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INTEGRATION OF PEDAGOGICAL TECHNOLOGIES IN MILITARY EDUCATION

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ИНТЕГРАЦИЯ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ВОЕННОМ ОБРАЗОВАНИИ

Abstract. The article discusses the issues of professional development of a future officer-specialist in the field of military-political work, a teacher in the process of studying at a military university. The purpose of the article is to analyze the pedagogical technologies used in higher military educational institutions and to determine the specifics of training and education of specialists in the field of military-political work, taking into account the requirements for their professional training. The article clarifies the concepts of “integration”, “synthesis”, “pedagogical technology”, and “integration of pedagogical technologies”. The article reveals the specifics of the specialties “military-political work” and “teacher”, which are characterized by the integration of military-professional and psychological-pedagogical competencies. The article also analyzes pedagogical technologies aimed at developing the professionally significant and personal qualities of future officer-teachers. The article focuses on the importance of a positive attitude towards future military professional activities among cadets, as an important factor in the formation of professional competence among future military instructors. The article emphasizes the need to study the characteristics of each motivational type of cadets when choosing pedagogical technologies by instructors to ensure the effective formation of their professional competence. The article provides an overview of the pedagogical technologies used by instructors at military universities in the study of various subjects on the curriculum. The article presents the results of cadets' pedagogical practice, which were obtained based on the analysis of personal observations and conversations with the department's teachers and practical cadets. This allowed the authors to identify further steps for preparing cadets for pedagogical practice in a military university in order to improve its effectiveness through the

Аннотация. В статье рассматриваются вопросы профессионального становления будущего офицера-специалиста в области военно-политической работы, преподавателя в процессе обучения в военном вузе. Целью статьи является анализ педагогических технологий, применяемых в высших военных учебных заведениях и определение специфики обучения и воспитания специалистов в области военно-политической работы, учитывая требования к их профессиональной подготовке. В работе уточняются понятия «интеграция», «синтез», «педагогическая технология», «интеграция педагогических технологий». Раскрывается специфика специальности «военно-политическая работа» и «преподаватель», особенностью которой является интеграция военно-профессиональных и психолого-педагогических компетенций, анализируются педагогические технологии, направленные на формирование профессионально значимых и личностных качеств будущих офицеров-преподавателей. Акцентируется внимание на значимости положительного отношения к будущей военно-профессиональной деятельности курсантами, как важном факторе формирования профессиональной компетентности будущих офицеров-преподавателей. Подчеркивается необходимость изучения особенностей каждого мотивационного типа курсантов при выборе педагогической технологии преподавателем для обеспечения эффективного формирования их профессиональной компетентности. Сделан обзор педагогических технологий, которые применяются преподавателями в военном вузе при изучении различных дисциплин учебного плана. Представлены результаты педагогической практики курсантов, полученные на основе анализа личных наблюдений и бесед с преподавателями кафедры и курсантами-практикантами, что позволило определить дальнейшие шаги по подготовке к педагогической практике в условиях военного вуза с целью повышения её эффективности, через

implementation of an integrated approach to their training.

Keywords: higher military education; military professional activity; integration of pedagogical technologies; military and political work; professional motivation; officer-teacher.

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реализацию интегрированного подхода к их обучению.

Ключевые слова: высшее военное образование; военно-профессиональная деятельность; интеграция педагогических технологий; военно-политическая работа; профессиональная мотивация; офицер-преподаватель.

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The digital transformation of society, the study and implementation of neurotechnologies in the modern educational space [17], and the development of conscious civic responsibility among young Russians require a revision of the training technologies for future officers of the Armed Forces of the Russian Federation.

In accordance with the Decree of the President of the Russian Federation No. 454 of July 30, 2018, on the restoration of the institute of military-political work in the Armed Forces of the Russian Federation [19] and the Concept of Technological Development until 2030 [7], the goal of higher military education is to train future deputy commanders for military-political work, capable of working with complex information, able to approach tasks systematically and critically, solve real problems using digital space in non-standard ways, and demonstrate innovative activity. To assess the impact of Presidential Decree No. 809 of November 9, 2022 [18] on traditional spiritual and moral values on the goals of military education, it is important to consider the historical context and nature of the document itself, which sets the general vector for the development of the educational system, including military education. The presidential decree emphasizes the importance of preserving national traditions and values, which helps strengthen the focus on studying the country's history, the heroic deeds of ancestors, and the role of the Armed Forces in defending the Fatherland. Therefore, the decree significantly influences the military sphere, contributing to the strengthening of the ideological foundations of military service and increasing the effectiveness of the educational process. We consider the problem of finding promising directions for organizing the educational process that contribute to strengthening the spiritual and moral values of future representatives of the officer corps, the formation of patriotism and loyalty to the historical memory of the Russian people, and the responsibility of future deputy commanders for decisions made, as one of the most important and pressing tasks for the teaching

staff of a military university. Its solution is possible through the integration of theory and practice, the introduction of new teaching methods based on digital technologies and interactive forms of interaction.

The main objectives of our research are:

- analysis of existing pedagogical technologies used in higher military educational institutions;
- determination of the specifics of training and education of specialists in the field of military-political work, considering the requirements for their professional training.

According to the requirements of the Federal State Educational Standard (FSES) [4], a graduate of a military university in the field of “military-political work” combined with the profession of a teacher possesses unique characteristics that make this specialty integrative. Cadets acquire fundamental knowledge in the fields of psychology and pedagogy, sociology and political science, mastering the basics of agitation and propaganda, cultural and leisure activities, military-social work, and pedagogical prevention of deviant behavior. Graduates acquire managerial skills, develop organizational abilities, and the skills to coordinate team work. During training, cadets develop professional ethics, with special attention paid to fostering honesty, integrity, and dedication to the cause of defending the Fatherland.

Thus, the specialty “military-political work” and “teacher” represents an integrative military-pedagogical specialty that requires the integration of pedagogical technologies used in the training of future specialists.

The essence of integration as a process is revealed through the unification of various parts into a single whole, and these parts can also be pedagogical technologies. To denote this phenomenon, the concept of «synthesis» can also be applied, which, in the context of our problem, we will understand as the fusion of several pedagogical technologies into a new unique system, creating a qualitatively new product different from the original components, in which individual properties of the constituent pedagogical technologies are lost, i.e., a new system emerges.

The concept of «pedagogical technology» is one of the main categories of military pedagogy [1; 6] and is considered in many aspects. From the perspective of a personal approach, this category is revealed through pedagogical mastery; in fact, mastering pedagogical technology *is* pedagogical mastery. From the perspective of a systems approach, pedagogical technology is considered as a system, alongside systems of developmental or problem-based learning. We are closer to the instrumental approach, according to which pedagogical technology is considered as a set of goals, methods and techniques, forms and means of teaching and upbringing, capable of effectively solving educational problems in the process of training future officers – specialists in the field of military-political work – and contributing to the mobilization of human resources.

The use of the term “integration of pedagogical technologies” emphasizes the focus on combining these elements into a single integral system, preserving their original characteristics and functions. Hence, the goal of integration is the possible coexistence of different forms,

methods and techniques, means of teaching, and strengthening the positive effects of each component. The approach to combining various pedagogical technologies depends on the context of the educational process goals.

The formation of deep knowledge in the field of training and educating personnel, managing a military collective, strengthening morale and patriotism among personnel, developing the ability to analyze situations and make informed decisions, mastering methods of protection against information, increasing awareness of risks and ways to counteract them, as well as developing leadership qualities – are important components of the professional competence of a future officer – a specialist in the field of military-political work.

An important factor in forming the professional competence of future officers is a positive attitude towards future military-professional activity, considered in Russian psychology as a motive determining one's activity, stability, and direction (Leontiev A.N., Rubinstein S.L.) [10; 15].

The choice of an officer's profession is determined by various motives, which can be divided into categories: external (positive and negative) and internal. Internal motivation is associated with young people's desire to serve their country; they see service as an opportunity to contribute to the protection of national interests and ensure the country's security. Often, the choice of an officer's profession is predetermined – an internal desire to continue family traditions [13]. For some young people, material incentives are the leading motive. Others enter a military university now simply because they couldn't get into anywhere else and consider this stage as temporary. Depending on the leading motives for choosing a profession, the following motivational types of military personnel can be conditionally distinguished: patriotic, economic, family, and personal-emotional types. The teacher's choice of pedagogical technology should consider the characteristics of each motivational type, ensuring the effective formation of professional competence of future officers – specialists in the field of military-political work.

Modern realities require special attention to the issues of forming a steadfast civic position and the social significance of the profession of an officer of military-political bodies. For the modern practice of training future deputy commanders for military-political work, the research of the Soviet psychologist and teacher Mikhail Ivanovich Dyachenko [2] is of particular significance and relevance. According to the scientist's views, professional training involves the active use of innovative methods, which today emerge through the integration of pedagogical technologies.

The integration of pedagogical technologies in a military university is a purposeful process of interpenetration and interconnected use of various educational methods, technical means, and didactic techniques aimed at improving the quality of professional training of future officers and forming the necessary competencies for the successful performance of their official duties. This process involves the complex application of traditional and modern learning technologies, the active introduction of innovative approaches that consider the requirements of the modern army and the specifics of training a military specialist.

The task of integration is to create a holistic educational environment that combines academic knowledge, military skills, and the spiritual and moral education of the future officer; the humanization of military education [14] as a condition for integration allows creating conditions for optimal knowledge acquisition, the formation of stable beliefs and values necessary for future specialists in the field of military-political work, which contributes to the formation of highly qualified command personnel capable of maintaining a high level of moral-political and psychological state of personnel in modern combat conditions.

Understanding the importance of future officers mastering the basics of military didactics encourages teachers of military universities to study with great interest various educational technologies that allow for a more effective construction of the process of forming a system of psychological-pedagogical knowledge, professionally important and personal qualities of future officers-specialists in the field of military-political work [11], through the active integration of digital technologies and pedagogical innovations into their activities.

Analysis of the educational process using various technologies for teaching cadets allowed us to assume the existence of a certain dependence between pedagogical technologies and specific personality qualities of a military serviceman. For example, the implementation of problem-based learning and its technologies in the process of training future officers contributes to the formation and development of critical thinking in cadets. Case technology, which is actively used in the study of “general psychology” and “social psychology”, is aimed at developing organization, independence, tolerance, and various communicative qualities in future officers-teachers.

Paracentric learning technology helps develop the ability to explain material to a comrade in an accessible and scientific manner. As a result of natural communication, cadets develop qualities necessary for their future military-professional activities. The collective learning system (CLS), used in classes on “military pedagogy”, makes it possible to individualize the training process. [20].

Project technology is actively used in military universities to form research skills and develop skills for organizing events to strengthen the moral-political and psychological state of military personnel; group work on a project contributes to the formation of team spirit and allows future officers to conduct research in the field of developing new types of weapons.

Contextual learning technology, through its main game form, is capable, in conditions simulating future professional activity, of forming a sustained interest in the studied subject, forming professional and personal qualities of future teachers, and also realizing its health-preserving potential (reducing stress levels during public speaking, eliminating fear of giving a wrong answer, comrade support) [16].

It is quite obvious that the widespread introduction of information and communication technologies, which are inherently integrative (for example, an informational lecture in a military university can be combined with discussions and the use of electronic means), plays a major role in the professional development of cadets.

Training a qualified teacher requires not only deep theoretical knowledge but also practical skills that can only be acquired by directly participating in the educational process. That is why one of the most important components of teacher education is considered to be the completion of pedagogical practice, where future officers-teachers get the opportunity to try themselves in the role of a teacher. Nevertheless, it is important to understand that the level of professionalism of a future specialist in military-political work, a teacher, is largely determined by how well they are prepared to start independent work during their industrial practice.

Analysis of personal observations and conversations with department teachers and cadet trainees allowed us to identify difficulties they experienced when preparing for independent conduct of a lecture class. We conditionally divided them into four groups: difficulties in developing the lecture content, difficulties interacting with the audience, technical problems, and psychological barriers.

Table

Difficulties in preparing for independent conduct of a lecture class

Difficulties in developing lecture content	Difficulties interacting with the audience	Technical problems	Psychological barriers
selecting literature and the optimal volume of content for the upcoming lecture; defining lesson objectives; preparing a lesson plan-summary; conducting the lesson according to the plan; assessing the level of student learning; formulating clear questions to monitor learned material	clarity of speech and pace of material delivery; maintaining discipline in class; attracting listeners' attention; maintaining audience interest throughout the lecture	selecting examples and illustrations for developing a presentation for the lesson; placing visual material (tables, diagrams)	anxiety; fear of speaking before a large audience; lack of confidence without relying on the summary; fear of receiving a low grade for the lesson

In order to prevent such difficulties during classes on psychological-pedagogical disciplines, micro-teaching is used. It is effective specifically for training officers-teachers, as it allows integrating theoretical training and practical preparation, forming readiness for independent conduct of classes and generally influencing the success of pedagogical practice by cadets studying in the specialty “Military-political work. Teacher”.

Micro-teaching is a unique and promising approach to training qualified pedagogical personnel, actualized by the famous Russian scientist, Doctor of Pedagogical Sciences Natalya Aleksandrovna Moreva. Micro-teaching is a professional pedagogical training that includes elements of active modeling of educational process situations and forms the teacher's readiness to effectively implement pedagogical functions. It is based on organizing small fragments of a lesson lasting up to 15–20 minutes, during which the future specialist solves a specific learning task, modeling the teaching process with real students. This approach, in its essence, can be considered as a «result» of the integration of pedagogical technologies; precisely here, prerequisites emerge

and conditions are created for combining various components of pedagogical technologies (the context of educational process goals), as it allows young officers to gain experience conducting classes using elements of all those technologies they studied in the course of «military pedagogy» and «military didactics.» That is, acting as a teacher, they can analyze their own professional mistakes and adjust methods of influencing the audience directly before the industrial practice. Special attention is paid to developing abilities such as: the ability to reflect on one's own activities, forming a critical attitude towards one's own actions, and making decisions regarding ways to further improve professional skills.

According to several researchers (Grushko E.P., Davydova A.V., Kozlova O.A., Kulagina I.Yu., Moreva N.A.) [3; 5; 8; 9; 12], repeated reproduction of various aspects of lessons in a familiar environment allows the future teacher to consolidate useful habits and skills even before starting practice. Regular self-assessment and receiving constructive criticism from colleagues and the teacher contribute to the development of self-criticism and the desire for improvement.

However, there are also certain difficulties and limitations associated with implementing micro-teaching: it requires a high level of motivation and responsibility from the cadet, as the method involves a significant degree of independence and self-analysis. The effectiveness of the method directly depends on the professionalism of the teacher-mentor, who must be able to provide constructive criticism and maintain an atmosphere of trust. For high-quality mastery of the method, it is necessary to carefully select suitable learning tasks that correspond to the cadets' level of preparedness and the current requirements of the profession. The technical equipment of training sessions is also important: the availability of equipment and resources for conducting such trainings significantly influences the final result.

It is advisable to organize the process of cadets mastering the skills of independent lecture delivery using this technology in stages: familiarization with the subject content; developing one's own plan-summary; rehearsal presentation and independent conduct of a full-fledged lecture.

Thus, the integration of learning technologies and time-tested educational methods ensures cadets' readiness for professional activity in the process of carrying out independent practical work before industrial practice and is the result of professional preparation for pedagogical activity; it presupposes deep knowledge of psychological disciplines (modules) and the theoretical foundations of military didactics and the theory and methods of education; it realizes the need to use this knowledge when solving various pedagogical (educational) situations; it includes a set of personal characteristics (presence of professionally important qualities) inherent in a teacher carrying out pedagogical activities in organizations of the higher and additional education system. These factors make the process of integrating pedagogical technologies a powerful tool for developing pedagogical competencies, increasing the overall effectiveness of professional training for future officers-specialists in military-political work, teachers capable of effectively performing their assigned duties. Such an integrated approach to training officers-teachers can guarantee that

the Russian Armed Forces will have a reserve of highly qualified specialists ready to defend the country's interests and ensure the security of its people.

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