fitness and readiness of servicemen it is necessary to systematically, systematically and contextually diagnose them, and for this purpose it is necessary to purposefully form in them as FOPT&SS diagnostic competence in the process of professional and pedagogical training in higher education institution.

The aim of the article is the theoretical substantiation of the methodology of formation of diagnostic competence of future officers – specialists of physical training and sports in the process of professional and pedagogical training.

2. Analysis of scientific sources on diagnosing the physical fitness of servicemen

Analysis and systematization of scientific sources on diagnosing the physical fitness of various categories of specialists by assessing their physical condition in the university were analyzed by O.E. Semenova, V.M. Afonin (Semenova, 2010, p. 129–131), S.V. Antonov (Antonov, 2004, p. 6–10) was engaged in controlling the physical fitness of athletes in shooting, dynamics of physical fitness under the influence of purposeful development of physical qualities – O.T. Kuznetsova (Kuznetsova, 2004, p. 179–184), formation of methodical preparedness of university cadets in the process of physical training – A.P. Petruk (Petruk, 2017, p. 256–261), assessment of maximal strength and power endurance in the bench press – V.V. Mikhailov (Mykhailov, 2010, p. 64–75).

According to the results of analysis and generalization of methodological and specialized literature we found out that the problem of methodology of formation of diagnostic competence was dealt with by such scientists: G. A. Gats – future teachers of physical culture (Hats, 2010), C. M. Martynenko – formation of diagnostic competencies in future teachers (Martynenko, 2012), E.D. Anokhin, D.S. Grishchenko, S.M. Zembrovsky (2019), A.M. Olkhovoy (Olkhovyi, 2005), S.V. Romanchuk (Romanchuk, 2010), Y.S. Finogenov, B.V. Yagupov (Yagupov, 2000) – improving the control of physical fitness levels of servicemen. In modern scientific research there are various scientific approaches to diagnosing the levels of physical fitness of servicemen in the Armed Forces of Ukraine (A.A. Baldetsky (2019), S.F. Kostiv (2019), D.V. Pogrebnyak, A.V. Petrachkov (2019), V.I. Svistun, V.V. Yagupov (Yahupov, Svystun, Pohrebniak, 2021) and others). B.V. Yagupov and O.M. Kirichenko solve the problem of developing a methodology for the formation of diagnostic competence of future officers in the process of professional and pedagogical training (Yahupov, Kyrychenko, 2021), and V.V. Yagupov and S.M. Zhembrovsky substantiate a promising system of diagnosing physical fitness of Ukrainian Armed Forces servicemen and give its theoretical and methodological justification (Yahupov, Zhembrovskiy, 2020).

Thus, the analysis and generalization of scientific and methodological literature has demonstrated, on

the one hand, that scientists are interested in the problem of diagnosing in physical training of various categories of respondents, and on the other hand – the lack of development of a methodology for the formation of diagnostic competence of FOPT&SS in the process of their professional and pedagogical training in the conditions of modern warfare, which is taking place in our state.

First of all, it is necessary to define the concept of “methodology” and “methodology of formation of diagnostic competence in FOPT&SS”, and after that to justify the main elements of the contextual methodology of its formation. The analysis of scientific sources indicates the presence of different scientific approaches of scientists to the understanding of the concept of “methodology”. Thus, in the dictionary of foreign words methodology is “a set of interrelated methods and techniques of expedient and effective implementation of certain work. The doctrine of teaching methods of a certain science, subject” (Bybyk, 2005, p. 367). Methodology, according to S.M. Morozov and L.M. Shkaraputa, is “a section of pedagogy that studies and compiles the rules and methods of teaching any educational subject. Generalization of experience, ways, methods of implementation of any task” (2019, p. 354).

Scientists give a fair enough definition of the methodology of developing “...diagnostic competence of future doctors of philosophy as a set of the main stages of its development. They, in turn, consist of appropriate principles, methods, methodical techniques, means and organizational forms of their training as future subjects of diagnostic activity in the system of higher military education. They will contribute to the development of their values and motivation, theoretical and practical diagnostic knowledge, skills, abilities and abilities, professionally important diagnostic qualities as subjects of pedagogical activity in the higher military education institution” (Yahupov, 2000, p. 508).

We interpret the concept of “methodology” as a set of conceptual idea, leading principles, main stages, types of training sessions, methodical techniques and means, “...with the help of which an increasingly deep cognition of various pedagogical problems and their solutions are realized” (Kyrychenko, 2001, p. 84).

So, the methodology of formation of diagnostic competence of FOPT&SS in the process of their professional

and pedagogical training in a military university is a set of conceptual ideas, leading principles, main stages of its formation, consisting of methods, content (values and motivation, theoretical and practical diagnostic knowledge, skills and abilities to diagnostic activity), types of training sessions, methodical techniques and means of their diagnostic training as future chiefs of physical training and sports in military units.

3. Methodological approaches and principles of the methodology of formation of diagnostic competence of FOPT&SS

The effectiveness of any methodology depends on compliance with the requirements of the corresponding methodological approaches, on which a certain methodology is based. In our methodology such approaches are systemic, subject-activity, competence and contextual approaches to the formation of FOPT&SS diagnostic competence in the process of professional and pedagogical training in higher education.

The system approach to the formation of FOPT&SS diagnostic competence provides for the integrity of its formation. Its essence lies in the systemic view of its formation as a complex psychological and pedagogical phenomenon. Will allow to understand and reveal the essence of our contextual methodology as a system, a set of certain elements and stages. The essence of the system approach in our methodology consists in its perception as a holistic ordered methodological system – a set of ordered leading idea, principles, main stages, methods, types of training sessions, methodical techniques and means of its formation. Where the mastered knowledge is based on new knowledge and creates an ordered set of elements for mastering other diagnostic knowledge, formation and improvement of new diagnostic skills and abilities as a cognitive-activity component of the diagnostic competence of FOPT&SS.

In this regard, our methodology has the following components:

- leading idea, which is formulated on the basis of compliance with the basic requirements of modern methodological approaches to the formation of diagnostic competence of FOPT&SS;
- the purpose and tasks of its formation;
- principles of its formation;

- main stages of its formation;
- the content of its formation;
- subjects of its formation – military pedagogues and cadets as FOPT&SS;
- methods, types of training sessions, methodical techniques and means of its formation.

Subject-activity approach to the formation of diagnostic competence of FOPT&SS, which provides unambiguous perception of subjects as teachers and cadets in their activities, creative maintenance of subject-subject relationship between them in the process of formation of diagnostic competence. This approach is focused on the figure of the cadet as a subject of educational and future diagnostic activity (Yahupov, 2023), on its formation as a subject of diagnostic activity (Yahupov, 2021).

Such an attitude to our methodology ensures the formation of FOPT&SS as a subject orientation of their diagnostic competence, as well as the subject of diagnostic activity. Unfortunately, in education it prevails that – a pupil (cadet, listener) remains an object of educational influence from the side of teachers, and not a subject of educational activity. Each of them should be a subject of the educational process, a subject of learning activity, an active figure in the system of subject-subject relationships in the military-pedagogical environment of a military educational institution of higher education. Accordingly, in such relationships there is the formation of FOPT &SS as a specialist of physical training and sport in military units – the subject of diagnostic activity.

The competence approach to the formation of FOPT &SS diagnostic competence is basic in our study, since in the pedagogical aspect its formation occurs primarily according to its leading ideas and requirements. In this regard, the most important thing for us is to creatively and at the same time contextually form all the main components of this competence, among which the most important are value-motivational, cognitive and methodical, which are the main fixers of its formation.

The contextual approach to the formation of diagnostic competence of FOPT&SS provides for the creation of such pedagogical conditions that are as close as possible to their job responsibilities, as well as the reproduction of pedagogical situations that directly take into account their future diagnostic activity as specialists of physical training and sport in military units.

In order to achieve the best result of the goal of our study, such pedagogical conditions are created in which each FOPT&SS uses their existing (acquired) experience in situations related to their future diagnostic activity. The contextual approach is realized through a system of active and traditional teaching methods; which provide for lectures, seminars, quasi-professional situations, presentations, slides, practical exercises, discussions, etc.

According to the requirements of these methodological approaches, it is advisable to observe a number of basic principles in our methodology.

The principle of systematic and consistent formation of diagnostic competence, which provides for the systematic reproduction of the logical sequence between the forms and methods of its formation in FOPT&SS. That is, to provide a logical sequence of stages of assimilation of diagnostic knowledge, formation and consolidation of diagnostic skills, abilities and abilities; as important components of their diagnostic competence.

The principle of subject-subject interaction – subject-subject interaction between cadets and teachers in the military-pedagogical process, aimed at the purposeful formation of the subject of diagnostic activity.

The principle of objectivity is manifested in the comprehensive consideration of factors, in finding adequate research approaches and means to obtain true knowledge about the formation of diagnostic competence. Cognition of phenomena occurs by studying their objective manifestations in the process of diagnostic activity.

The principle of accessibility and individual approach – provides for the observance of the basic rules “from simple – to complex”, “from known – to unknown” taking into account the levels of formation of their individual military-professional, professional and diagnostic preparedness; as subjects of physical education and sport in the military environment.

The principle of contextuality – special attention is paid to the goals, content, methods, techniques and means of forming diagnostic competence in FOPT&SS, as future subjects of diagnostic activity in the sphere of physical education and sport, military personnel with simultaneous observance of the principle of visibility – “from live contemplation to ab-

stract practical thinking and subsequently to practice". Contextuality implies the practical orientation of the formation of their diagnostic competence, which consists in the creative "transfer" of theoretical knowledge to the practical plane – to practical diagnostic activity.

So, on the basis of analysis and generalization of pedagogical practice, various scientific approaches to military-professional and professional training of future specialists; we offer a context method of forming diagnostic competence, which is implemented through the use of a special course "Diagnostic competence of future officers – specialists in physical training and sports and its formation in HMEI" (Dubrovskaya, 2003, p. 496).

The main purpose of the methodology is the purposeful formation of diagnostic competence in FOPT &SS, as an important component of their military-professional activity; as future subjects of physical education and sport in the Armed Forces of Ukraine, ensuring the effectiveness of professional activity, as future chiefs of physical training and sport in military units. As a result of realization of the methodology the following results should be obtained:

- formed values and motivation regarding their diagnostic activity; as future chiefs of physical training and sports in military units;
- diagnostic knowledge has been formed; as future chiefs of physical training and sports;
- formed diagnostic skills and abilities; as future specialists of physical training and sports of military personnel;
- professionally important diagnostic qualities were formed; as a subject of professional activity in general and as a subject of diagnostic activity, in particular;
- formed professional subjectivity; as a future subject of diagnostic activity in military units.

Accordingly, to solve them it is necessary, firstly, to motivate cadets as FOPT&SS to form their diagnostic competence; on the basis of modern methodological approaches as subjects of military-professional activity, including directly diagnostic activity; secondly, to form and systematize professional diagnostic knowledge, to form diagnostic skills, abilities, abilities as FOPT&SS, which are necessary for their future successful diagnostic activity; thirdly, to form professionally important diagnostic; qualities as a fu-

ture subject of diagnostic activity – head of physical training and sport in a military unit; fourthly, to teach cadets to perceive themselves as a future subject of diagnostic activity – head of physical training and sport in the process of professional activity.

Consequently, their consideration contributes, on the one hand, to the achievement of the goal of the methodology – the formation of diagnostic competence of FOPT&SS, and on the other hand, to the specification of the tasks of its formation according to the leading ideas of modern methodological approaches to their professional and pedagogical training. We have emphasized the following tasks:

- education and formation of value-motivational diagnostic qualities of FOPT&SS, as future subjects of diagnostic activity – chiefs of physical training and sport in military units;
- formation of the system of theoretical and practical knowledge, which is necessary for future subjects of diagnostic activity – chiefs of physical training and sport in military units; for realization of their diagnostic function;
- formation and improvement of diagnostic skills, skills and abilities of each cadet, as a future subject of diagnostic activity – head of physical training and sport in military units with the help of contextual teaching methods, and their integrated manifestation should be formed practical thinking as future subjects of diagnostic activity and at the same time as a military professional – an officer of the Armed Forces of Ukraine;
- formation and improvement of professional subjectivity of each cadet as a future subject of diagnostic activity – the head of physical training and sport in a military unit, with the help of subject-activity teaching methods.

We can notice that all the tasks are interrelated and, accordingly, they influence the formation of each component of the diagnostic competence of FOPT &SS, in the process of their professional and pedagogical training.

4. Stages of the methodology of formation of diagnostic competence of FOPT&SS

The methodology will be realized in three stages – at the diagnostic-motivational, cognitive-activational and evaluation-result stages.

Stage 1 – diagnostic-motivational, which is aimed at stimulating cadets to purposefully form their diagnostic competence; including a set of realized values, motives and motivation for diagnostic activity as FOPT&SS (Dubrovskaja, 2003, p. 497). And for this they should realize the values and motives of forming their diagnostic competence as a future chief of physical training and sport in a military unit.

Stage 2 – cognitive-activity – provides contextual methodological activities for the cadets to master the content of diagnostic activity; as future officers, which is necessary for them to form diagnostic skills and abilities; as future chiefs of physical training and sport in military units. This stage provides for the realization of the special course “Diagnostic competence of future officers – specialists in physical training and sport and its formation in the Air University of Higher Education” (Dubrovskaja, 2003, p. 498), provides an opportunity to systematize and consolidate practical knowledge and transfer it to the practical plane.

The course content includes the following topics:

Theme 1: Future officer – specialist of physical training and sport: concept, content and structure as a subject of educational activity in the university.

Topic 2: Diagnostic activity of an officer – specialist of physical training and sport as a subject of military-professional activity in military units.

Topic 3: Diagnostic competence of officers – specialists of physical training and sports as a component of military-professional competence.

Topic 4: Methods of forming the diagnostic competence of future officers – specialists in physical training and sports as subjects of diagnostic activity in the process of professional and pedagogical training.

The special course begins with an introductory training session aimed at activating the learning activity of FOPT&SS and determining the levels of formation of components of their diagnostic competence; as subjects of diagnostic activity. Future officers are

offered a test to identify the levels of formation of general knowledge in their specialty, the basic provisions of diagnostic and professional activity as future subjects of physical education and sport of servicemen.

For their study and mastering in the methodology different teaching methods and types of training sessions are used. And expediency of application of this or that method and a particular type of training session in each particular stage in the topic and methodological case is ensured by observance of the following requirements.

- correspondence of the set educational task to the theme and methodological concept of a certain type of training session because each type of training session should ensure not only the effectiveness of cadets’ learning activities, but also have a direct educational influence on them;
- to provide educational character of each type of training session; as each of them should provide not only knowledge acquisition, but also form and develop values and motivation of diagnostic competence formation; to form professionally important diagnostic qualities purposefully;
- to meet the principles of problem, subject-activity and contextual types of training sessions for the formation of diagnostic competence of future officers – specialists in physical training and sports as subjects of diagnostic activity in the process of professional and pedagogical training;
- correspond to the specifics of their future professional activity, including directly diagnostic;
- correspondence of the main types of training sessions and means of formation of diagnostic competence to individual and group preparedness, both for each individual cadet as FOPT &SS, and for the whole training group as a group subject of educational activity;
- provision of creative actualization of pedagogical potential and professional skills of each teacher as a subject of pedagogical activity, i.e. each teacher uses such teaching methods and types of training sessions that take into account individual peculiarities of teaching the educational material to them and provide the best

quality of learning information assimilation by cadets;

- variety of applied methods of forming diagnostic competence of future officers – specialists in physical training and sports; as subjects of diagnostic activity in the process of professional and pedagogical training: creative, but at the same time contextual use in practice of all teaching methods provides the best quality of assimilation of diagnostic knowledge, formation of diagnostic skills and abilities.

Stage 3 – evaluative and resultant – is aimed at determining the levels of formation of diagnostic competence of FOPT&SS (Dubrovka, 2003, p. 499). The effectiveness of this stage depends on the extent to which they formed diagnostic skills, skills and abilities as future physical training specialists – subjects of diagnostic activity in the troops (tab. 1).

Formation of their diagnostic competence is impossible without the main types of training sessions; which are contextually adapted in the methodology of formation of diagnostic competence of future offi-

cers – specialists in physical training and sports in higher education institution, which occurs in stages.

In the methodology we use all methods of FOPT &SS training in the process of professional and pedagogical training: “The method of physical education of future specialists is ... a set of methodical techniques, methods and means of joint, ordered and interrelated activity of teachers and students (cadets), aimed at mastering by future specialists the system of knowledge on physical education; formation, development and improvement of professionally important physical qualities, skills, abilities and abilities necessary for successful professional activity and healthy lifestyle. We believe that each method combines homogeneous ways and methodical techniques, as well as appropriate means of joint activity of teachers and students (cadets), and the nature of realization of the leading methodical technique on a particular type of training session determines the name of a particular method, for example, practical” (Yahupov, 2023, p. 330). Our methodology uses contextually all methods of teaching and physical education of FOPT&SS

Table 1
Stages of the methodology of formation of diagnostic competence of FOPT&SS in the process of educational and scientific training

Stage	Purpose	Objective	Methodological techniques and means of formation	Type of study sessions
diagnostic and motivational	To stimulate cadets to purposefully build their diagnostic competence as FOPT&SS. To consolidate their values and motivation for diagnostic activities	Stimulation of cadets for purposeful formation of diagnostic competence. Purposeful formation of values and ideals of diagnostic activity in them as future chiefs of physical training and sport in a military unit by means of assimilation of ethical norms.	Conversation, discussion, explanation, solution of quasi-professional tasks, presentations, slides, practical exercises, discussions, self-individual and diagnostic work for evaluation. Means of teaching: teaching aids, methodical materials, textbooks, test tasks, physical exercises	Lectures, seminars, group classes
cognitive-activity	Formation and deepening of diagnostic knowledge, formation of practical skills and abilities of diagnostic activity.	Mastering the content of diagnostic activity as future chiefs of physical training and sports in military units. Systematization and consolidation of theoretical, methodological and practical diagnostic knowledge; formation of diagnostic skills and abilities. Participation in diagnostic research	A variety of exercises and quasi-professional tasks to deepen knowledge and consolidate practical diagnostic skills and abilities.	Lectures, seminars, group, practical and independent studies. Using in practice their diagnostic skills and skills in the process of training practice.
evaluative and resultant	Determination of levels of formation of diagnostic competence as FOPT&SS	Stimulation to improve diagnostic competence as FOPT&SS	Criteria for assessing the formation of diagnostic competence of FOPT&SS. Methodological techniques for assessing the levels of its formation	Questionnaires, testing, solution of quasi-professional tasks

in the process of their professional and pedagogical training in the university.

The method of oral presentation of the educational material studied is the most common of their teaching methods, which is divided into lecture, story, conversation, explanation. We use it to comprehend new educational material of diagnostic direction, combining theory with diagnostic practice. At training sessions, problem questions should be posed in such a way that the answers require detailed reasoning, certain proofs and comparisons from the cadets. Gradually increase the complexity of answers, resulting in better assimilation of new knowledge. Varieties of stories, explanations, narrations and lectures are primarily oriented to mastering theoretical and practical knowledge regarding future diagnostic activity.

The method of discussion of educational material provides solution of such educational and educational tasks: systematic repetition, deepening and consolidation of diagnostic knowledge, including various types of seminars, discussions, brainstorming, intellectual warm-up, analysis of a specific situation; implementation of assessment of diagnostic knowledge in FOPT&SS on separate sections and topics of the curriculum.

Visual methods (demonstration, illustration) are used in our methodology in interrelation with verbal and practical methods, primarily to confirm verbal interpretations, and their specific feature is the formation of observation in future FOPT&SS. Illustrating – showing objects, processes of diagnosing physical fitness and readiness of servicemen.

Practical methods are aimed at forming diagnostic skills and skills of applying the acquired knowledge in diagnostic practice. For their formation it is necessary to use all types of practical classes. But they should be adapted to their professional and military-professional activity, an important component of which is diagnostic activity as future chiefs of physical training and sports in military units. Practical methods are designed to form diagnostic skills and abilities, they are also focused on consolidation, deepening and systematization of practical diagnostic knowledge.

At the same time, it is necessary to pay considerable attention to independent work of cadets, in the process of which they consolidate the knowledge,

practical skills and abilities obtained at lectures, seminars, group and practical classes.

Special attention in our methodology is paid to the methods of control and self-control of cadets, which are designed, on the one hand, to solve specific problems (to provide external feedback (teacher's control) and internal (self-control of the cadet), to obtain general information, the generalization of which enables the teacher to make the necessary adjustments in the course of the educational process in general and the formation of diagnostic competence of FOPT&SS, in particular, and objective diagnostics gives arguments for and correction of the content, forms, methods and means of pedagogical and training activities in general and formation of the diagnostic competence of FOPT&SS in particular; and on the other hand, it forms in practice the culture of conducting diagnostic activities among cadets and makes them feel the influence of such activities on other servicemen.

All these training methods are transformed into the content of their future diagnostic activity. Their orientation is to provide diagnostic orientation of cadets' training and stimulate their creative subjective style of learning activity; as FOPT&SS in the process of realization of our methodology. In brief: cadets find themselves in situations maximally close to the real future diagnostic activity. And in the process of such training sessions the environment of professional activity of FOPT&SS is modeled. For this purpose, various methodological techniques and means are used: modern software, teaching aids, quasi-professional professional situations and others.

So, to the main types of training sessions we offer conversation, lectures, discussion, explanations, group, seminar and practical classes, solution of quasi-professional tasks, training practice, control, examinations, where presentations, slides, discussions, individual and diagnostic work are widely used.

We offer teaching aids, methodical materials, textbooks, multimedia teaching aids, test tasks, physical exercises.

Together they constitute the methodological basis of the author's methodology of formation of diagnostic competence of FOPT&SS under which we understand the leading idea, basic principles, application of means of pedagogical influence oral presentation of material, demonstration, group, seminar and prac-

tical classes, independent work and control at the main stages of their diagnostic training in HMEI. This methodology is realized by means of a special course, the main purpose of which is the purposeful formation of diagnostic competence and preparation for diagnostic activity; as professionals in the field of physical training and sport, that is, the practical ability to realize their diagnostic function as FOPT&SS (Dubrovskaya, 2003, p. 497).

They should be able to use their diagnostic skills in practice; be able to diagnose the results of physical fitness and readiness of servicepersons for military professional activity; which is predominantly the content of their professional activity.

5. Conclusions

The contextual methodology of forming the diagnostic competence of FOPT&SS in the process of professional-pedagogical training in higher education institution is proposed, which we suggest to realize in three stages – diagnostic-motivational, cognitive-activity and evaluation-result. Under the stage we understand a period of time and a set of educational and training activities aimed at the formation of their diagnostic competence. Each of the stages has its own goal, objectives, main methods, methodological techniques and means, as well as types of training sessions.

It was found out that the teacher should skillfully use in practice modern methods and means of training to form the diagnostic competence of FOPT&SS.

It is proved that for its formation an important task in higher education institutions is to develop and implement an appropriate contextual methodology, which will contribute to the formation and consolidation of values and motivation of diagnostic activity; theoretical diagnostic knowledge, formation of diagnostic skills and abilities, professionally important diagnostic qualities, which form the basis of their diagnostic competence. It is suggested to realize the methodology in three stages. The effectiveness of the methodology can be increased by introducing the special course “Diagnostic competence of future officers – specialists in physical training and sports and its formation in the HMEI” in the professional-pedagogical training of FOPT&SS in the professional-pedagogical training.

The prospect of further research should be considered the conducting of the forming experiment and statistical processing of its results.

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