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FEATURES OF THE DEVELOPMENT OF MILITARY-PROFESSIONAL RESPONSIBILITY OF SERVICEMEN IN THE PROCESS OF PROFESSIONAL TRAINING AT THE PROFESSIONAL TRAINING CENTER OF THE ARMED FORCES OF UKRAINE

Abstract. Given the current challenges of combat operations in the context of the Russian-Ukrainian war, there is an urgent need to improve the effectiveness of professional training for military personnel at the Armed Forces of Ukraine Training Center, in particular by developing military-professional responsibility. The purpose of the study is to analyze and identify the components and methodological approaches that determine the peculiarities of the formation of military-professional responsibility of military personnel at the Training Center. The leading research methods are: theoretical analysis of scientific conclusions and studies, systematic analysis, descriptive analysis, generalization, and forecasting. It has been established that the structure of military-professional responsibility is multi-component, including the following components: value, regulatory and legal, professional and operational, emotional and volitional, and reflective. In addition, we outlined the conditions that unquestionably determine the specifics of training military personnel at the Armed Forces of Ukraine Training Center, namely: the intensity of training cycles, the preference for activity-based methods, and the interconnection between training and the development of mental endurance. We focused on identifying the key provisions that should be implemented when planning educational activities. These include: monitoring the assimilation of military service norms and standards at all stages of training, acquiring practical skills for making responsible management decisions in practical activities, and developing a conscious need for professional reflection.

Key words: professional training, Training Center, methodological approaches, social maturity, military-professional responsibility.

Introduction. Modern challenges in performing combat duties in various conditions necessitate the development of military-professional responsibility among servicemen undergoing training at the Armed Forces of Ukraine Training Center, which is a purposeful organizational and pedagogical process of forming in them a stable ability to act in a normative, conscious, and effective manner.

A distinctive feature of professional training for military personnel at the Armed Forces of Ukraine Training Center is the maximum intensity of training, the collective nature of training, the mandatory contextual nature of training, and the need to take into account the experience of the Russian-Ukrainian war, the simultaneous development of both tactical algorithms and psychological readiness for combat operations, which determines the existence of a two-level system of development of military-professional responsibility: creating conditions for its development as an internal attitude (values, motives, stable motivation for normative behavior, self-control, stress resistance, reflective behavior correction) and as a professional standard of behavior (compliance with regulatory requirements and procedures).

Analysis of recent research and publications, previously unresolved part of the general problem. Methodological approaches to the formation of professional responsibility were the subject of scientific research by A. Bodescu [1]. Focusing on the leading methodological approaches to the formation of military-professional responsibility of military personnel, we highlight the scientific works of the following researchers: systemic methodological approach (O. Kokun, I. Pishko, N. Lozinska [8]), activity-based (O. Boiko [3]). The issue of defining the components of professional responsibility of military personnel was interpreted by researchers in the context of their scientific research.

The **purpose** of the article is to analyze and identify the components and methodological approaches that determine the peculiarities of the formation of military-professional responsibility of servicemen at the Training Center, given the lack of sufficient analysis and justification of the outlined topic in pedagogical discourse. **Research methods** applied: theoretical analysis of scientific conclusions and research to clarify concepts; systematic analysis to reveal methodological approaches to the formation of military-professional responsibility of military personnel at the Training Center; descriptive analysis to establish the leading components of the formation of military-professional responsibility of military personnel. Methods of generalization and forecasting were applied to formulate conclusions.

Results and Discussion. Given this two-tiered system, it seems appropriate to specify the development of military professional responsibility as a multi-component structure consisting of value, regulatory, professional-operational, emotional-volitional, and reflective components. The value component includes the acceptance of military values, ethical standards of service, identification with the unit and the state, since responsibility in the military environment is determined by the values of service and defense of the Fatherland, norms of law and statutes, and «a high level of professional responsibility contributes to the establishment of respect and trust in the military community» [4, p. 112].

The regulatory and legal component involves military personnel mastering the theoretical foundations of legislative norms and statutory requirements, rules of international humanitarian law, and the procedures and rules for the use of force. The professional and operational component includes algorithms, tactical procedures, techniques, and safety standards. The emotional-volitional component ensures military personnel's ability to control their psycho-emotional state when making

decisions, especially in combat conditions. In contrast, the reflective component involves developing the ability to analyze one's actions, acknowledge mistakes, and correct behavior. The mechanisms for developing military professional responsibility at the Armed Forces of Ukraine Training Center, which function in close connection with and complement each other, include the following: normative internalization, responsible choice under constraints, and responsibility for collective results.

One of the basic mechanisms for developing military professional responsibility is normative internalization, the process of transforming external requirements (legal norms and international humanitarian law, statutes, orders) into internal regulators of military personnel's behavior. At the Training Center, this mechanism is implemented through the systematic study of regulatory requirements, the practical application of norms in combat training, and self-control. By accepting the need to comply with legal and regulatory norms, military personnel gain an understanding of the necessity of compliance.

Regarding responsible choices in conditions of restriction, the educational process at the Training Center involves immersing military personnel in situations of limited choice. Responsibility in such cases develops through the need to choose between the requirements of carrying out orders and ensuring one's own safety and that of subordinates, making decisions under incomplete or contradictory information, and finding options for action within the limits of the order.

A distinctive feature of the Training Center is that most tasks are performed within teams, which creates conditions for developing responsibility for collective results through awareness of the cause-and-effect relationships between decisions made and outcomes achieved, between coordinated actions and individual contributions. The result of this is the transformation of military-professional responsibility from an individual trait into a collective professional value.

The development of military-professional responsibility among servicemen at the Armed Forces of Ukraine Training Center takes place in stages. The first stage is adaptation. During this stage, military personnel enter a professionally oriented educational environment, so the development of military-professional responsibility is externally determined and manifests in instructors' control over compliance with statutory and order requirements and mastery of professional activity algorithms. The objective of this stage is to make military personnel aware of the need to comply with regulatory requirements as a prerequisite for operational and combat effectiveness, and for preserving life and health.

The second stage is activity-based, during which attention is focused on creating conditions for development and encouraging responsible performance of professional duties by military personnel. To this end, training tasks are made more complex, the variety of training situations is expanded, and elements of independent decision-making under the supervision of instructors are introduced, which helps to raise awareness of the connection between the quality of task performance and its consequences, and increases the readiness of military personnel to take responsibility and show initiative.

The final stage of developing military professional responsibility is associated with the formation of a serviceman's need to reflect on the results of their professional activities. Military professional responsibility manifests in the ability to evaluate one's own actions independently and in the willingness to

acknowledge mistakes and correct behavior, as revealed through systematic analysis of actions taken, self-assessment, and collective discussion of results.

One important organizational measure for developing the military-professional responsibility of servicemen is psychological training, since at the psychological readiness for service level, an important condition for responsible decision-making is stress resistance and the ability to act rationally under pressure. Psychological resilience, according to O.Kokun, is «the ability to respond to stress in an optimal manner» [8, p.4].

Foreign researchers studying the behavior of military personnel under stress and trauma link responsibility to self-regulation and reliability, pointing to the interconnection between moral trauma, mental state, and behavioral consequences, which indirectly influences responsible or irresponsible behavior [11, p.2–4].

Therefore, to increase the effectiveness of developing responsible behavior, psychological training at the Training Center is not a separate discipline, but its elements are integrated into all training sessions, where professionally trained instructors simulate negative psychological factors that influence the consciousness of military personnel, which are as close as possible to real combat stressors. To this end, instructors' role is realized not only as exemplars of professionalism but also as direct bearers of standards of responsible behavior.

The development of military-professional responsibility in servicemen at the Training Center, from a pedagogical perspective, is a holistic, comprehensive, and clearly structured process, built on the leading ideas of systemic, competence-based, activity-based, contextual, praxeological, and acmeological methodological approaches. The need for a systematic approach is determined by the specifics of military service, since the level of responsibility and military-professional responsibility, in particular in military-professional activities, determines the success of combat missions and the safety of personnel.

Within the framework of a systematic approach, the development of military professional responsibility at the Training Center of the Armed Forces of Ukraine is viewed as an interrelated set of goals, content, methods, means, training subjects, and criteria for its effectiveness, i.e., it is a «well-founded unity of components, connections, and relationships between them» [5, p.19].

The specifics of training military personnel at the Armed Forces of Ukraine Training Center are determined by the following:

- Intensity of training cycles (maximum structure, standardization, repeatability of requirements, and practical focus).

- Preference for activity-based methods (dominance of training, exercises, simulation modeling).

- Interconnection between training and the development of mental endurance (the need to take into account the «psychophysiological dimension and the need to restore resources» [8, p.146–152].

When planning educational activities and the content of academic disciplines from a systematic approach, it is necessary to take into account the following provisions:

- Monitoring the assimilation of military service norms and standards at all stages of training (tests, situational tasks, analysis of typical mistakes).

- Forming a conscious need for responsible behavior, since «legal norms cannot be taught separately from moral foundations» [1, p.1].

- Acquiring practical skills for making responsible management decisions in practical activities (fulfilling standards, team interaction, practicing procedures, discipline, and self-discipline).

– Developing skills of self-control and control of one's own psycho-emotional state: researchers identify «increased responsibility for one's actions» as one of the stress factors for military personnel [8, p.147].

– Formation of a conscious need for professional reflection (self-assessment, analysis of mistakes, correction of actions, awareness of consequences).

– Creation of an effective system for monitoring the quality of educational outcomes.

– Clearly defined indicators and criteria for assessing the level of development of components of military-professional responsibility.

– The existence of feedback mechanisms with the subjects of the educational process for analyzing miscalculations, clarifying goals, adjusting forms and methods of training, and constantly searching for ways to improve.

Thus, the development of military-professional responsibility at the Training Center of the Armed Forces of Ukraine based on a systematic methodological approach is a process that is projected as a holistic pedagogical system, ensuring the integration of regulatory, legal, moral, psychological, behavioral, and reflective aspects, which is implemented through a controlled training cycle with clear performance criteria and effective feedback.

A competency-based methodological approach to the professional training of military personnel at the Armed Forces of Ukraine Training Center should be considered through the design of content, organization of training, assessment of results, and management of training quality, which is focused on developing the ability to act responsibly in real combat conditions. In this context, military-professional responsibility is an integral result of the interaction of knowledge of norms and rules, value orientations, emotional and volitional stability, disciplined behavior, and reflection on the consequences of one's own decisions.

In current pedagogical discourse, the competency-based approach is justified as a necessary condition for the transition from the dominance of reproductive assimilation of information to the training of specialists capable of competently solving service, combat, and pedagogical tasks. According to Y.Tarasyuk, «the competency-based approach in military education is a system of requirements for the organization of the educational process... that promotes the practice-oriented nature of military-professional training of future specialists...» [11, p.311–312].

For the Training Center of the Armed Forces of Ukraine, the competency-based approach is particularly relevant due to the purpose of training (rapid and reliable development of the ability to act in conditions of risk, uncertainty, and pressure) and the specific nature of the contingent (different levels of preparedness, limited training time, high intensity, dominance of the practical component).

The development of military-professional responsibility in the competency model is implemented through a system of components (motivational-value, cognitive, emotional-volitional, behavioral-activity, reflective), which are reflected in training programs as specific learning outcomes and assessment criteria.

A separate advantage of the competency-based approach is its potential to integrate learning and assessment, which is extremely important for the development of military-professional responsibility. Thus, modern standards of quality in military education in foreign countries provide a direct link between assessment and learning outcomes: for example, the Bi-SC Directive 075-007 states: «Assessment procedures

shall measure the achievement of planned learning outcomes» [2, p.90].

The implementation of the provisions of the activity-based methodological approach in the professional training of military personnel at the Training Center of the Armed Forces of Ukraine takes into account the position that the key qualities of a military serviceman, among which military-professional responsibility occupies a decisive place, are formed and developed in the process of performing real or as close as possible to real actions that have a goal, conditions, limitations, risks, consequences, and evaluation of results.

The current state of military education development involves perceiving military personnel as active bearers of goals, meanings, and decisions, i.e., not as passive objects of influence, but as full-fledged subjects of educational and professional activity. According to D.Konovalov, the requirement of the times is a subject-activity orientation of military-professional training, which, in the scientist's view, means the future officer's awareness and understanding of the parameters of the educational-professional process and their own role in it [9, p.65].

At the Ukrainian Armed Forces Training Center, the activity-based approach is implemented by filling training programs with practical modules, practical tactical, fire, and special training exercises, unit coordination activities, rehearsing algorithms under fire and time pressure, limited resources, and the need for coordination and mutual support. With this approach, responsibility takes on the characteristics of a professional category, as military personnel become aware of the cause-and-effect relationships between decisions, actions, and results.

As O.Boiko convincingly argues, professional training should take on a subject-activity and contextual orientation, moving away from authoritarian-reproductive models [3, p.8], which is implemented through the introduction of simulation scenarios, role-playing, and business games, mechanisms of professional reflection for objective assessment of performance results, and the formation of a culture of responsible initiative.

The contextual methodological approach in the professional training of military personnel should be viewed as a way of organizing training in which the content, methods, and assessment are built around situations and decisions typical of real-life service. In this approach, the leading method is a specially modeled problem situation that requires military personnel to analyze, choose actions, and predict consequences. The contextual nature of military personnel training contributes to the development of military-professional responsibility as a conscious need to act within the limits of the official (regulatory, legal, moral, and organizational) contexts.

The contextual organization of professional training at the Training Center, taking into account its specific features, namely: high intensity, time constraints, and the combination of training with elements of official duties, contributes to the development of military-professional responsibility when it is situational, role-based, and reflective, and also involves the integration of various areas of responsibility, such as legal, moral, and professional, into a problem situation.

The praxeological methodological approach in military professional training should be understood as an organization of the educational process at the Training Center, in which military professional responsibility is formed through rationally designed organizational and educational activities focused on achieving guaranteed results, minimizing errors, saving resources, and ensuring the reproducibility of task performance standards.

Given the specific conditions of training at the Training Center of the Armed Forces of Ukraine, the praxeological approach is implemented through a system of exercises and control, thereby transforming responsibility norms into sustainable professional actions. Another requirement of the praxeological approach is to structure training as a managed cycle of performance: defining expected results, establishing evaluation criteria, developing action algorithms, training under difficult conditions, evaluating performance quality, and correcting both the program and the behavior of military personnel. The essence of the approach boils down to the ability to reproduce training standards in different units and with different instructors, since «the praxeological approach involves diligent, purposeful training of future specialists to ensure that it is effective» [10, p.119].

Given the role and place of military personnel in defending Ukraine's independence and territorial integrity during the repulsion of large-scale aggression, the acmeological methodological approach is one of the most important, as it contributes to the systematic formation of professional maturity and a sustainable ability to act responsibly in conditions of negative stress, time constraints, and resource shortages.

At the Training Center, the use of acmeological ideas contributes to the organization of the educational environment in a way that each training task gradually directs military personnel towards higher standards of action: more complex goals, more realistic constraints, greater demands for self-control, team interaction, and ethical decision-making. As S.Kalaur [6] and S.Kozar [7] note, the acmeological orientation of training involves a gradual increase in requirements and the simultaneous creation of conditions that enable these requirements to be implemented through pedagogical tools and support. According to the researcher, it is not only the

complexity of the task that is important, but also its anticipated growth, i.e., it should stimulate development, since it is the «acmeological approach that contributes to better training of specialists through a more detailed study of personal qualities and a more correct selection of pedagogical conditions for organizing the process» [7, p.108].

At the same time, the implementation of acmeological methodology in the professional training of military personnel at the Training Center requires the creation and maintenance of an acmeologically oriented educational environment. Building such an environment involves not only selecting methodologies, but also taking into account the need to maintain subject-subject interaction between the administration, instructors, and trainees, the leadership style of instructors, communication culture, and openness and objectivity of assessment, which, according to researchers, «increases the significance of spiritual and moral values and internal motives for activity» [12, p.1010].

Conclusions. The distinctive features of professional training for military personnel at the Armed Forces of Ukraine Training Center are the intensity, collective nature, contextual nature, and the need to take into account the experience of the Russian-Ukrainian war. The development of military-professional responsibility is implemented through its recognition as a multi-component structure comprising value-based, normative, professional-operational, emotional-volitional, and reflective components, grounded in the leading ideas of systemic, competency-based, activity-based, contextual, praxeological, and acmeological methodological approaches. The next step in our research is to identify the pedagogical conditions for shaping the military and professional responsibility of servicemen at the Training Center of the Armed Forces of Ukraine.

Конфлікт інтересів. Автор підтверджує відсутність фінансових, особистих чи інших інтересів, що можуть розглядатися як потенційний конфлікт інтересів щодо публікації цієї статті.

Фінансування. Робота виконана за відсутності фінансової підтримки з боку будь-яких організацій.

Доступність даних. Це теоретичне дослідження не передбачає використання додаткових наборів даних.

Використання штучного інтелекту. Інструменти штучного інтелекту частково використовувались при перекладі окремих понять.

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ОСОБЛИВОСТІ РОЗВИТКУ ВІЙСЬКОВО-ПРОФЕСІЙНОЇ ВІДПОВІДАЛЬНОСТІ ВІЙСЬКОВОСЛУЖБОВЦІВ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ В НАВЧАЛЬНОМУ ЦЕНТРІ ЗБРОЙНИХ СИЛ УКРАЇНИ

Анотація. З огляду на сучасні виклики бойових дій в умовах ведення російсько-української війни постає гостра проблема підвищення результативності професійної підготовки військовослужбовців в Навчальному центрі Збройних сил України, зокрема через необхідність розвитку у них військово-професійної відповідальності. Метою дослідження є аналіз та виокремлення компонентів й методологічних підходів, що визначають особливості формування військово-професійної відповідальності військовослужбовців у Навчальному центрі. Провідними методами дослідження є: теоретичний аналіз наукових висновків і досліджень, системний аналіз, описовий аналіз, узагальнення отриманих результатів та прогнозування. Встановлено, що структура військово-професійної відповідальності є багатокомпонентною, вона включає такі компоненти: ціннісний, нормативно-правовий, професійно-операційний, емоційно-вольовий та рефлексивний. Поряд з тим, визначено етапи розвитку військово-професійної відповідальності військовослужбовців у Навчальному центрі Збройних сил України, до яких належать: адаптаційний, діяльнісний, рефлексійний. Вважаємо, що розвиток військово-професійної відповідальності військовослужбовців в Навчальному центрі можливий лише через призму побудови логічного та структурованого педагогічного процесу. Нами було виокремлено та охарактеризовано ідеї таких методологічних підходів як – системний, компетентнісний, діяльнісний, контекстний, праксеологічний та акмеологічний. Також, окреслено педагогічні умови, що беззаперечно обумовлюють специфіку підготовки військовослужбовців в Навчальному центрі Збройних сил України, а саме: інтенсивність циклів навчання, перевага діяльнісних методів та взаємозв'язок навчання із формуванням психічної витривалості. Особливу увагу зосереджено на виокремленні провідних положень, що мають бути реалізовані під час планування освітньої діяльності. До яких належать: контроль засвоєння

норм і стандартів військової служби на усіх етапах навчання, набуття практичних вмінь продукування відповідального управлінського рішення у практичній діяльності та формування усвідомленої потреби у професійній рефлексії.

Ключові слова: професійна підготовка, Навчальний центр, методологічні підходи, соціальна зрілість, військово-професійна відповідальність.