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Pedagogical Conditions for the Formation of Methodical Competence of Future Officers – Specialists in Physical Culture and Sports in the Process of Their Professional Training

Summary

It can be confidently stated that the military-professional activity of the chiefs of physical training and sports in the Armed Forces is complex, multifaceted and multifunctional, which is not limited to their functional duties. We took into account the experience gained during the war and the feedback of specialists in the field of physical culture and sports.

Future officers-specialists in physical education and sports should not only be able to implement their official competencies, but also to perform the tasks set before them by combat activity in the course of a full-scale war.

The purpose of the article is to define and substantiate the organizational and pedagogical conditions that will positively influence to the formation of methodical competence in future officers (commanders) and specialists in physical education and sports.

During the analysis of the scientific literature, the main aspects of the implementation of organizational and pedagogical conditions in the process of training military specialists were established. These aspects ensure high-quality and effective formation of methodological competence among future officers – physical culture and sports specialists in the Armed Forces of Ukraine during their professional training. We also conducted an expert evaluation. The experts were chosen according to certain requirements

– combat experience, a candidate of science degree, a doctor of philosophy or a doctor of science, and more than 10 years of experience in training future officers. With the help of expert assessment and analysis of scientific literature, organizational and pedagogical conditions were defined and justified, which will ensure the improvement of the quality and efficiency of the formation of our psychological and pedagogical phenomenon. The first condition is the purposeful formation of professional and methodical qualities in cadets as future officers (commanders) and specialists in physical culture and sports. The next is the availability of modern interdisciplinary methods for the formation of methodological competence among future officers-specialists in physical culture and sports of the Armed Forces of Ukraine in the process of their professional training. It is also important to use objective criteria and indicators for diagnosing the levels of methodological competence formation in future officers-specialists in physical culture and sports. The final condition is pedagogical modeling of the formation of methodological competence in future officers-specialists in physical education and sports.

Keywords: organizational and pedagogical conditions, methodical competence, future officers, physical culture and sports, formation, training

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1. Introduction

In the conditions of a large-scale war, there is a pressing need to ensure the Ukrainian Armed Forces with military professionals. In military units, the immediate preparation of servicemen for combat is the responsibility of the heads of physical training and sports. Therefore, the quality of personnel training depends on their readiness and ability to find and use new methodologies, methods, tools, and technologies for training in accordance with the needs of modern warfare. The heads of physical training and sports of the Armed Forces of Ukraine are trained in higher military educational institutions, which are the first to respond to the needs of units regarding military professionals. Primarily, this is possible through improving the content and system of professional and specialized military education. Taking into account the experience gained during the war and feedback from experts in the field of physical culture and sports, it can be confidently asserted that the complexity, versatility, and multifunctionality of the military-professional activities of the heads of physical training and sports in the military go beyond their functional duties. Future officers-specialists in physical culture and sports must not only be able to implement their job competencies but also to solve tasks posed by their service. Considering the above, as well as analyzing professional and military literature, indicates the necessity of purposeful formation of their methodical competence, which is one of the elements of their professional competence and will help them answer questions such as “How?”, “In what way?”, “In what manner?”, “In what sequence?” and will also enable them to choose the necessary principles, organizational forms, methods, techniques, technologies, methodical approaches, and means of training for servicemen of various types and branches of the military (Kyrpenko, 2023, p. 186).

2. Analysis of recent research and publications

The formation of methodical competence of future officers-specialists in physical culture and sports depends on specific circumstances. I. Belikov rightly notes that “the specific circumstances of the training of future physical culture and sports specialists in the

Armed Forces of Ukraine are related to their narrow professional specialization, saturated military-professional training, the presence of special conditions for the functioning of a military university, as well as the fact that they are influenced by other factors of military professional education” (Belikov, 2023). Therefore, it is important to supplement the system of their professional training with special organizational and pedagogical conditions for the formation of their methodical competence.

Our analysis of scientific psychological and pedagogical literature indicates a large number of both domestic and foreign scientists studying the necessity and importance of implementing pedagogical conditions in higher education institutions. They are needed to create special conditions for the purposeful formation of the necessary types of competences of the future specialist in accordance with world standards, time requirements, personal, professional and professional needs.

It is also worth noting that the problem of studying pedagogical conditions for the formation of methodical competence in the training of future professionals, officers, and directly specialists in physical education and sports has not been sufficiently investigated. The works are devoted to the problem of substantiating pedagogical conditions: Yulia Zakharchyshina (pedagogical conditions for training officers of the Armed Forces of Ukraine for socio-cultural activities in peacekeeping missions (Zakharchyshina, 2011)); Tatyana Novikova (pedagogical conditions for the formation of socio-cultural values of future border guards in the process of professional training (Novikova, 2013, p. 146)); Sergii Kostiv (justification of the pedagogical conditions for the development of psychophysical endurance of future military management professionals in the field of defense at the operational-tactical level (Kostiv, 2020)); Dmytro Pogrebnyak (justification of the organizational and pedagogical conditions for the development of professional competence of the chiefs of physical training and sports of the military units of the Armed Forces of Ukraine in the postgraduate education system (Pogrebnyak, 2021)); Olga Nazola (pedagogical conditions for improving the quality of teaching foreign languages to cadets of higher military educational institutions (Nazola, 2005)); Valentina Svystun (pedagogical conditions of professional training of

personnel in production (Svystun, 2012, p. 34)); Ruslan Torchevskiy (pedagogical conditions for the development of managerial culture of future masters of military administration in the postgraduate education system (Torchevskiy, 2012)); Vadym Shemchuk (pedagogical conditions for the development of management thinking of future masters of military management in the postgraduate education system (Shemchuk, 2012)); Roman Bakumenko, Vasylyy Yagupov (requirements of modern methodological approaches to organizational and pedagogical conditions for the development of professional competence of information and analytical support specialists (Bakumenko, Yagupov, 2020)). Also important for conducting our research are scientific works: Vasylyy Yagupov (methodological foundations of the competence approach to the professional training of reserve officers (Yagupov, 2019, p. 328); John Raven (competence in modern society (Raven, 1984)); Ihor Bloshchynskiy, Grygoriy Hryban, Konstantyn Prontenko and others (the relationship between students' motivation for physical education classes and their level of physical fitness (Bloshchynskiy etc., 2019); Jurgita Raudeliūnienė, Živilė Tunčikienė, Ramunas Petrusevičius (assessment of competence of military specialists in the Armed Forces of Lithuania (Raudeliūnienė etc., 2013).

The study and generalization of various scientific sources shows that scientists do not have a clear definition of the concept of "pedagogical conditions". So, for example, Oleg Derevyanko defines pedagogical conditions as a certain set of circumstances that ensures the educational and educational process, and must also take into account the subject's motives, interests, and abilities, regarding the effective implementation of his professional activity (Deveryanko, 2013). This definition indicates the author's lack of a clear understanding of the essence of the concept of "pedagogical conditions".

Also, the problem of pedagogical conditions was solved by Andrii Lytvyn, who rightly noted that organizational and pedagogical conditions directly affect the entire educational process and enable effective management of it in accordance with the assigned tasks. He also noted that the main function of pedagogical conditions is the organization of training and education activities, which will systematically and purposefully affect the results of training, education and self-development of the individual, due to the

implementation of a certain concept of educational activity, and will also allow the use of modern or innovative methods, tools, technologies and pedagogical experience of teachers for more effective and better education and upbringing of those who study (Lytvyn, 2014).

Hrebenyuk Leonid determined that under the concept of pedagogical conditions we consider those circumstances that are purposefully created in the process of education and upbringing and ensure the most effective course of the process of forming the necessary psychological and pedagogical phenomenon (Hrebenyuk, 2019).

Kostiv Sergii quite reasonably determined that pedagogical conditions should be understood as a complex of measures of the educational process in higher education, which determines the most appropriate and effective forms, methods and means and a set of pedagogical relationships that provide the most favorable pedagogical environment for the formation and development of a certain pedagogical phenomena (Kostiv, 2017).

Pogrebnyak Dmytro defines the concept of "organizational and pedagogical conditions" as a set of favorable organizational and pedagogical circumstances in higher education, which are consciously created by the organizers of the pedagogical process for the development or formation of the necessary pedagogical phenomena (Pogrebnyak, 2018).

3. The main research material

The analysis, systematization, and specification of scientific sources allow us to conclude that the pedagogical conditions for the formation of methodological competence of future physical culture and sports officers should be understood as a set of optimal organizational and pedagogical measures at a military university. These conditions provide a favorable organizational and pedagogical environment for the formation of their methodical competence in the process of professional and pedagogical training.

It should also be taken into account the following initial data for substantiating the pedagogical conditions for the formation of methodological competence of future officers-specialists in physical culture and sports in the process of their professional training in a military educational institution:

- specifics of their methodical activity as subjects of military administration in military units;
- the structure of their methodical competence, taking into account the specifics of their implementation of their methodical function;
- available methods, methods and means of forming their methodical competence;
- the organizational and pedagogical potential of the university regarding the improvement of the pedagogical system regarding the purposeful formation of their methodological competence as future organizers and managers of physical training and sports of military personnel in the military unit.

To ensure the effectiveness of professional training, it is necessary to substantiate a number of pedagogical conditions that will influence the formation of methodological competence among future officers-specialists in physical culture and sports in the process of professional and pedagogical training.

In the process of reasoning the relevant pedagogical conditions, it is important to take into account and highlight interdisciplinary connections in their professional-pedagogical training, since such training of specialists in the Armed Forces of Ukraine is, in our opinion, a combination of military-professional and professional disciplines that make their high-quality methodical training possible. In this regard, they should contain and cover the main aspects of their methodical training – methodological, theoretical and applied-practical.

The methodological aspect contains leading ideas and basic principles, with the help of which their methodical competence is formed. It is important to consider and adhere to the requirements and principles of the following methodological approaches:

- systemic (observe the requirements of purposefulness, structure, functionality and context);
- axiological (based on the concept of “value” and should satisfy the needs of both the future specialist and teachers, as well as include common ideas, needs and motivations in the form of value norms and a value ideal);
- competence (formation of not only theoretical thinking, but first of all practical – professional and pedagogical – thinking as an officer and teacher; it also orients the subjects of the edu-

cational process to the education of motivational, ethical and behavioral spheres, is responsible for the formation and development of professionally important qualities of future specialists) (Yagupov, 2019);

- contextual (the specific context is the future military-professional, including directly their methodical activity);
- subject-activity (the future specialist must be a subject of methodical activity and ready for subject-subject interaction with other subjects of military-professional and methodical activity in the military unit, and he must also be a subject creative methodical activity for the successful implementation of its methodical function) (Kyrpenko, 2023).

The theoretical aspect includes the goals, content and result not only of the military-professional activity of future officers-specialists in physical culture and sports, it should also correspond to their future methodical activity in the troops as subjects of military administration.

The applied-practical aspect determines the main techniques, methods, means and technologies of forming methodical competence in our subjects. It is conditioned by the availability of a modern educational and training and informational base, the necessary material support that will meet the requirements of today, and, on the other hand, by the specifics of their future military-professional and methodical activities. At the same time, this aspect is very relevant during the conduct of a full-scale war, since military units and units constantly change the place of deployment, which is characterized by the difficulty of providing the necessary material base for high-quality training (Kyrpenko, 2023).

In the process of substantiating pedagogical conditions, the above-mentioned methodological aspects were taken into account, and we also used the method of expert evaluation. Conclusions of a group of experts who were asked to rank the pedagogical conditions presented by us in the order of their influence on the formation of methodical competence in the process of their professional training. To ensure the validity of the results obtained by this method, the selected experts must be carefully selected in accordance with their expert training, professional and professional competence, work experience in the relevant

field, as well as their critical practical thinking as a subject of military management and a clear understanding of the proposed problem (Yagupov, 2019). Equally important is the fact that the principle of anonymity was followed, which helps to make it impossible for a group to discuss the issue of our organizational and pedagogical conditions.

The results of the expert evaluation and the analysis of the scientific psychological and pedagogical literature make it possible to draw a conclusion regarding the increase in the effectiveness of the formation of methodical competence in the process of their professional and pedagogical training in the presence of the following pedagogical conditions:

1. *Targeted formation of professional and methodical qualities in cadets as future officers (commanders) and specialists in physical culture and sports.* By this condition, we mean the creation of a certain special course of study at the university, which will be aimed at the purposeful formation of important individual and mental qualities in our students, which directly affect their future activities in the army. This course can be both a separate discipline and included in several existing ones. It is also intended to consolidate interdisciplinary ties in the system of their professional training. It should be comprehensive and include both military-professional training and methodical training. The result will be the acquisition of methodical knowledge, skills, abilities and readiness to implement methodical competence as a military leader. For the effective implementation of the special course, it is necessary to apply modern teaching methods, including with the help of information and communication technologies, which help to involve cadets in creative and conscientious educational and cognitive activities, a combination of modern methods and means of psychological and pedagogical influence on them (Yagupov, 2000). First of all, they should ensure the development of creative military-professional, including pedagogical thinking, activate educational and cognitive activities, the ability to come out of certain problem situations in a non-standard way. Cadets must learn to be proactive commanders and leaders. And this will ensure high efficiency when making important decisions, especially in non-standard situations that occur very often on the battlefield. Also, an important aspect is the ability to relate to the culture of professional-pedagogical

communication, which ensures subject-subject interaction in the process of implementing the methodical function by future officers. In addition, cadets should develop a certain method (consistency, systematicity, planning and logic), both in normal conditions and during their performance of combat or training-combat tasks.

2. *Modern interdisciplinary method of formation of methodical competence of future officers-specialists in physical culture and sports of the Armed Forces of Ukraine in the process of their professional training.* By such a method we mean a set of systematic methodical measures that will be introduced in their preparation. The method is in accordance with the requirements of the main methodological approaches – systemic, competence, axiological, contextual and subject-activity. According to these provisions, it is worth noting the main tasks that will face the interdisciplinary method:

- development of values and motivation for the formation of methodological competence in future officers-specialists in physical culture and sports during the period of professional training;
- formation of cadets' cognitive component of methodical competence as commanders, specialists in physical culture and sports, and chiefs of physical training in the troops (Kyrpenko, 2023, p. 46);
- purposeful formation of the elements of the professional and methodical component – methodical skills, abilities, abilities and readiness to implement and control measures of methodical activity (Kyrpenko, Yagupov, 2023, p. 187);
- formation of professionally important methodical qualities in them, which will help them in their future military-professional and methodical activities.

3. *Pedagogical modeling of the formation of methodical competence in future officers-specialists in physical culture and sports in a higher military educational institution* is an important pedagogical condition. It clearly and systematically reflects the main components of the formation of methodical competence and their connection from the goal to the result due to the clear construction and logical construction of inter-block connections. The main goal of creating a model is the opportunity to design the process of forming a psychological and pedagogical phenome-

non to identify options for increasing effectiveness and improving the educational process at the university. Such pedagogical modeling helps to correlate subject-subject interaction in the process of methodical training between military teachers and cadets. Pedagogical modeling makes it possible to reflect the methodological, theoretical or substantive, procedural and practical aspects of the formation of methodical competence in future officers-specialists in physical culture and sports in the Armed Forces of Ukraine during their professional training. The model should include the following main blocks: target-methodological, functional, subject, organizational-procedural, diagnostic-corrective and effective.

4. *The use of objective criteria and indicators for diagnosing the levels of methodical competence formation among future officers-specialists in physical culture and sports in the Armed Forces of Ukraine in the process of their professional training.* It is important to determine the criteria and indicators of formation assessment that would meet the methodological requirements of objectivity, context, reliability and sufficiency. They are necessary to reflect the real results of the formation of methodical competence, as well as the possibility of carrying out correction measures in the process of its formation. In accordance with the content and structure of methodical competence, we determined the following criteria:

- axiological-motivational (indicators – professional values and motives);
- intellectual (indicators – knowledge of the organization and implementation of methodical measures for the physical training of servicemen, professional and methodical knowledge to effectively solve joint military tasks, knowledge of modern methods, technologies, means and methods for increasing the level of physical fitness of servicemen of the unit);
- methodical (indicators – skills and abilities regarding the organization and implementation of methodical measures for the physical training of military personnel, professional and methodical skills and the ability to effectively solve joint military tasks, the ability to correctly and qualitatively make the necessary decisions, the ability to master physical education methods, the ability to apply modern methods and techniques to improve the physical fitness of personnel);

- psychological (indicators – organization, communication, methodical, initiative);
- reflexive (indicators – responsibility, reflexivity, professional subjectivity).

We also determined the levels of formation of methodological competence of future officers-specialists in physical culture and sports – low, sufficient, medium and high. All these components will help us to accurately and objectively investigate the result of methodical competence, as well as to carry out corrective actions in the process of its formation during their studies at the university.

The improvement of the educational process in the higher military educational institution and the purposeful formation of methodological competence in them will be facilitated by the implementation of the pedagogical conditions substantiated by us. In addition, it will help to create and consolidate interdisciplinary connections, which positively affect the overall result of military-professional training in general.

4. Conclusions

The scientific psychological and pedagogical literature on the problem of introducing pedagogical conditions into the process of training military specialists and physical culture and sports specialists in the Armed Forces of Ukraine was analyzed.

The methodological, theoretical and practical aspects of the formation of methodological competence among future officers-specialists in physical culture and sports during their professional training have been established.

Pedagogical conditions are defined and substantiated. They will positively influence the formation of methodical competence:

- purposeful formation of professional and methodical qualities in cadets, as future officers (commanders) and specialists in physical education and sports;
- the availability of modern interdisciplinary methods for the formation of methodical competence in the process of their training at a higher military educational institution;
- the use of objective criteria and indicators for diagnosing the levels of formation of methodical competence;

- pedagogical modeling of the formation of methodical competence in the process of their professional training.

5. Prospects for further scientific research

Creation and substantiation of a pedagogical model for the formation of methodological competence among future officers-specialists in physical culture and sports in the Armed Forces of Ukraine in the process of their professional training.

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