УДК 378.091.12:174]:355.23
DOI https://doi.org/10.31392/UDU-nc.series5.2024.101.15

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ANALYTICAL ASSESSMENT OF THE ROLE OF THE SOCIOHUMANITARIAN COMPONENT IN THE PROFESSIONAL TRAINING OF FUTURE OFFICERS

The relevance of this study is driven by the necessity to integrate the sociohumanitarian component into the professional training system of future officers, which is a crucial factor in enhancing their readiness to fulfill service duties under modern military conditions. The article examines the conceptual aspects of military-humanitarian education in Ukraine, aimed at developing the necessary competencies in cadets specializing in 254 Troop (Force) Support at the first (bachelor’s) level of higher education. These competencies include social responsibility, moral and ethical resilience, decision-making ability, leadership qualities, and effective communication. Special attention is given to the role of the cognitive factor in officer training, which contributes to the development of their intellectual abilities, particularly in situation analysis, making informed decisions, and interacting with subordinates. The paper emphasizes the importance of communicative culture and leadership qualities, which are identified as integral components of military professional competence. The analytical approach used in this study allowed for the identification of key determinants that influence the successful implementation of the sociohumanitarian component in the training of future officers, as well as the proposal of directions for improving the educational process. These improvements aim to enhance the effectiveness of professional military training under current conditions, including an interdisciplinary approach, intensification of cognitive training, development of communicative culture, implementation of interactive learning technologies, psychological support programs for stress management, strengthening the role of professional-practical training, and involving cadets in international academic exchange programs.

Key words: *professional training, sociohumanitarian component, future officers, cognitive abilities, communicative culture, leadership.*

(статтю подано мовою оригіналу)

Concept of Military-Humanitarian Education Development in Ukraine defines military-humanitarian education as an institutional form of disseminating scientific theories, concepts, and teachings about the human being as the highest value, the necessity of defending humanitarian ideals, life, and the rights and freedoms of Ukrainian citizens [15]. According to the Concept of Humanitarian and Social Development of the Armed Forces of Ukraine, the term «humanitarian policy» refers to the targeted activities of military administration bodies aimed at ensuring the education, upbringing, psychological preparation of military personnel and employees, their spiritual, cultural, and physical development, and the realization of their constitutional rights and freedoms [17].

Thus, the fundamental principles of humanitarian development in the professional training of Ukraine’s military potential include: the rule of law, legality, and humanity; respect for individuals and their constitutional rights and freedoms; transparency and openness of democratic civilian control; fostering soldiers on the patriotic foundations of the combat traditions of the Ukrainian people; orientation towards democratic and humanitarian ideals, universal moral values, and more.

The issue of developing the sociohumanitarian component of the professional training of future officers is a subject of active scientific discussion, as evidenced by the works of scholars such as G. Artyushin, E. Denysenko, O. Zelenska, I. Kovalchuk [1; 6; 7; 8]. These scholars highlight key factors underscoring the relevance and importance of this topic in modern conditions, including: changes in the nature of warfare, technological progress, moral and ethical challenges (responsibility for fulfilling service-combat tasks, adherence to moral and ethical standards), international cooperation (readiness for effective collaboration with military personnel from other countries, the ability to understand cultural differences, and proficiency in foreign languages), the necessity for a high level of psychological preparedness, leadership qualities, and more.

Scholars consider the continuity of education, combined with the implementation of humanitarian policies where the sociohumanitarian component plays a significant role, to be a crucial requirement for updating the military personnel training process in Ukraine. The content of this component varies depending on the level and direction of training.

Recognizing the valuable scientific contributions of scholars, we find it necessary to explore the sociohumanitarian component in the context of implementing the professional training of future officers at the first (bachelor’s) level of higher education, specializing in 254 Troop (Force) Support.

The purpose of this article is to investigate the necessity of integrating the socio-humanitarian component into the professional training system of future officers specializing in 254 Troop (Force) Support at the first (bachelor’s) level of higher education, which is a crucial factor in enhancing their readiness to fulfill service duties under modern military conditions.

The sociohumanitarian component of cadet training is an essential element of their professional formation. It encompasses a range of knowledge, skills, and values that contribute to developing a high level of social responsibility, moral and ethical norms, and interpersonal interaction skills.

An analysis of the Higher Education Standard for the 254 Troop (Force) Support specialty at the first (bachelor's) level of higher education revealed several general competencies of a sociohumanitarian orientation that are mandatory for the formation of future officers, namely:

- the ability to act socially responsibly and consciously; make informed decisions; adapt and act in new situations; communicate in both the state and foreign languages, both orally and in writing; preserve and enhance moral, cultural, and scientific values and achievements of society based on an understanding of the history and patterns of development in the field;

– determination and perseverance in fulfilling assigned tasks and duties;

– knowledge and understanding of the field [9].

Through analysis of this Standard, we identified several specific competencies that cadets at higher military educational institutions must master during their professional training, including the ability to manage a support unit during preparation and combat operations; the ability to work individually (autonomously) and in a team (including leadership skills); the ability to organize safe working conditions in military units, comply with safety and fire safety regulations; the ability to acquire knowledge in other areas of professional activity, conduct search, analysis, and critical evaluation of information from various sources [9].

Given the requirements for the educational level of cadets specializing in 254 Troop (Force) Support at the first (bachelor's) level of higher education, we find it necessary to thoroughly investigate the determinants of the sociohumanitarian component of their professional training.

The foundation that shapes the ability to perform complex and responsible tasks in the conditions of modern military service is the cognitive factor. The cognitive factor in the training of military personnel is an aspect related to the development of cognitive abilities and intellectual processes, which include understanding, analysis, decision-making, and other psychological functions that influence their activities [10; 14].

This factor is essential for the effective performance of military personnel, as it helps them respond more quickly to situations, make informed decisions, and solve tasks. Awareness acts as a factor that ensures the ability to transfer knowledge or strategies of mental activity from one field of knowledge (subject of study) to another, contributing to the development of moral-volitional control over mental activity, which is important for officers during the execution of service-combat tasks. Scholar G. Popova notes that previously acquired knowledge can be used in the formation of new knowledge and activity strategies, contributing to the development and formation of a broad outlook, critical perception of conflicting positions, analytical abilities, and planning of one's activities, as well as independent actions in conditions of uncertainty [14].

Scholars O. Moroz and V. Bondarenko note that the cognitive factor in military training should ensure the development of the ability to design and implement strategies to achieve goals, evaluate possible paths and outcomes, effectively process and analyze operational information, identify key aspects and draw conclusions; use logical arguments and understand the interconnections between different aspects, effectively consider problems from various angles and develop ways to solve them, develop new ideas, approaches, and solutions to achieve set goals; and quickly adapt approaches and strategies according to rapidly changing conditions [10].

For future military officers, communicative culture is professionally significant. This culture manifests in both the technical aspects of speech—such as literacy, expressiveness, speech tempo, clarity of diction, voice strength, and correct pronunciation, tailored to the conditions of communication—and in the ability to deliver verbal commands and directives effectively.

The phenomenon of «communicative culture» is composed of two components: «culture» and «communication» In modern research related to the training of military personnel, the concept of «communicative culture» is considered in the context of specialized professional training of future officers. It is viewed as a part of professional culture, a key requirement for the activities of future servicemen [1; 3]; as a personal stance that manifests in the need to interact with others, displaying individual creative potential and the ability to maintain communication with a benevolent attitude towards others [4]; as a set of specific communicative qualities, abilities, knowledge, skills, and competencies that enable an officer to anticipate potential challenges and predict the effectiveness of interpersonal and professional interactions [2]; and as a manifestation of personal reflection, an internalized experience of professional culture that determines the individuality of a person and their behavior in specific professionally-oriented conditions [16].

Summarizing scientific works on the content of the concept of «communicative culture of a serviceman» it is considered one of the defining qualities of a modern leader, commander, and manager. It is a natural phenomenon and process with a unique multidimensional character that occupies a leading position in the general cultural and professional activities of a military officer.

The communicative culture of military officers is revealed through characteristics such as the ability to establish emotional contact with communication subjects, the skill to interact and maintain trustworthy relationships within necessary boundaries; empathy, the ability to understand the inner world of the interlocutor, their psychological characteristics, emotional state, needs, motives of behavior, etc., which collectively ensure the ability to work independently and in a team, performing the duties of a tactical-level officer during everyday and combat activities, and managing the personnel and military equipment of a unit.

Leadership skills are particularly significant for future servicemen. This refers to the ability to perform the duties of a tactical-level officer during daily activities and the combat application of weapons and military equipment. By examining the terminology, it is established that the concept of «leadership» (English: leadership) means organization, guidance, and management [13]. Leadership includes, but is not limited to, skills such as planning, decision-making, motivation, development, empowerment, and directing the activities of people to achieve specific goals.

The concept of «leader» is closely related to managerial activities. Leadership in the military environment involves the ability of an officer-leader (commander) to influence individual servicemen or a group to subordinate and direct their actions towards successfully completing combat missions [12; 13].

A key factor in the productivity of each individual worker and the team as a whole is the leadership qualities of the manager. This is emphasized by leading scholars in the field of management. N. Honcharuk and I. Surai reveal the qualities inherent to a manager and substantiate modern approaches to the training and characteristics of a leader-manager [5]; T. Novachenko examines the phenomenon of managerial authority [11]; L. Pashko focuses on the harmonization of managerial relations [12]; M. Piren explores types of leaders and managers, managerial qualities and roles, and elite leadership [13].

Analysis of scientific works provides grounds for highlighting the main leadership qualities of an officer: the ability to inspire and encourage subordinates to voluntarily and effectively accomplish tasks; the ability to forecast and extrapolate, to develop multiple solutions simultaneously; flexibility as an important aspect of a leader’s behavior; and resilience in situations of uncertainty. Additionally, essential knowledge includes the essence of self-management, organizational and legal foundations, and normative frameworks for managing a military unit, as well as conceptual foundations and technologies for managing the professional and career development of servicemen.

Conclusions. Thus, the sociohumanitarian component of the professional training of cadets in specialty 254 is aimed at developing professional knowledge, skills, and competencies, personal qualities and character traits, moral and ethical norms of behavior and culture, worldview, and civic position. Collectively, these will enable them to perform their professional duties based on ensuring spiritual and physical health, respect for the rights and freedoms of each person as the highest social value; to form relationships in military or labor collectives based on military laws, concepts, statutes, and other regulatory legal acts; to understand the place of firearms in the general cultural context of civilization development; and to adhere to safety rules for themselves and civilians when handling weapons.

To enhance the effectiveness of professional training for military personnel in modern conditions, the following vectors for improving the educational process are considered important:

– Interdisciplinary approach: incorporating topics that integrate military, humanitarian, and social sciences into training courses, allowing future officers to develop not only professional but also sociohumanitarian competencies.

– Intensification of cognitive training: conducting specialized courses, seminars, and training aimed at developing cognitive abilities (analytical thinking, adaptation to stressful situations), which will help future officers to make managerial decisions more quickly and effectively in complex combat situations.

– Development of communicative culture: emphasizing the development of communication skills, including courses on leadership, effective communication, language training, and intercultural competence. This will facilitate better interaction between officers in an international context and with subordinates in various situations.

– Interactive learning technologies: such as augmented reality, simulations, and online platforms, which, in our opinion, will successfully enable the modeling of real combat situations, thereby increasing the level of cadet competence.

– Implementation of psychological support programs and stress management training: to help future officers maintain psychological resilience in complex and dangerous conditions.

– Strengthening the role of professional-practical training: including real military training, training camps, and internships in combat units, allowing cadets to apply theoretical knowledge in practice.

– Engaging cadets in international academic exchange programs: to foster the development of new approaches to personnel training and increase the competitiveness of Ukrainian officers in the international arena.

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Атаманенко І. О., Ільченко О. О. Аналітична оцінка ролі соціогуманітарного компоненту професійної підготовки майбутніх офіцерів

Актуальність дослідження зумовлена необхідністю інтеграції соціогуманітарного компоненту в систему професійної підготовки майбутніх офіцерів, що є важливим фактором підвищення їхньої готовності до виконання службових завдань в умовах сучасного військового стану. Стаття досліджує концептуальні аспекти військово-гуманітарної освіти в Україні, яка спрямована на формування у курсантів спеціальності 254 Забезпечення військ (сил) першого (бакалаврського) рівня вищої освіти необхідних компетентностей. До них належать соціальна відповідальність, морально-етична стійкість, здатність до прийняття рішень, лідерські якості та ефективна комунікація. Окрема увага приділяється ролі когнітивного чинника в підготовці офіцерів, що сприяє розвитку їхніх інтелектуальних здібностей, зокрема здатності до аналізу ситуацій, прийняття обґрунтованих рішень та взаємодії з підлеглими. У роботі підкреслюється значення комунікативної культури та лідерських якостей, що визначаються як невід`ємні складові професійної компетентності військовослужбовців. Аналітичний підхід до дослідження дозволив виявити ключові детермінанти, що впливають на успішну реалізацію соціогуманітарного компоненту в підготовці майбутніх офіцерів, а також запропонувати вектори вдосконалення навчального процесу, що сприятимуть підвищенню ефективності професійної підготовки військових кадрів у сучасних умовах, зокрема: міждисциплінарний підхід, інтенсифікація когнітивного тренінгу, розвиток комунікативної культури, упровадження інтерактивних технологій навчання та програм психологічної підтримки з управління стресом, посилення ролі професійно-практичної підготовки, залучення курсантів до програм міжнародного академічного обміну.

Ключові слова: *професійна підготовка, соціогуманітарний компонент, майбутні офіцери, когнітивні здібності, комунікативна культура, лідерство.*