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## **SCIENTIFIC GOING NEAR DEVELOPMENT OF SYSTEM OF TRAINING OF PERSONALS FOR AN EDUCATE AND SOCIALLY PSYCHOLOGICAL WORK IN MILITARY POWERS OF UKRAINE**

*For providing high level of spiritual, moral-psychological solidarity of servicemen, their readiness, to the actions the directed policy of the state is needed in the special terms, organs of military management. Going out from the higher declared positions, in higher soldiery educational establishments preparation of future officers as specialists on an educate and social-psychological work in Ukrainian Military Powers must be realized on the basis of scientific the pedagogical system of training of personnel's grounded, properly developed and approved for an educate and social-psychological work which is based on active introduction of modern pedagogical an innovation. The analyses of the real organization of educate and social-psychological work in the Ukrainian army and preparation of officers conducted by us to it show the necessity of development of the self-weighted pedagogical system. Taking into account importance and actuality of development of theoretical-applied questions, related to development of the pedagogical system of training of officer personnel's for an educate and social-psychological work on the basis of introduction pedagogical an innovation consider on them to concentrate more detailed attention.*

**Keywords:** *Military Powers of Ukraine, organs of educate and social-psychological work, higher soldiery educational establishments, pedagogical system of training of officer personnel's.*

**Formulation of the problem and its relevance.** An objective assessment of geopolitical circumstances, the current international situation, Ukraine's national interests and concerns regarding their provision imposes urgent issue further strengthen the defense system of our country, strengthening the Armed Forces of Ukraine (AFU), which in accordance with Article 17 of the Constitution of Ukraine Ukrainian defense relied State protection of its sovereignty , territorial integrity and inviolability. As can be seen from recent events, that the Armed Forces are one of the most important foundations of Ukrainian statehood. Now we can state the fact that the ability of the Armed Forces to carry out civilian and military tasks depends on the system of educational, social and psychological work.

Note that the declared policy of our country's neutral status, a further decrease in AFU requires a sharp increase combat readiness of troops (forces).

Therefore, the obvious is the fact that the most effective way in that direction is to improve the military administration, elevation of weapons and equipment, strengthening discipline, spiritual, moral and psychological potential of the Ukrainian army. Members of the Armed Forces must be able to perform extremely important constitutional task of protecting the national interests of Ukraine.

The structure of command and control a significant role in ensuring a high level of morale and spiritual potential military authorities play an educational, social and psychological work (ESPW) Armed Forces engaged in a direct impact on the spiritual, moral and psychological state of the soldiers. These structures provide a high spiritual, moral, and psychological capacity of personnel of the Armed Forces. Established that these structures are currently not fully implement their tasks , and the main fault here is not only of these structures, many problems in our opinion, directly related to the state of the general policy of the State to the Armed Forces , insufficient maintenance and support of real status and practical possibilities of ESPW influence of contemporary Ukrainian army.

Our vision for a high level of spiritual, moral and psychological unity soldiers , their readiness to act in specific circumstances should be directed policy, military command . Based on the above declared positions in higher military educational institutions (HMEI) training future officers as specialists in educational and socio- psychological work in the Ukrainian Armed Forces should be implemented on the basis of evidence-based and properly developed and tested educational training system for educational and social psychosocial work based on the active application of modern educational innovation.

**Analysis of the main research and publications** proves that today in educational theory developed by a number of research areas, which are directly related to shear raised issues. Our vision is particularly valuable in this context is V. Bezbah, A. Kobzar, H. Temko, M. Tomchuk related to the formation of educational institutions in the armed forces . E. Alehnovych, A. Galimov , S. Dergachev, P. Elchaninov, N. Miroshnichenko, A. Popovic highlight the theoretical and practical aspects of training future officers for the implementation

of educational and organizational activities . The writings of B. Ageev, L. Zhelezniak, L. Kandybovich, V. Klimov, A. Torichnyy, V. Shkidchenko main emphasis on the analysis of professional readiness for military service , military and professional orientation of the individual. Note that the psychological and pedagogical aspects of the educational process in higher military educational institutions were also the focus of military educators. This issue is devoted to a number of publications V. Balashov, D. Ishchenko, A. Didenko, A. Evsukova, S. Kaplun, F. Korchemnyy, M. Neschadyma, I. Tishchenko, V. Yagupov. Significant interest in the area are declared our scientific achievements V. Baranovsky, I. Lebedev, M. Morozov, who cover the formation of cadets competence in philosophical beliefs, and V. Aleshchenko, P. Movchan, V. Ploskina, V. Fedichev, L. Formenko that reveal the essence and meaning of military- patriotic education , social and psychological activities within the Armed Forces.

I responsibly note that these works form the basis for a comprehensive psychological and educational research problems of educational training system for educational, social and psychological work in the Armed Forces , however, do not cover it completely. The reform , paying tribute to the significance of developments specialists, we recognize the urgent need for a thorough study of psychological and educational aspects that are directly related to the development of educational training system for educational and psychosocial work through the introduction of pedagogical innovation. Our analysis of the actual practice of educational and psychosocial work in the Ukrainian army and prepare officers to show her the need to develop a balanced educational system. Given the importance and urgency of developing theoretical and applied issues related to the development of pedagogical training of officers for the educational, social and psychological work through the introduction of pedagogical innovation think they focus more thorough attention.

**Purpose of the paper:** to analyze the feasibility of developing teacher training system for educational and psychosocial work through the introduction of pedagogical innovation, and define its essence and to outline the main components.

**The main material.** We agree with the opinion of V. Nevmerzhitsky [6] is that of independence, Ukraine has significantly changed the organization of the educational process at HMEI countries and in particular this applies HMEI humanitarian orientation . As noted scholar, most of those HMEI that got us into legacy lasted only two - three years and were disbanded, and some series of structural reforms alteration continue to train specialists - the humanities and the troops at this time. Based on this, now needs to be improved organization of educational process in higher military educational establishments based on the introduction of a systematic approach, which certainly includes the development of a system based on pedagogical innovation.

Our vision of the most important contradictions that define the relevance of developing a coherent pedagogical training system for educational and psychosocial work through the introduction of pedagogical innovations include general contradiction (between: society's need for specialized educational and social- psychological work with the military , the presence of legal and social framework for the implementation of activities and reluctance command of the Armed Forces to implement it in practice with subordinates, the social order of the state for training of officers with high levels of preparedness and management of educational , social and psychological work in the Armed Forces and the imperfection of the ideological , moral, psychological and legal components in the training of future officers in military higher educational institutions , the presence of troops in the work experience element of educational, social and psychological work , as well as elements of experience to her training future officers in the activities of military schools and the need for its scientific and methodological analysis and synthesis) as well as theoretical and practical nature (between: an objective need for theoretical generalization of experience gained in organization of educational, social and psychological work of the Armed Forces and the lack of

systematic research in this area, reflecting the development of educational and psychosocial work in historical perspective, the need to identify the nature , structure and content of the activities of educational , social and psychological work in the Armed Forces and the lack of these aspects is developed in military psychological and educational research, and the lack of mechanisms for practical implementation of the military bands of the Armed Forces , military reserves great education system training in educational, social and psychological work in the Armed Forces and the lack of comprehensive educational mechanisms for development due to imperfect educational qualification characteristics and educational and vocational programs specialist educational and socio-psychological work for the Ukrainian army, the use of modern pedagogical innovations in the organization of the educational process in higher military educational establishments in order to optimize the results of military training to the educational, social and psychological work in the Armed Forces and imperfect methodological developments on the implementation and application of information technology training to prepare future officers).

Thus, scientific and balanced mechanism for the development of pedagogical training of officers to the educational, social and psychological work in the Armed Forces of Ukraine will become a key to overcome the contradictions outlined. Based on the logic of our study primarily consider it appropriate to examine the nature and meaning of the term educational system and vision scientists explore the nature of the main components. We believe that just such an approach will help us find the place developed educational system in the educational process of training officers.

Note that one of the earliest interpretations of scientific category of "system" we found in the study of Karl Baldwin [1]. In particular researcher considers as a set of two or more elements, with each element behavior affects the behavior of the whole, and the behavior of elements and their impact on the whole are interdependent. Scientists have been reasonably proven by the fact that in case there are certain sub- elements in a given system, each of which affects the

behavior of the whole system, whereas none of the specific element in the case of independent existence of such effects is not.

We support the scientists that scientific category of "system", most appropriately viewed as a philosophical category, because it reflects not something separate and indivisible, and provides many contradictory unity while the whole. Note that in the encyclopedia of education focuses on what "training system is a means aiming at the realization of the goal" [3, p. 516]. Exploring methods of system N. Kuzmin pedagogical research examines educational system as a holistic education, "which has its own history, its stages of development, their traditions, interaction of parts within the system" [5, p. 13-14]. So, we can say that educational system as a scientific definition can be seen as an integrative teaching facility optimization, which combines educational facilities. Similar ideas we find teachers and military, for example Alexander Galimov [2], investigating acme logical quality assurance system for training future officers, stresses that higher military education in Ukraine would be much better if when organized through the system.

Thus, the scientific definition of "system" in the truest sense of the word can be seen as a specific set of elements that define a specific activity for achieving the overall objectives based on the total data used by the researcher for information. In our case it is the organization of the educational process, which provides a high level of readiness officers to organize the educational, social and psychological work in the Armed Forces of Ukraine.

From the methodological point of view significant, in view of the task set by our findings is presented in the work of E. Ilyin [4], who believes that the educational system integrates most of the educational process. Namely scientist believed that through the development of educational systems can combine academic and educational work, teaching specific disciplines cycles, and separate disciplines together, forming a system of knowledge, skills and personal qualities.

Based on deductive analysis of scientific developments specialists, we consider educational training system of officer training for the educational, social

and psychological work in the Armed Forces as clearly ordered a specific set of interrelated elements that have their own structure and efficient organization. Considering the arguments above, we have come to understand that the development of pedagogical training of officers to the educational, social and psychological work in the Armed Forces of Ukraine is not enough to have a theoretical understanding of how it works, and must clearly understand on what basis it can operate and what the most appropriate of its components. In practical terms, we proceeded from the fact that each system, including the educational system of training of officers to the educational, social and psychological work in the Armed Forces should have a structure that essentially acts as the most stable , the main part of the system. This structure reflects the ordering of internal and external relations between the constituent elements which provide continuity, stability and certainty of the system.

Note that today there are a few ideas finding the main components of educational systems. Particularly popular theoretical perspective of systemic Academician Anokhin put forward the idea that the decisive factor is the result of the existence of the system, which actively influences the selection of precisely those components of the system are in the integration will determine further obtain the full result. In their study, we proceeded from the fact that the educational system should include specific and clear set of interrelated tools, methods and processes that are essential for creating a focused and organized pedagogical influence on the formation of individual officer who is competent to organize the educational and socio- psychological work in the Armed Forces, has given quality and performance directly provides value- content, regulatory, technological and procedural successful tasks.

Philosophical Dictionary interprets the category structure (from Lat. Structure - construction) as construction and internal form of the system, which acts as the unity of sustainable relationships between the elements and the laws of these interactions. That structure is an inherent part of all real systems, and it is from this point of view, we consider this category.

It is essential for our future research is isolating specific system parameters and how to optimize the educational system in reality. In this respect, the basis was adopted a systematic approach, which declared G. Shchedrovitski [7, 8]. In particular, the system must include:

- 1) A specific set of mental activity- and the means with which he explores the object;
- 2) A specific set of actions (procedures) that apply in respect of the object;
- 3) "Scoreboard consciousness" researcher, on which there are images that capture the experience of its research;
- 4) The text of the speech, thought, in which the researcher records the progress and results of research and reports them to others;
- 5) Certain rules and schemes of research.

Thus, we proceeded from the fact that the formation of pedagogical training of officers to the educational, social and psychological work in the Armed Forces provides the length of time, the presence of a single system of specific subsystems, each of which combines specific elements (components) that have functional properties. We believe that if our country wants to have a future effective instrument of public policy and wish to defend yourself against any external threats and challenges, the most pedagogically prudent step is the development and implementation of the educational system for training of officers to the educational, social and psychological work in the Armed Forces.

**Conclusions and recommendations for further research.** Conducted a semantic analysis of general and practical approaches to the management of educational, social and psychological work in the Armed Forces certifying the lack of a systematic approach to the solemnity of issues. Overall, we believe that determining the interpretation of the scientific category of "system" dynamic unity of components, rather than just the sum of its parts. During the research, we came to an understanding of the fact that the development of educational systems, the most advisable to make the main emphasis on the structural components such as: purpose, scope, principles, forms of education i Education, components, criteria,



technical training, and outcome. Therefore, we designed our educational system should provide an ordered set of defined components , between which there is regular interaction aimed at achieving a specific goal , which provides an appropriate level of formation of readiness of officers to the educational, social and psychological work in the Armed Forces. It is the study of specific components and their detailed characterization we focus our further research. Our vision is also advisable to thoroughly analyze the training of officers to the educational, social and psychological work in the Armed Forces of Ukraine for possible implementation in practice of higher military educational establishments.

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