

PEDAGOGICAL AND ORGANIZATIONAL CONDITIONS FOR STEPWISE TRAINING OF FUTURE NAVAL FORCES OFFICERS

CONDIÇÕES PEDAGÓGICAS E ORGANIZATIVAS PARA O TREINAMENTO PASSO A PASSO DOS FUTUROS OFICIAIS DAS FORÇAS NAVAIS

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Abstract. Creating an effective system of military education is a key task for Ukrainian Armed Forces development, considering the challenges that determine this system state today. According to the Concept of personnel policy in the Ukrainian Armed Forces, problems and issues related to the training of military specialists remain unresolved. The aim of the research is to study the pedagogical and organizational conditions and the conceptual scheme development for the professional training orientation for the stepwise training of future Naval Forces officers of the Ukrainian Armed Forces. This evaluation study took a qualitative approach using descriptive methods. The data collection method uses observation and documentation. Observation is performed by observing, recording and searching for documents that support the program activities. Documentation of data collection methods documents or archives, including manuals/instructions, official reports, scientific papers and photographs of activities. Data analysis used descriptive, including data collection, reduction, presentation and conclusion. The authors proposed their version of the conceptual scheme development for the professional orientation of training in the stepwise training of future Naval Forces officers of the Ukrainian Armed Forces; highlighted requirements for the cadets training as future officers; and determined the reasons for the importance of developing a professional training orientation.

Keywords: pedagogical, organizational, conditions, implementation, stepwise training, future officers, naval forces

Resumo. Criar um sistema eficaz de educação militar é uma tarefa fundamental para o desenvolvimento das Forças Armadas da Ucrânia, considerando os desafios que determinam o estado atual desse sistema. De acordo com o Conceito de política de pessoal nas Forças Armadas da Ucrânia, os problemas e



questões relacionados à formação de especialistas militares continuam sem solução. O objetivo da pesquisa é estudar as condições pedagógicas e organizativas e o desenvolvimento do esquema conceitual para a orientação da formação profissional para o treinamento gradual dos futuros oficiais das Forças Navais das Forças Armadas da Ucrânia. Este estudo de avaliação adotou uma abordagem qualitativa utilizando métodos descritivos. O método de coleta de dados utiliza a observação e a documentação. A observação é realizada observando, registrando e buscando documentos que apoiem as atividades do programa. Documentação de documentos ou arquivos de métodos de coleta de dados, incluindo manuais/instruções, relatórios oficiais, artigos científicos e fotografias de atividades. A análise de dados foi descritiva, incluindo coleta, redução, apresentação e conclusão de dados. Os autores propuseram sua versão do desenvolvimento do esquema conceitual para a orientação profissional da formação no treinamento gradual dos futuros oficiais das Forças Navais das Forças Armadas da Ucrânia; destacaram os requisitos para a formação dos cadetes como futuros oficiais; e determinaram as razões da importância de desenvolver uma orientação de formação profissional.

Palavras-chave: pedagógico, organizativo, condições, implementação, formação escalonada, futuros oficiais, forças navais

1. INTRODUCTION

The readiness of future Naval Forces officers to defend the Motherland, to perform official duties in units and on ships provides the formation of a wide competencies range that the future officer acquires at different stages of the educational process. The competence-based paradigm of training future naval officers of the Ukrainian Armed Forces (that is, focused on the sphere of professional activity) is defined by the Strategy of the Naval Forces of the Ukrainian Armed Forces in 2035 (Barbina & Semichenko, 1996), which sets, in particular, the task of preparing a new generation of highly qualified, proactive military personnel; as well as by the Program "Naval Sailor-2035: Professionalism and Competence", which provides for a change in the personnel management system, which should make the naval sailor profession prestigious for young people, will allow retaining highly qualified personnel in military service, solve the problem of personnel loss, introduce the principles, approaches and values of countries NATO in the system of military education, to prepare a new generation of highly qualified, enterprising military personnel with developed leadership skills. At the same time, the system of higher education should prepare a military sailor so that he can perform his duties from the first day after his appointment, while the content of the training should correspond to the present, the change of programs should occur if necessary (Bobylev & Timoshenko 2018).

Literature review. Creating an effective system of military education is a key task for the development of the Ukrainian Armed Forces, considering the challenges that determine the state of this system today. According to the Concept of Personnel Policy in the Ukrainian Armed Forces, problems and issues related to the training of military specialists remain unresolved, in particular:

- the state bases for ensuring the quality of education have not been developed;
- state standards of educational activity and standards of higher military education have not been developed and approved;
- the standards for the number of cadets, students per one position of scientific and pedagogical workers do not meet modern conditions for the organization of military education;
- insufficient readiness of graduates on the practical implementation of tasks for the intended purpose;
- requires further improvement of the educational process in military educational institutions;
- requires the improvement of the content of training and advanced training of military specialists of all degrees of higher education in accordance with state requirements and considering the experience of combat operations in the areas of the anti-terrorist operation and in other military conflicts, in particular, in organizing combat training of military units and subunits, prompt decision-making in difficult conditions and the embodiment of the military units and subunits management during hostilities (Garashchuk, 2006).

The solution of these problems lies in further development of professional military education, in particular, the stepwise system of training naval officers of the Ukrainian Armed Forces, which requires

understanding the totality of requirements for the content and results of the universities' educational activities for each level of higher education within each specialty (Goncharenko, 2008).

In this regard, when developing the theoretical and methodological foundations for the gradual training of future Naval Forces officers of the Ukrainian Armed Forces in higher education institutions of Ukraine, it is necessary to identify the main pedagogical conditions that ensure the effectiveness of the training system, as well as its organizational capabilities.

An analysis of scientific sources (Gurin, 2017; Goncharenko, 2008) indicates that pedagogical conditions are considered to be the circumstances on which the productive pedagogical process of specialists' professional training depends, the totality of objective requirements for the training organization in order to solve the task pedagogical type.

So, pedagogical conditions determine the features of the educational process organization that determine it, in fact, these conditions are a system for implementing the education principles and the formation of didactic requirements for the educational process, the observance of which ensures its effectiveness. In this understanding, pedagogical conditions are the most fundamental aspects of the pedagogical process, form a list of patterns that determine its success, which are theoretically substantiated and practically confirmed.

Learning conditions, naturally interconnected, are formed between different elements of the military-pedagogical process. These conditions are an objective phenomenon that determines the education quality, giving the educational process signs of system city. One can identify and systematize these conditions by observing the best examples of training in educational institutions, they follow from the very essence of the learning process, from the guidelines, from the requirements, the observance of which ensures the education quality and the gradual training effectiveness of future naval officers.

Let us note that the stepwise system of training future naval officers of the Ukrainian Armed Forces is in itself one of the most essential conditions for the effectiveness of the higher military education reform, since it allows the implementation of the principles of advanced training, humanization (individualization), and continuity of education. Characteristic features of stepwise training, in particular, include adaptability to a quick response to the needs of the Navy of the Ukrainian Armed Forces for officers of various profiles; the possibility of implementing previously problematic pedagogical principles: individualization, differentiation, unification and specialization in the training of future naval officers of the Ukrainian Armed Forces.

In practice, the process of training officers of the Navy can be represented as a multi-stage system with a discrete training nature (out of these forms of training, one can recognize only commander training as a continuous learning process, but it begins to operate at the second stage of naval officers training). Sometimes there are significant time gaps between the stages of training, so there are contradictions between the integrity of the training process for naval officers and the result. The resolution of these contradictions is the basis of the training process content of naval officers of the Ukrainian Armed Forces, as well as the most important argument for concretizing the leading conditions for the effective implementation of the stepwise training of future officers.

At the same time, when studying the pedagogical and organizational conditions for the stepwise training of future officers of the Naval Forces, one should pay attention to the source base for their occurrence, focus on the general didactic conditions (defined by science and confirmed by practice) of stepwise education, as well as on the conditions clearly indicated in Concepts of the Ukrainian Armed Forces training.

Exploring the didactic conditions, we point out that a constant improvement in the quality of the pedagogical process should be the fundamental condition for organizing the stepwise training of future naval officers, as stated in the guidelines of military education (Eleventh Dziuba, 2014), in works (Durmanenko, 2012; Zabolotny & Zelnitsky 2020), in the development strategies of the leading Ukrainian military universities (Ezhova, 2014).

The very process of continuous improvement of the education quality consists in its constant improvement, which can be considered as an action aimed at improving the teachers' professionalism, the educational programs' quality, the (students) training quality, increasing the effectiveness and efficiency of the forms, methods and means used for this (Ivanchenko & Masliy 2018).

In this context, one should pay attention to the fact that, in accordance with the Decision of the Board of the Ministry of Defense of Ukraine "Reforming the system of military education and training, considering the requirements for the implementation of defense reform measures," the improvement of

the educational process and the training system are interrelated tasks, the relevance and need for fundamental changes which is confirmed by the results of combat missions by the Ukrainian Armed Forces during the anti-terrorist operation (Petruk, 2010).

In the context of improving the pedagogical process quality, one should consider an orientation towards the education continuity an equally important condition, when (as already noted), the bachelor's degree becomes the basic level of higher professional military education, and the master's degree is further performed based on the bachelor's degree. Accordingly, the masters' education is considered as an "advanced" multifunctional, independent, original cycle of military education, which has its own functions, purpose, content, forms and methods, and operates through the implementation of complex organizational and substantive connections. Professional training of masters acts in practice as an organic combination of teaching methods and pedagogical conditions that ensure the effectiveness of the methodology. This training is based on the competencies acquired by cadets during their studies at the first (bachelor's) higher education level (Dudka & Bondarina, 2014).

The direct condition of continuity contributes to the expansion of opportunities for an individual choice of the education content according to the appropriate educational and qualification level, considering personal abilities and interests; creating conditions for the full satisfaction of the educational needs of each individual.

This condition is ensured by the progress in mastering the educational program and the competence level of an officer-bachelor, while continuity shows itself in the new competence formation of an officer-master on their basis. It is implemented through educational programs that are interconnected, but different in complexity, focus, and depth, as a result of which a close relationship is formed between educational levels. At the same time, we note that the most important condition for the educational process continuity is the preservation of basic competencies at each new stage as a result of previous stages in order to create effective incentives for the advancement of the future officer in professional development.

This condition is achieved by building a single educational development space, and its observance during developing the professional competence of a future naval officer ensures the unity of theoretical and practical training, when the theoretical knowledge content at each stage of professionalization corresponds to the acquired practical experience and the degree of cadets' readiness for the conditions of service on various positions in the Navy of the Ukrainian Armed Forces, in research, scientific, educational institutions.

The condition of continuity is organically linked with the condition of integrativity, which determines the possibility of achieving the goals of quality education through the ability of the pedagogical system to provide cadets with the opportunity for comprehensive development in the professional field (Shevchenko, 2019). Integration as an essential characteristic of the competency-based approach refers to the process of establishing organic relationships between the cadets' educational activities during mastering the educational program at various stages of education, implemented in the form of educational and practical classes that combine theoretical and practical forms, preference for practice-oriented areas of study (Yavorskaya, 2013). This condition presupposes interdisciplinary cooperation of teaching modules and subjects and, in general, meaningful and structural-functional unity of the stepwise educational process in its educational context. This condition is based on the cadets' mastery of the basic scientific concepts, theories, concepts of the Naval Forces development; the formation of professional competence and the ability to implement a holistic process of education, development and training of personnel, followed by an analysis of the their own activities' results; development of professional abilities and qualities; formation of leadership abilities of future officers.

Integrity provides cadets with the necessary amount of knowledge at each stage of training, as well as the progress in the formation of general cultural and linguistic, information and communication competencies within a particular educational level. Compliance with this condition contributes to the formation of a value attitude towards the military profession, creates the prerequisites for cadets to acquire the necessary competencies of emotional and volitional regulation and readiness for their actualization in solving professional problems during military service.

At the same time, the condition of integrativity allows, firstly, to achieve a high level of interdisciplinary connections (military sciences, general mathematical, natural sciences, and language,

information and communication disciplines); secondly, integrativity is manifested in the structuring of the content of stepwise education and educational work as a single complex.

Considering the following condition, we note that, despite the differences in the training levels of future officers in the conditions of a stepwise education, one cannot ignore the requirement of fundamentality, which was formulated by W. Humboldt at the beginning of the 19th century. The scientist believed that the subject of such education should be the fundamental knowledge, which, firstly, is the achievement of fundamental science and, secondly, the knowledge that becomes the basis of scientific consciousness. Subsequently, this model of education received its practical implementation in the best universities of the world. In modern conditions of educational system development, "fundamentality" becomes a meaningful component of education, a factor of scientific validity and high quality of subject-scientific, professional, socio-humanitarian, linguistic, informational and general cultural training of future officers (Vasilina & Mayboroda, 2010; Shariati et al., 2013).

This condition is based on scientific knowledge as a tool for mastering fundamental ideas, concepts, laws, patterns, knowledge of the leading theories of military science and the main categories of psychology and military affairs. This condition provides cadets with systemic knowledge about the regularities of human relations with complex mechanisms and information systems using the interface, forms the necessary amount of knowledge about professionalization processes in the real theoretical and practical space of service in the subdivisions of the Naval Forces of the Ukrainian Armed Forces. This condition is ensured by mastering by cadets a complex of disciplines aimed at mastering by the cadet the theoretical (at the bachelor's level) and methodological (at the master's level) foundations of professional activity.

Regarding the stepwise training process of the future officer, the fundamental condition means providing basic scientific training as a resource for professional activities, as well as for continuing professional training, mastering a new level of professional competence at the master's level. Such a condition implies the need to include disciplines in the curriculum that provide basic training in unity with the highly professional and specialized training of future naval officers of the Ukrainian Armed Forces, and in this sense, the fulfilment of the condition of fundamentality is an important condition for ensuring the education continuity in the context of the future officers' stepwise training.

Further consideration of this problem requires considering the systemic nature condition of the educational process, which allows us to consider education as a system of interrelated elements (for example, education and upbringing), when the disappearance of any element leads to the destruction of the entire system. This system is constantly evolving in its interconnections, meaning that with public, social and scientific-technological progress, the educational system improves in structural, functional and organizational aspects. At the same time, this system is real (by origin), social (by substance), large (by the number of elements included in it), open (by the nature of interaction with the external environment), dynamic (by the basis of variability), purposeful (by the presence of goals), self-governing (on the basis of control) and, which is very important, complex (on the basis of determination). By dividing the system, one can study it in various aspects (Mayboroda, 2012; Jamalpour & Verma, 2022).

2. MATERIAL AND METHODS

This evaluation study took a qualitative approach using descriptive methods. The data collection method uses observation and documentation. Observation is performed by observing, recording and searching for documents that support the program activities. Documentation of data collection methods documents or archives, including manuals/instructions, official reports, scientific papers and photographs of activities. Data analysis used descriptive, including data collection, data reduction, data presentation, and conclusion or validation.

3. RESULTS

The essential characteristic of the system approach is the consideration of the studied independent components not in isolation, but in their interrelation and dynamics, which allows, within this approach, to identify the integrative system properties and qualitative characteristics of the system of stepwise training of future Naval Forces officers of the Ukrainian Armed

Forces. In this context, the training content of the future naval officer in accordance with the goals of the graduated education system (see paragraph 4.2) is to choose a system of pedagogical tools that increase the effectiveness of the educational process at each educational level, to constantly improve the elements of the educational system, to control its "behavior".

An important consequence of the consistency principle is the requirement of complementarity, compatibility, consistency of the system elements, when all components of the educational program - content, technologies, methods, etc. should ensure the achievement of the integral result of the educational process - the formation of a competent, qualified specialist. This condition, if it is observed, allows to single out integrative invariant backbone connections and components of the graduated system of education, to determine the directions for its improvement.

One can consider the above conditions to be a didactic basis of stepwise education. However, one should remember that the Concept for the training of the Ukrainian Armed Forces also provides clear guidelines for the fundamental conditions for the stepwise training of future naval officers, orients the officer training system to the conditions that are relevant for all educational levels, but may have certain disagreements, considering the goal of preparing bachelors and masters (Ilchenko et al., 2018). Let us consider these conditions and comment on them.

1. Professional orientation means compliance of the training goals and content with the specific tasks defined by military command and control bodies, military units (units, ships) in operational and combat plans for use, with priority given to practical training (on training grounds, weapons and military equipment, directly in the troops (forces), based on NATO standards and meeting the criterion of high efficiency at reasonable costs; while the future officers' training is organized according to the higher education standards of the relevant specialties, considering the experience of conducting the antiterrorist operation, changes in the forms and methods of conducting combat operations adopted by the armament new models of weapons and military equipment, and the introduction of NATO standards (Zabolotny & Zelnitsky 2020).

Like any pedagogical phenomenon, the cadets' military-professional training in higher educational institutions of Ukraine is a complexly organized and polystructural education. In higher education institutions in Ukraine, military professional training is designed to form a professionally competent military specialist, providing him with the opportunity to qualitatively perform official duties in accordance with his position, to ensure the effective functioning of the personnel management system in compliance with the needs and prospects for the Ukrainian Armed Forces development.

As Ilchenko et al., (2018), professional readiness can be considered at two levels: potential (preliminary, premature readiness of the future specialist for his chosen professional activity is formed) and situational (defines immediate professional readiness as the mobilization and functional orientation of the individual to solve specific professional tasks).

Therefore, one should understand the essence of ensuring the quality of officers' military professional training as the definition of the most effective organizational conditions for the educational process, focused on the needs of military practice ("on the solution of specific professional tasks") and their integration into a variable educational environment.

The creation of favorable organizational conditions for the training of future Naval Forces officers of the Ukrainian Armed Forces has not yet become the norm, but such a paradigm is already beginning to take shape. Analysis of scientific research (Jamalpour & Derabi, 2023; Yavorskaya, 2013) gives reason to assert that the organizational conditions the stepwise training of future officers include:

- providing conditions for the successful adaptation of junior cadets to study at a military university;

- further developing the educational process management system based on the development of conditions conducive to increasing its effectiveness;
- using interdisciplinary connections in the educational process;
- ensuring the motivation of cadets to improve the professional education level, individualization of the learning process, providing training according to individual plans; formation of self-management skills among cadets;
- designing the educational process by teachers with modern pedagogical technologies (information, computer) along with the use of traditional methods and forms of education;
- application of methods, means and forms of training typical for the military education of NATO countries, including active and interactive learning, simulation modeling, the advanced task method, situational and game methods; widespread use of individual and creative tasks, involvement of cadets in military-scientific and research work;
- increasing the objectivity of assessing the level of cadets' military training through the use of objective control procedures;
- orientation towards the stepwise formation principle of future officers' professionally significant qualities.

Such an approach to understanding the organizational foundations of the future officers' stepwise training gives reason to define the quality assurance of cadets' military professional training as the most important part of the stepwise pedagogical system, in which conditions are implemented that ensure high professional competence rates of future Naval Forces officers of the Ukrainian Armed Forces.

Considering military professional training from the standpoint of the pedagogical process, let us single out the significance of professional training proper in military professional education and in achieving its ultimate goal. Training forms and develops the practical skills of a future officer, necessary to perform official duties in difficult service conditions as part of crews and military units, ensures the adaptation of an officer to the conditions of service activities and, in addition, by its results affects its self-development and self-education of an officer. Education and training are based on a single process of obtaining individual experience by a future officer - knowledge, skills and abilities that make up professional competence as a whole. As a result, this allows a differentiated approach to understanding the essence of ensuring the training quality, both in regard to the leadership qualities formation in a future officer, and to training in view of the professional orientation of each training level. The importance of developing a professional training orientation is due to a number of reasons:

- firstly, professional orientation is an important structural component of the profession; without it, high-quality training of a specialist is impossible;
- secondly, professional orientation is the main factor that encourages the formation of professionally important qualities, knowledge and skills of the future officer;
- thirdly, the professional orientation determines the content of the training level of bachelors and masters, as already mentioned in this work.

In this regard, the requirements for training cadets as future officers become relevant. These include:

- improvement of the educational process in preparing cadets for practical activities on ships, in the troops, in interdisciplinary teams, headquarters, military research organizations, in educational institutions that train military specialists;
- education of cadets on the principles of gradual personality development and stepwise development of professional knowledge and skills in accordance with the training level;

- formation of future officers as creative individuals capable of setting and solving problems in constructive and non-standard ways, considering the specifics of professional activity;
 - education in cadets of such qualities as efficiency, the ability to take responsibility for solving complex problems, the ability to support the initiative, mobilize the freedom and energy of the personnel. conditions for the professional orientation of teaching the stepwise training of future naval officers of the Ukrainian Armed Forces (Fig. 1).

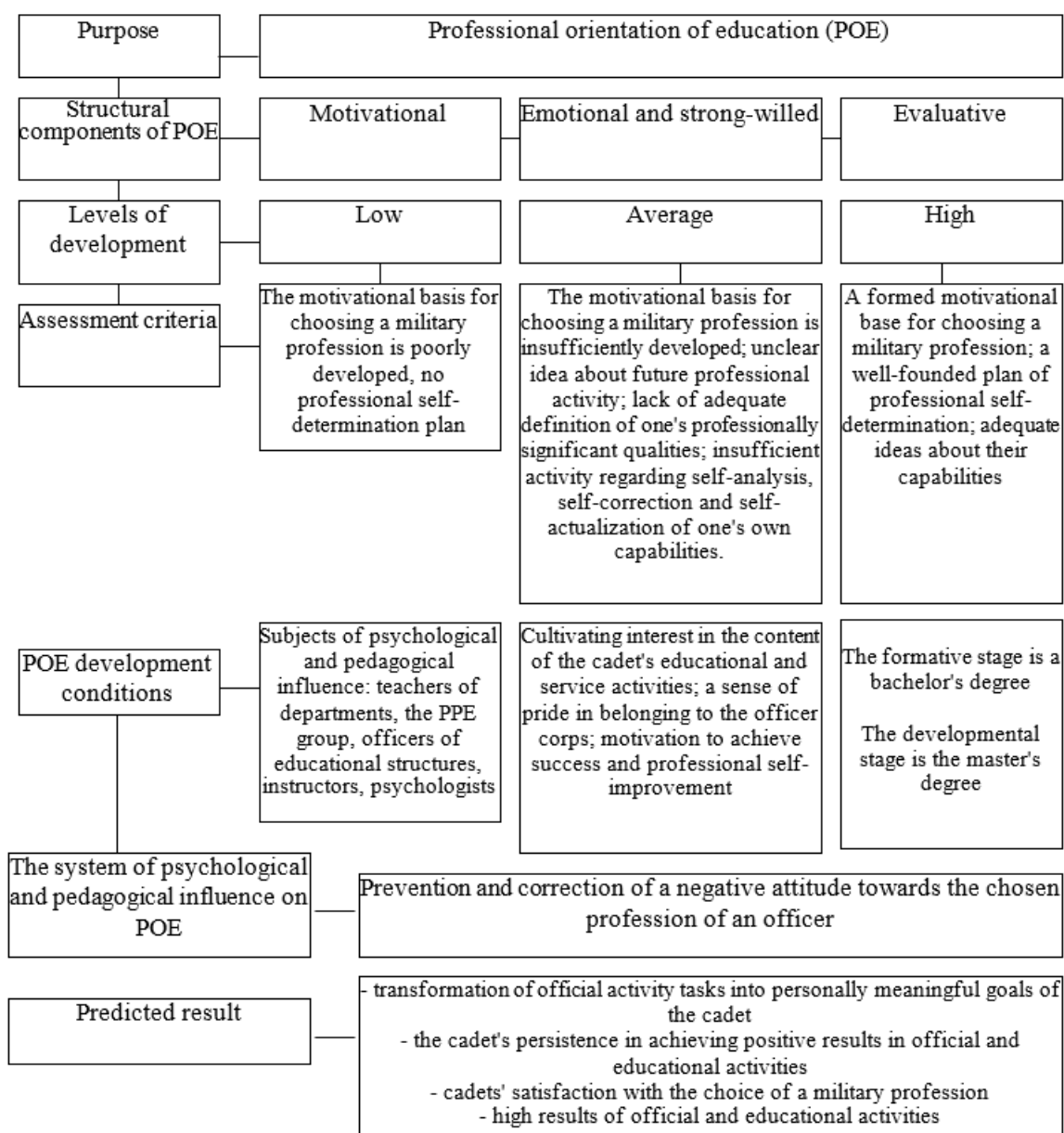


Figure 1. Conceptual scheme for the implementation of the conditions for the professional orientation of the stepwise training of future naval officers of the Ukrainian Armed Forces

2. Scientific character means the validity of the training process and its content in view of the latest achievements of military science and technology; systematic and consistent mean the distribution of the training content by training periods (terms of study in Ukrainian higher education, scientific institutions and training centers), close interconnection and continuity of training, compliance with the requirements of training standards (higher military education).

The condition of being scientific, as scientists note Vasilina & Mayboroda (2010), needs to integrate the educational and scientific segments into the higher educational institution activities. This condition is a necessary component of specialists' high-quality training, development and implementation of the future Navy officers' intellectual and creative abilities.

The implementation of the scientific condition in the educational process determines the formation of a scientific worldview among future officers, the mastery of the scientific research methodology by cadets in accordance with the educational level; expansion of theoretical horizons and scientific erudition; development of creative thinking and individual abilities in solving theoretical and practical problems; formation of skills for independent research activities, which is especially important when it comes to studying in the magistracy.

This condition also contributes to:

- deepening knowledge in a certain scientific direction, forming skills for term papers and graduation projects performance, preparing scientific publications;
- training in a military university of a reserve of scientists, researchers, teachers.

3. Comprehensiveness is the systematic use of various forms and methods of training for forming certain competencies (professional abilities) in military personnel according to training standards (higher military education standards) for performing duties in a position (specialty).

As for the integrated approach, the content of education was determined not within specific subjects, but within the entire scientific branches to which this or that subject belongs, which is why this approach develops the ideas of integration, the interdisciplinary basis of education.

The condition of complexity can be attributed to the most important conditions of stepwise education, since it is one of the universal guidelines of modern education, relating to the entire learning process as a whole, and applies to all academic subjects. Without compliance with this condition, it is impossible to form a personality, its competence in the theoretical and practical dimension, respectively, this condition cannot be replaced by other conditions. The condition of the education complexity removes the main contradiction between the need to form knowledge, practical skills, competencies in academic subjects and the formation of a holistic scientific picture of the modern world in the future officer. Note that this condition allows organizing a higher level of knowledge, which is relevant at the stage of transition from a bachelor's degree to a master's degree.

4. Accessibility is the correspondence of training in its content, forms and methods to the training level of military personnel, which creates the prerequisites for effective training.

The condition of accessibility in education, as noted by Zabolotny & Zelnitsky (2020), follows from the requirements of considering the developmental characteristics of students, in this case, cadets of the Navy of the Ukrainian Armed Forces, in terms of the possibilities of creating a training system in which they do not experience intellectual, moral, physical overload. The point is that one should consider the learning processes in a military university as technological chains of structural components, characterized by the quantity and quality of educational material study. The amount of educational material in a certain discipline is determined by the number of educational elements and the logical connections between them, which forms the meaningful modules of the discipline that cadets must learn.

Considering this condition, one should note that the success of training cadets is greatly influenced by the observance of a certain order in the passage of educational material, the logical sequence of the educational material presentation and the formation of their skills and abilities.

At the same time, one should understand that accessibility is not learning without difficulty, since educational work should require certain efforts from cadets in achieving their goals. However, these difficulties cannot become an obstacle to the assimilation of educational material; on the contrary, they should shape the personality, motivate cadets and help increase

the effectiveness of training. The reflection of this side of the learning process is the condition of systematic and consistent mastery of knowledge, skills and abilities, inextricably linked with the condition of learning accessibility.

At the same time, knowledge, skills and abilities are successfully acquired when cadets consciously overcome learning difficulties and make efforts to achieve their goals. Therefore, it is necessary to create at each lesson such an environment that would require maximum effort from the cadets, to persistently instill in the entire personnel a conscious attitude towards overcoming real difficulties in the educational activities of higher education in Ukraine.

The implementation of training at a high level of difficulty is ensured through the selection, distribution and dosage of educational material at each lesson. The teacher should be able to select such material, the assimilation of which would require the exertion of intellectual forces from the cadets. At the same time, learning at a high level of difficulty implies its accessibility in terms of the teaching load amount, content and presentation methodology. Educational material that is too difficult to master makes learning formal, reduces interest in it, and undermines cadets' self-confidence. At the same time, one should also consider dosage of the technical teaching aids use, if they are used in the classroom.

An analysis of the scientific literature (Vasilina & Mayboroda 2010) proves that the issue of difficulties and accessibility in education cannot be treated mechanically. During learning, the boundaries of accessibility expand. The things that yesterday were inaccessible to cadets, are becoming clear in the conditions of stepwise training. Therefore, today it is important to increase the difficulties in the learning process: reducing the time for performing techniques, improving the clarity and correctness of actions, complicating the learning environment. The rule is: to teach, moving from the known to the unknown, from the less difficult to the more difficult, from the less difficult to the more difficult.

According to the stepwise education system, this condition determines: firstly, the content of training programs; secondly, it provides grounds for differentiating teaching loads at the stage of bachelor's and master's programs, as well as for determining the cadets' ability to study at the highest levels of higher education.

5. The maximum approximation of the training conditions to the situation of real combat operations means to teach what you need to know and be able to qualitatively perform tasks as intended.

The question of the soldier's effectiveness in the conduct of hostilities has always been an acute problem. For many centuries, the knowledge and skillful leadership of subordinates by military commanders during military operations allowed to save the lives of not only subordinate military personnel, but also a significant number of the civilian population, and the experience gained in battles was constantly improved, in particular, the experience of the Navy of the Ukrainian Armed Forces was acquired during the conduct of hostilities in the zone of joint forces operation in the east of Ukraine.

Of course, in our time, the winner is the one who learns experience better, more fully, and faster. If we do not study the combat experience, analyze its positive and negative sides, and consider it in the educational process, then officers will have significant problems with self-realization in the future.

Accordingly, the condition for bringing training closer to the situation of real combat operations follows from the training content of future naval officers of the Ukrainian Armed Forces, the purpose of which is the high-quality training of officers, the rational combination of their theoretical knowledge with the ability to solve practical problems in a combat situation; provides the training of cadets on boats, ships and vessels, at base points and combat training ranges, at training centers, etc.; also assumes that the training process will include tactical, tactical-special, ship, ship complex, ship tactical, basic exercises; war games; tactical-special, instructor-methodical classes; training meeting on raids, meeting-campaigns of ships. Such

training is performed in accordance with the requirements of the Combat Training Manual in the Ukrainian Armed Forces and training standards.

This condition and the list of methods for its implementation have a clear practical orientation, meet the requirements of the military-political situation, compliance with this condition provides an integrated approach to the formation of the future officer's personality, the training of an active serviceman who is able to operate effectively in a combat situation, brought up in the spirit of leadership and patriotism.

In this context, it is important that the teaching staff and instructors have appropriate combat experience. Using their own combat experience allows teachers to specify the requirements for knowledge and skills of cadets, apply the most appropriate methods, teaching aids in the preparation and conduct of various types of training sessions, implement educational opportunities, in particular, relying on examples of the heroic behavior of soldiers who hosted and are participating in the antiterroristic operation.

At the same time, if at the stage of obtaining an education at the undergraduate level, the future officer should be ready to transfer combat experience to the military personnel of his unit, then at the master's stage, the cadet should have formulated the skills of generalizing combat experience, developing appropriate analytical materials, transferring combat experience to a wide range of people, who, by the nature of their service and activities, are entitled to receive this information. Such persons include cadets (students) receiving military education, foreign specialists, and officers adopting combat experience in the course of training sessions.

6. Visibility means considering during training the cognitive activity features of military personnel; individual approach is a personal approach to each of the students in the preparation and conduct of classes, the development of the ability to think creatively and work independently.

This condition is due to the fact that the effectiveness of training also depends on the reasonable involvement of the senses in the perception and processing of educational material. The sense organs, being channels of information, characterize the object from various angles, they inform about the size of the object, its physical properties, color, etc., and allow to activate the cadet's mental activity. In this regard, the condition of using visualization in the learning process is the most important. In this case, didactics offers two main types of visualization: natural and pictorial, implemented in visual aids, that is, in the forms of real-life and specially created images, models, objects and phenomena for educational purposes, reproducing them in natural or conditionally schematic form.

Natural visualization is of paramount importance for training cadets, which is ensured by the use of specific models of military equipment, weapons, equipment, various devices and devices in the classroom.

In turn, visual aids include diagrams, posters, drawings, photographs, layouts, models, simulators, slides, educational films, 3D models. The relevance of using this form of visibility is due to the fact that modern military equipment and weapons are created with the widespread use of the achievements of radio electronics, computer technology, hydroaerothermodynamics. A simple observation of real weapons and military equipment samples will not give a complete picture of their functional properties. In addition, many physical processes that provide connections between blocks and systems can only be seen on a diagram, slide, in a movie or with the help of computer programs.

Please note that new computer technologies will allow to provide practical training for future naval officers of the Ukrainian Armed Forces in simulated situations of a real military confrontation in existing specialties and to organize training in new areas of naval affairs, for example, those related to the use and operation of shipborne unmanned aerial vehicles. Basing, maritime robotic and uncrewed systems.



In this regard, a promising direction in the development of education is the creation and use of automated educational technical means and local educational and information networks based on information technologies. New information and communication technologies used in education are system categories characterized by a progressively organized information environment, a developed hardware and software base that allows integrating the advantages of traditional information technologies and covering the entire range of operations for collecting, storing, processing, and producing the phenomenon of information as potential knowledge. For its efficient development. An important condition for realizing the benefits of new information technologies in education is knowledge and consideration of the pedagogical features of their application, raising the level of pedagogical information culture and computer literacy of participants in the educational process.

At the same time, the introduction of new information technologies in military education is closely related to a clear understanding of the multimedia possibilities, an understanding of the principles of their operation, ideas about the software tools of new information technologies, and pedagogically sound means of including them in the learning process. At the same time, the use of these technologies during professional training of military personnel will be a powerful means of improving the higher military education quality through the ability to create a technological teaching and educational environment in a higher education institution in Ukraine - that is, predictable, manageable, as close as possible to predetermined and planned tasks. In general, the current conditions for the gradual training of personnel for the Naval Forces affect almost all aspects and aspects of the activities of higher education institutions in Ukraine. The complexity and responsibility of the transition to a multi-level officer training system is associated with an operational decision related to the technological part of the educational process organization, independent and research work of cadets and students, current monitoring of success, structural and meaningful interaction of undergraduate and graduate programs.

4. CONCLUSION

Considering the educational environment of domestic educational institutions, we note that it is a combination of both objectively existing and specially created social, spiritual, pedagogical and material conditions for military education, which have a targeted impact on the formation and development of the future naval officer's personality of the Ukrainian Armed Forces.

In our opinion, this environment consists of two components:

- the material component, including material objects surrounding the cadet during obtaining education: educational literature, computer equipment, visual aids, weapons and military equipment, military household items, military uniforms, accessories, etc.
- the intangible component is embodied in the educational sphere of the domestic educational institution. The fundamental and stabilizing element of the educational sphere here is the spiritual and moral education of cadets, the definition of true spiritual and moral guidelines and their use in shaping the cadet's worldview.

Both components should be in the constant field of teaching staff vision, the leadership of military universities, so that the process of managing the above competencies' formation takes place with the appropriate efficiency level in terms of educational work and considering the need for continuous improvement of the material, technical and information base of the university.

In fact, we should talk about the formation of a new Campus type in accordance with the provisions of the Program "Naval Sailor-2035: Professionalism and Competence". The goal is to create a convenient, compact and high-tech infrastructure of domestic educational



institutions, which in the future will provide an opportunity to form a creative atmosphere that would encourage the future officer to high performance and dedication during studies and reduced the cadet's emotional and psychological burden, existing due to the specifics of his activity.

Thus, the educational process of future naval officers of the Ukrainian Armed Forces in domestic educational institutions is a phased, purposeful, organized, systematic activity for the formation and development of those competencies in cadets that are necessary for the successful performance of official duties.

The conditions for training cadets - future naval officers of the Ukrainian Armed Forces are determined by the objective laws of the stepwise military pedagogical process, reflecting the existing connections and relationships between different elements of educational activity, which are not created arbitrarily, but follow from the very educational process essence. Each of the conditions reflects a separate educational process component, respectively, the successful solution of stepwise training tasks of future naval officers is possible only based on compliance with all these conditions, and achieving the of the educational process effectiveness requires the introduction of these conditions in a systemic relationship.

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