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*Rybalko L. S., Zahrebelnyi O. V., Chernovol-Tkachenko R. I., Fidiaieva T. S.*

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**INTELLEKTUELLES KAPITAL - DIE GRUNDLAGE  
FÜR INNOVATIVE ENTWICKLUNG**  
BILDUNG DER BEREITSCHAFT ZUKÜNFTIGER FÄCHER DER  
STRAFVERFOLGUNGSTÄTIGKEIT ZUR BERUFLICHEN  
SELBSTVERWIRKLICHUNG IM AKADEMISCHEN PROZESS

*INTELLECTUAL CAPITAL IS THE FOUNDATION OF  
INNOVATIVE DEVELOPMENT*

*FORMATION OF THE READINESS OF FUTURE SUBJECTS OF LAW ENFORCEMENT  
ACTIVITIES FOR PROFESSIONAL SELF-REALISATION IN THE ACADEMIC PROCESS*

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## *Introduction / Einleitung*

Today, the global problems of humanity are numerous riots and hybrid wars. According to the Law of Ukraine “On the National Guard of Ukraine” (2014) [46], the National Guard of Ukraine (NGU) is a military formation with law enforcement functions. In peacetime, the NGU is responsible for maintaining public order and ensuring public safety, and during martial law, carrying out external aggression by other countries, the NGU performs combat missions to repel armed aggression by Ukraine's external adversary and eliminate armed conflict.

The basic principles and directions of law enforcement development, close to the standards of the respective units of NATO and European Union member states, set requirements for the identity of a law enforcement soldier. Therefore, the issue of professional training of a law enforcement soldier capable of professional self-realization in law enforcement and defense activities of the NGU is relevant. New educational guidelines in the training of law enforcement officers require the appeal of scientists and practitioners to human resources, endurance and emotional resilience, mobile response to crime among the population. The readiness of future officers for professional self-realization in working with personnel is the goal and result of effective professional training of law enforcement officers.

The expediency of studying the topic is due to the need to resolve contradictions between: state and social requirements for high qualifications of NGU employees and insufficient attention to the nature of abilities and talents, unlocking the potential of each serviceman and NGU employee during training; potential opportunities of the educational process in higher educational institutions with specific learning conditions and insufficient readiness of cadets to reveal their own potential in working with the personnel of the unit; the need to form a high level of readiness of future officers for professional self-realization while working with personnel and insufficient development and implementation of pedagogical conditions that provide cadets with a level of such readiness.

The practical significance of the research results is that scientifically



substantiated and introduced into the educational process of higher education institutions with specific learning conditions pedagogical conditions for the formation of readiness of future officers for professional self-realization in working with personnel will increase the level of such readiness. A webinar "Self-management in the work of law enforcement" was developed, which was used in classes on social sciences and humanities and self-training. The main provisions and conclusions of the study were used by teachers in the study of disciplines "Military Psychology and Pedagogy", "Military Pedagogy", "Pedagogical Skills", "Theory and Methods of Working with Personnel", "Pedagogy", as well as officers of military units during organization of humanitarian training of servicemen.



## **KAPITEL 1 / CHAPTER 1**

### **READY OF FUTURE OFFICERS FOR PROFESSIONAL SELF- REALIZATION IN WORK WITH PERSONNEL AS A SCIENTIFIC PROBLEM**

#### **1.1. Terminological field of research**

The scientific principles were the ideas and provisions of the theory of self-realization of the individual, professional self-knowledge, self-regulation based on reflection and introspection, disclosure of creative potential of the individual in professional activities, and the need to create pedagogical conditions for full self-realization and self-development of future professionals (O. Anufrieva, N. Vovk, Y. Ermak, A. Jose da Costa, I. Kostikova, S. Kirichenko, V. Myalenko, L. Rybalko, I. Sirak, R. Chernovol-Tkachenko and others) [1; 2; 19; 27; 28; 71; 99; 138-141; 147].

Theoretical basis was the scientific work of scientists (S. Vasylenko, O. Kapinus, L. Kryvoruchko, O. Marchenko, O. Mirshuk, O. Fedorenko) [65; 75; 76; 85-87; 92-97; 113; 157; 178; 179], which reveal the specifics of professional training of law enforcement officers and other servicemen. Within the limits of substantiation of theoretical questions of research works of scientists (V. Vasyshchev, I. Vashchenko, S. Ishchenko, O. Mirshuk) became expedient and useful [16; 17; 62-64; 113], devoted to the peculiarities of the organization of work with personnel in accordance with the current guidelines of the NGU, and the results of analysis of training and work programs in the disciplines "Work with personnel", "Military psychology and pedagogy", "Military pedagogy", "Higher school pedagogy" , "Psychology of extreme activities and tactical medicine".

The theoretical basis of the study were significant scientific provisions devoted to the formation of the readiness of future professionals in the process of training in the following areas:

–to law enforcement (I. Platonov, O. Fedorenko) [121; 164], to the professional activity of future fire officers (O. Bykova, Y. Taimasov) [9; 10], to activities in the aviation industry (O. Kernytsky, T. Kovalkova, O. Marchenko) [66; 68; 87], to the



activities of engineers based on 3D - modeling (O. Kirichenko) [67];

–to professional activity in extreme conditions of law enforcement officers (I. Golopych, J. Korol, L. Kryvoruchko, O. Fedorenko) [21; 70; 75; 164];

–to resolve conflict situations in professional activities (O. Balendr, E. Varlakova) [6; 15];

–to professional communication of police officers, future rescuers of the State Emergency Service (I. Golopych, L. Didukh) [21; 25], as well as to professional foreign language communication in the system "pilot-dispatcher" (J. Necheporuk) [110];

–to the management activities of cadets, to work with the staff of future border officers (T. Pavlyuk, R. Trotsky) [117; 161];

–to self-preservation in professional activity (Yu. Boychuk, Yu. Taimasov, O. Zub, A. Turchynov) [10], to professional self-development (E. Ostapenko) [115], to professional self-improvement (Z. Turyanytsya) [162].

Theoretical principles of formation of readiness of future officers for professional self-realization in work with personnel are the main ideas of the theory of self-actualization and self-realization of the person, laws, principles of professional activity of the person.

The dissertation describes the basic concepts of research related to the terminological field of "professional self-realization of the individual". According to scientists (O. Anufrieva, N. Vovk, Y. Ermak, A. Jose da Costa, I. Kostikova, S. Kirichenko, V. Myalenko, L. Rybalko, I. Sirak, R. Chernovol-Tkachenko and others) [1; 2; 19; 27; 28; 71; 99; 138-141; 147], professional self-realization of the individual is a process and result of their own transformational activities, which is not only the fullest disclosure of internal potential, but, most importantly, comparing personal and professional qualities to the requirements of professional activity based on self-knowledge and projecting positive change.

In the scientific literature there are other approaches to professional self-realization of the individual. Some scientists (I. Ionova, L. Levchenko, O. Kirilenko, S. Kirichenko, L. Rybalko, A. Trotsko) [61; 138; 139] link professional self-





realization with the leading motives for choosing a profession and aspirations for career growth. Professional self-realization of the individual is a necessary component of professional training, which requires a correlation of their abilities and requirements of professional activity, according to other researchers (I. Gorbachev, T. Kutsenko, G. Tverdokhlib) [137; 140; 141; 154]. It is valuable that scientists (Yu. Berezhny, K. Sotsky, Z. Turyanytsya) [7; 150; 162] note that professional self-realization is the goal and result of professional self-improvement, self-development and self-education.

The position of other scientists (O. Bykova, Yu. Boychuk, I. Sirak, Yu. Taimasov, O. Fedorenko, L. Yakubovska) deserves attention [9; 11; 147; 164; 173], which reveal the connection of professional self-realization of future professionals with the specifics of their training. Within the study, this opinion is relevant and appropriate, as it concerns future officers of the NGU, who in higher education institutions with specific conditions perform not only educational but also professional activities (patrols to maintain public order, combat missions, etc.).

According to A. Pozhidayev [123], the activity of NGU employees differs from the activity of other colleagues of law enforcement agencies and is partially carried out in the process of professional training. According to the author, the signs of differences in activities are tasks of administrative and political nature. Law enforcement officers ensure the protection and defense of state facilities, state property, and maintain the security and defense capabilities of the state.

Professional self-realization of future officers takes place in the process of professional training in higher education institutions (HEIs) with specific learning conditions. The dissertation referred to the regulatory framework [23; 24; 45; 46; 47; 59; 60; 90; 91; 100-109; 116; 163], which reflects the structure, content and features of professional training of law enforcement officers.

Based on the analysis of the above approaches, taking into account the specifics of professional training of law enforcement officers, the essence of the concept of "professional self-realization of future officers" will be revealed as a process of correlating their own potential with the requirements of professional activity time of



military practice.

Within the study we believe that the purpose of professional self-realization of future officers is the fullest disclosure of educational and professional potential in mastering the basics of law enforcement, and tasks - awareness of the importance of correlating their own potential with the requirements of such activities, identifying areas of professional knowledge and skills development, transfer them to the conditions of military practice.

From the standpoint of the author's approach, the basic concepts of research are included in the structure of professional self-realization of the individual, which contains a set of specific professional actions: self-knowledge, self-determination, self-actualization and self-design, self-affirmation, self-organization and self-management and its achievement of new acme-peaks (L. Rybalko).

In disclosing the content of the dissertation we rely on these concepts, as they help to understand the essence of the problem of forming the readiness of future officers for professional self-realization in working with staff in universities with specific learning conditions and ways to solve it.

The next step in the professional self-realization of the individual is the self-actualization of resource opportunities in various activities. Based on the results of the analysis of scientific works of famous domestic and foreign humanists (A. Maslow [88], K. Rogers [142]), we conclude that self-actualization is not only the desire to become who you want to be, but reaction to the internal impulse to discover and realize resource opportunities. In the professional self-realization of law enforcement officers should be such an internal and external impetus to successful self-actualization. In this aspect, we consider the work of law enforcement officers with personnel as a certain semantic and procedural incentive to translate the motivational resources of man into real actions and behavior.

The Directive of the Commander of the NGU dated 26.06.2017 № 15 "On improving the organization of work with personnel in the National Guard of Ukraine" [23] states that work with personnel is a priority area of management of each official as a factor that directly affects the effectiveness of combat operations of units,



military units of the NGU and the quality of tasks assigned to the military staff and the fact that commanders of all units must ensure systematic planning, organization and conduct of personnel events, directing them to improve morale and fighting spirit of servicemen.

The organization of individual work is based on the principles of direct subordination and the requirements of the statutes of the Armed Forces of Ukraine, according to which the commander (chief) teaches and educates subordinates. In order to cover the individual influence of all servicemen without exception in the military unit, a uniform job distribution of individual work by categories of servicemen is carried out.

Officials who have subordinates include measures of individual work in the personal work plan for the month, and the results of individual work with subordinates are reflected in the letters of individual interviews conducted and stored in the personal files of servicemen.

Quarterly at service meetings of officers of territorial administrations, educational institutions, military units and subdivisions and monthly at service meetings of sergeants of subdivisions the state and efficiency of individual work with personnel are summarized and discussed.

Training in methods of studying subordinates and forms of individual work is planned and conducted during training meetings, seminars, classes on command (professional) training of officials.

Professional self-realization of a person is created by actions of self-forecasting and self-design. In the study of the action of self-forecasting and self-design of NGU employees we connect with the structure of their activities.

According to I. Platonov [121], the structure of professional law enforcement has such components as: organizational, communicative, search, identification, social, reconstructive. The scientific work of S. Ishchenko [62-64] deserves special attention, who, unlike the previous author, emphasizes the need to work with personnel. Future officers should learn how to work with personnel, assist in planning educational work with different categories of servicemen, develop educational



activities, monitor and evaluate the results of educational impact on servicemen.

Taking into account the opinions of the cited researchers, we note that the purpose and content of self-design should be the humanistic principles of professional self-realization of law enforcement officers. In our opinion, humanistic moral values should permeate the future of law enforcement, its focus on peacekeeping and peacebuilding [30].

We are impressed by the idea that education is important in the context of peacebuilding, because the intelligent person has unlimited resources to solve the problems of good neighborliness, peaceful existence of citizens and countries in general. Thus, G. Khomenko [166] believes that the role of education is to teach people to find a compromise, resolve conflict situations, not to succumb to external provocations, to control their own actions and deeds.

According to N. Varych [14], the topical issue today is the education of a citizen who has a personal open position on the preservation of humane values, protection of the individual in conflict situations, especially in conditions of military confrontation. We fully support the author's opinion that the process of educating a person in conditions of war acquires special significance, non-book perception of reality, life events, non-standard solutions to educational situations.

In the author's version, published in the source [41], we believe that peacebuilding is a reference point for professional self-realization of law enforcement officers. This is explained by the fact that the functional responsibilities of these employees are to resolve conflict situations, act in emergencies, find compromises and build peace talks between the opposing parties. Setting the goal of peacebuilding and achieving positive results requires talent and high personal and professional qualities of law enforcement officers, disclosure of their resource potential, identification of charisma and leadership qualities, logical and constructive thinking. The concepts of "professional self-realization of the individual" and "peacebuilding", in fact, are close and in demand in modern space. At the same time, peacebuilding is the main task of building our country and the process of meeting human needs for self-realization and self-development. In the conditions of war it is difficult to speak



about professional self-realization of the person as relations between people are broken, living conditions and working capacity of experts worsen, there are nervous shifts in the emotional and moral sphere of workers. Under the influence of social conflicts and military confrontation, the devaluation of humane interpersonal relations, the goals and objectives of education, especially the education of young people, are changing.

Professional self-affirmation of future officers takes place directly at the faculties of relevant HEIs with specific training conditions. Analyzing the pedagogical experience of the Faculty of Humanities of the NANGU, we note that the atmosphere of this faculty contributes to the professional self-affirmation of future officers.

The specifics of law enforcement activities require constant professional self-improvement and self-development of personal and professional qualities of law enforcement officers. Based on the results of the analysis of cadets' answers to the questionnaires "How do you understand self-development of personality?" (Appendix B), "Do we need changes in the educational process?" (Appendix C), came to the conclusion that we should talk about new guidelines in the training of law enforcement officers. The new educational guidelines include: the formation of the readiness of future officers for professional self-realization in working with personnel.

Another priority is for future professionals to gain experience in self-preservation during professional training. The phenomenon of professional self-preservation of the individual is characterized by self-regulation (the ability to maintain a balance between external factors and internal response to them) and emotional stability (the ability to return to balance after leaving it). In the scientific work of Yu. Taimasov [153], we find a valuable idea that self-preservation has nothing to do with self-exclusion from responsibility. The author is convinced that such quality is necessary for the performance of professional and service tasks and meets the requirements of the regulatory framework for the training of future professionals. Therefore, the question of forming the skills of professional self-



preservation of cadets on the basis of the disclosure of their potential is one of the possible ways to predict effective ways of professional self-realization in service and combat conditions.

## **1.2. Content, components, criteria and indicators of levels of readiness of future officers for professional self-realization in work with personnel**

In the process of training future officers in HEIs with specific learning conditions, their readiness for professional activity is formed. According to scientists S. Ganaba and O. Fedorenko [164], professional training of future law enforcement specialists is a purposeful and dynamic process, it must be innovative and, most importantly, meet the requirements for professional activity. Given the quality of training, which is referred to in the licensing and accreditation of specialties, we note that the purpose and result of such training should be trained specialists in modern production conditions, team partnerships, international cooperation and more. In this sense, the term "readiness for professional activity" is one of the leading indicators of the quality of professional training of future officers. We fully agree with the well-known Ukrainian scientists, mentioned above, that the readiness of the individual, in fact, is the result of mastering the relevant legal, social, pedagogical knowledge and methods of their application in practice, mastering professional skills. It is valuable that the authors characterize the readiness of law enforcement officers to work through the prism of cognitive and professional motivation, understanding the value and benefits of law enforcement, awareness of social significance.

Let's clarify the meaning of the working term "readiness", as it is leading in writing a paragraph. In the terminological dictionary field, the term "ready" means "who made the necessary preparations, prepared for something; who agrees, is inclined to something or shows a desire to do something; which has already developed, gained experience, achieved a wide range of skills; expresses the completeness, the end result of any action, state "[111, p. 472].



According to the analysis of scientific works [6; 9; 10; 15; 25; 48; 66-70; 78; 83; 115; 117; 161], readiness as a phenomenon of human existence and existence has semantic meanings, such as: focus on the mental image of law enforcement and understanding the structure of law enforcement; motivational and emotional attitude to successful performance of professional tasks; actualization of own resource potential, especially in extreme conditions of law enforcement activity; installation to achieve the goal of professional activity and self-preservation in difficult conditions; assessment of compliance with own capabilities and requirements of law enforcement; identification and overcoming of difficulties during the performance of professional activity, disclosure of reserve internal forces for overcoming them; forecasting career growth and improving personal and professional qualities.

The state of readiness of a person for professional activity can be different - temporary or long-term, underestimated or increased, normal. Of course, in the process of professional training of future officers, a stable readiness for professional activity must be formed and meet the functional requirements of such activity.

Note that law enforcement is an extreme type of human activity. Therefore, the readiness of cadets for professional activities is a special phenomenon of life and ability to work. Consider the relationship of readiness with the installation of personality, which is a system-forming factor in the professional activities of law enforcement. Installation is a motivating function of the readiness of future officers for professional activities, as mental commands are strong and supported by willpower and critical thinking.

However, installation as a component of personal readiness also performs protective functions. Scientists S. Kirichenko, L. Rybalko, R. Chernovol-Tkachenko [139] prove the phenomenal role of personal readiness for professional activity on the example of different types of pedagogical activities and believe that personal readiness is a volitional quality of man, and the inclusion of these mechanisms enhances motivation, identification knowledge and skills of professional activity, as well as mobilizes resource potential, especially in extreme situations. We agree with the statement of scientists that the readiness of the individual includes protective





mechanisms in unforeseen situations, as well as a stimulus to self-development and self-improvement.

According to S. Kubitsky [78], in a broad sense, as noted in the scientific work, professional readiness is an integrated personal development, which consists of needs, beliefs, views, attitudes, motives, values, attitudes to certain behavior in unusual feelings, volitional and intellectual qualities, knowledge, skills, evaluative judgments. It is useful to believe that readiness as a goal and result of work on oneself provides a person with a certain stability, stability of position, self-regulation and self-control, adequate evaluative judgments.

In the scientific work of T. Kovalkova [68] the phenomenon of readiness of future psychologists for professional activity in the aviation industry is studied. Analysis of the author's interpretation of "readiness of future psychologists to work in the aviation industry" shows that self-realization and self-development of future professionals should provide knowledge and practical skills in psychology, psychological properties and abilities of the psychologist.

Given the results of the analysis of the scientific literature, which deals with the formation of the readiness of future professionals for professional activities [6; 9; 10; 15; 25; 48; 66-70; 78; 115; 117; 161], we note that the researchers relied on the end result - to show a specialist capable of performing the chosen professional activity. The study emphasizes the purpose and results of professional training as the formation of the readiness of future officers for professional self-realization in working with personnel. Therefore, for a deeper disclosure and possibilities of using the term "readiness of future officers for professional self-realization in working with personnel", concepts close to the research topic were analysed.

The study relied on the model of psychological readiness of NGU servicemen to perform combat missions in extreme situations (V. Vorobyov, O. Kolesnichenko, J. Matsegora, I. Prikhodko and others) [134], in which the authors consider the psychological readiness of man as its special personal state, characterized by understanding the image of the structure of action, awareness of the needs of implementation, the focus of consciousness and thinking on the successful and timely





implementation of such activities. We fully agree that the psychological readiness of a person is a component of professionalism and professionalism of specialists. Such readiness acquires special significance during the performance of combat missions in extreme situations.

According to the team of authors, the psychological readiness of representatives of risky professions has its own specifics, which consists in a specific motivation of motivation - motivation by duty, which provides reliable support for activity in tense, stressful situations; in the special importance of resources that are associated with overcoming tensions, stressful situations of professional activity; in specific professional competence, which allows you to consciously build a plan of professional activity "[134, p. 48].

Close to the research topic are the works of I. Golopych [20; 21], which reveals the concept of "readiness of future police officers for professional communication" as a personal and professional innovation, consisting of a set of positive motivational attitudes to create a situation of interaction between law enforcement agencies and its implementation within the legal framework of the National Police of Ukraine . In addition, the scientist argues that the integral components of this readiness are knowledge and skills of professional communication, personal and moral qualities, including communication and speech skills. In our understanding, professional communication of law enforcement officers is a means of their self-realization, as the disclosure of personal and professional potential occurs during contact and interaction between NGU employees and offenders.

Complementing the above are the results of the analysis of scientific works of L. Didukh [25], who prefers the readiness for professional communication of future bachelors of life safety as a basic characteristic of the individual. The researcher expands the content of cadets' readiness for professional communication, and adds such as awareness of future officers of the role of communication in solving professional problems, knowledge of communication theory, ability to communicate and interact in extreme situations.

Foreign language communication is important in the professional self-realization



of law enforcement officers, as the processes of strengthening Ukraine's international stability and security with NATO have recently intensified, and military teams are informing about Ukraine's progress towards Euro-Atlantic integration. Of course, such cooperation is due to the foreign language competence of the military.

In the study of G. Tverdokhlib [154] the essence of professional self-realization of foreign language teachers is defined as a process of activation and disclosure of personal and professional potential in modern educational environment, characterized by interest of all participants in the educational process, ideas of cooperation and partnership and competitiveness in the labor market. This opinion is valuable because law enforcement officers work with personnel and should initiate the creation of such an environment, promote the formation of cadets' readiness for professional self-realization in the international space, hold public events with servicemen on state policy in Euro-Atlantic integration of Ukraine.

The readiness of cadets for professional foreign language communication is a guarantee of their clear implementation of law enforcement activities. An example is the work of J. Necheporuk [110], which proved the role of foreign language communication in the system "pilot-dispatcher", namely in the implementation of English-language industrial radio exchange in non-standard and standard circumstances of professional activity taking into account international standards of aviation communication. This readiness of the individual ensures the accurate transmission of information during the interaction of the pilot and the controller, which is important for human safety, self-preservation.

After analyzing the scientific literature (L. Didukh, J. Zoriy, J. Korol, S. Kubitsky, I. Platonov, etc. [25; 48; 70; 78; 121]), the concept of "readiness of future officers for professional self-realization in working with personnel" we interpreted as an integrative personal innovation, which includes goals, needs, interests, motives for professional self-realization, knowledge of their own "I"-concept and ability to discover and realize their potential in military affairs, knowledge and skills of personnel, personal qualities of the officer, ensuring the effectiveness of the organization and conduct of work with personnel.



Consider the structure of readiness of the individual, its components. Definition of the concept of "readiness of law enforcement officers to protect and defend public order", which gives D. Shvets [169; 170] we consider more specific in relation to the functional responsibilities of such specialists. In understanding the meaning of this concept, the scientist invests motivational, cognitive, activity reflexive components, which confirms the correctness and logic of our opinion on the implementation of professional functions.

The author's opinion on the structure of future law enforcement officers 'readiness for professional self-realization in working with personnel was positively influenced by the results of the analysis of E. Ostapenko's scientific work [115], which allowed to study the content of future economists' readiness for professional self-development. The scholar reveals the readiness of future economists for professional self-development through the prism of the relevant components, namely: "motivational-target - attitude to professional self-development, the presence of clearly defined life goals, self-development programs, success in business; cognitive-operational - the level of self-management, abilities for self-development and self-education, self-assessment of cognitive abilities and the level of knowledge acquisition; professional-oriented - the level of professional orientation, propensity and interest of the individual to certain activities: man-man, man-technician, man-sign system, man-nature; personality-regulatory - qualities and skills of personality: responsibility, independence, self-control, self-confidence, emotional stability, willpower, level of self-government, type of self-government and self-esteem expression of professionally significant personality qualities "[115, p. 8-9].

Based on the results of the analysis of the scientific literature [6; 9; 10; 15; 25; 48; 66-70; 78; 115; 117; 161], we combined the views of researchers on the structural units of personality readiness (scientists call different components of the structure and their different number) and concluded that elements of the structure of readiness of future officers for professional self-realization in working with personnel should reflect the specifics of law enforcement activities and processes of human self. In essence, this is an integrated new personality, the implementation of which will



ensure the success of law enforcement.

Motivational and volitional component of the readiness of future officers for professional self-realization in working with personnel - is the awareness of the purpose of professional self-realization of law enforcement officers; striving for effective self-motivation, which is based on motivation and duty; desire to effectively use the internal resources of the body and personality to effectively perform tasks in stressful conditions, which is based on endurance.

Motivated attitude to the needs of one's own professional self-realization arises on the basis of interest as an emotional new growth of personality. In general, interest is a selective cognitive attitude of a person to any activity, phenomenon, object. The presence of cognitive interests is a good indicator of the success of students. Interest motivates the individual to set a goal of professional self-realization, but it is unstable.

Awareness of the purpose of professional self-realization of law enforcement officers is an interest that activates the motivational and value sphere of personality. Based on the results of the analysis of scientific literature [26; 51; 83; 167; 168] characterize such interest as a special mental mechanism that encourages activity and initiative, processes of self-realization in various activities, brings emotional satisfaction. Such interest arises as a result of dissatisfaction with the state of realization of the needs of self-realization and the conditions of their satisfaction. Interest is the transition from the objective to the subjective, from the external to the internal, from internalization to exteriorization. Interest can still be considered as a special program of self-organization, the results of which should meet the needs of self-realization of the individual. It is valuable that interest is a volitional impulse that directs the actions of self and professional activity. At the same time, it is a kind of elation, mental excitement, satisfaction and admiration of man.

The desire for effective self-motivation, which is based on motivation by duty, arises when the future officer realizes the importance and value of law enforcement, is honest in his professional tasks, shows perseverance and patience in achieving goals, strives to succeed in life and career.



The desire to use the body's internal resources, such as endurance, is necessary for the effective performance of tasks in the stressful conditions of law enforcement. Desire is a conscious sense of one's needs. But to realize the desire a person needs to be convinced of ways to achieve the goal of professional self-realization.

As part of a pilot experiment on the basis of the Faculty of Humanities of the NANGU (specialty 254 "Provision of troops (forces)", 053 "Psychology") students were asked to write an essay "Why did I choose the profession of law enforcement?" in order to identify their interest in the profession of law enforcement. Here is an example of an essay such as: "The profession of a law enforcement soldier is very dangerous at any time, but today it is relevant. Back in school, I often wondered who I wanted to be in the future, what to do with my destiny. After all, how terrible it is to make a mistake in choosing a future profession! This step is very important for the development of events in my life, and it can be decisive.

There are many professions, but it is difficult to choose one that will be a matter of a lifetime. You need to not just get a specialty, you need to choose your life path.

I believe that the military profession is one of the most responsible and dangerous professions in the world. And after school I decided to submit the documents to the NANG of Ukraine. Why this school? I will answer! My choice was not accidental, as it may seem at first glance. This educational institution has a long history of training qualified law enforcement officers to ensure law and order in Ukraine.

More than once he heard behind his back: "Why does he need it? This is not a matter for him... ». Maybe for someone and so. But, probably because of the keen sense of justice that I have had since childhood, I made such a conscious and adult choice.

In my opinion, there are great hopes for servicemen in Ukraine today. They are called to protect law and order in their city, state. After all, I want to live in a state where peace and tranquility will be the main priority.

I know that wearing shoulder straps is a difficult task, because the profession of a soldier requires responsibility, the ability to think logically, physical endurance,



good reaction, willpower. Random people do not go to the army! Here they serve only by the vocation of the soul, because it is not just a job, it is a kind of thought and way of life. Soldiers live, so to speak, by God's will, face death every day. Real servicemen are always where they are needed. I believe that the honor, courage and integrity of an officer should be inherent in both high-ranking officials and ordinary citizens. I want our country to be proud of all those who keep the peace in our country at this very difficult time for us. "

We are convinced that the needs of professional self-realization are the driving forces of the individual in the choice and successful implementation of various activities.

We will add that in works of T. Matienko [89] it is a question of classification of professional motives of militiamen which underlie their performance of law enforcement activity. The researcher refers to personal motives:

- social and value motives, which are based on the social values of law enforcement, its place and role in state formation, the prestige of the profession in society, the need for training, moral and social motives;

- motives for cooperation, the essence of which is the desire to achieve collective goals, the desire to be recognized in the team, the motives of self-affirmation, cohesion and mutual assistance;

- motives for achievement as the desire to expand horizons, interest in the professional activities and skills of law enforcement officers, the desire to lead other people, to expand their sphere of influence, creativity and initiative.

The author's situational motives include the interest of law enforcement officers in wages, the desire to improve working conditions, career growth, satisfaction with working conditions. "Motives for the professional activity of servicemen with different socio-professional status are as follows: high salaries and material rewards; desire to work with a good set of benefits and allowances; good working conditions and comfortable environment; clear structuring of work, availability of feedback and information that allows you to analyze the results of your own work; formation and maintenance of long-term, stable relationships, which implies a significant degree of



closeness, trust; setting bold, challenging goals and achieving them; influence and power; diversity, breaks and stimulation, the desire to avoid routine; be a creative worker, open to new ideas; self-improvement, personal growth and development; interesting, socially useful work "[89, p. 101].

The success of law enforcement is associated with the identification of workers in this area of willpower. Will is the ability of a serviceman to consciously act in accordance with the set goals and objectives, to overcome difficulties and to win. Signs of will are awareness of the goal, action, overcoming difficulties, achieving the goal. Difficulties are internal (individual) and external (social). Internal difficulties or barriers to self-realization prevent cadets from fully discovering their personal and professional potential. Such difficulties include self-doubt, lack of endurance, and so on. External difficulties also negatively affect the professional self-realization of servicemen. Such difficulties include the low level of adaptation of the individual in the cadet team, showing disrespect and rudeness in interpersonal communication, and so on.

The focus of the will of future officers to achieve the goal of professional self-realization is the inner core around which other goals are grouped - to learn to make responsible decisions, be decisive and steadfast, show perseverance and patience, control their actions and behavior. In law enforcement, employees must have a strong willpower, as they need to solve complex problems in extreme conditions.

The strong-willed qualities of servicemen include purposefulness (stable self-expression of motives and goals of professional activity), self-control (ability to own oneself, one's thoughts, feelings, actions, control ways to achieve the goal of professional self-realization); determination (mobile reaction to events and making the right decision, which is important in law enforcement); independence (the ability to act on their own plan, without succumbing to other influences, developing their own ways to eliminate obstacles and achieve positive results); initiative (identification of creative potential in law enforcement in order to achieve the planned results).

Thus, the motivational and volitional component of the readiness of future





officers for professional self-realization in working with personnel, as evidenced by the results of the analysis of the scientific literature [6; 9; 10; 15; 25; 48; 66-70; 78; 115; 117; 161] and their own pedagogical experience, is the life strategy of a person who has chosen a risky profession and has the strength of will to protect others from illegal actions of individuals.

Motivational and volitional component of cadets' readiness for professional self-realization in work with personnel meets the motivational criterion with the corresponding indicators of the levels of formation of this readiness: awareness of the purpose of professional self-realization of law enforcement officers; striving for effective self-motivation, which is based on motivation and duty; desire to effectively use the internal resources of the body and personality to effectively perform tasks in stressful conditions, which is based on endurance.

Cognitive-procedural component of readiness of future officers for professional self-realization in work with personnel is the mastered knowledge of theory and methods of work with personnel in law enforcement, knowledge of own potential of ability to law enforcement activity, formed skills of professional self-realization.

The study refers to the scientific works of T. Kovalkova, who discovered the author's approach to the disclosure of the cognitive component of the readiness of future psychologists for professional activity in the aviation industry. According to the author, the cognitive component of the readiness of future psychologists for professional activity in the aviation industry is "all human knowledge about themselves, attributive, role, status, psychological characteristics" [68, p. 86]. This component is characterized, according to the researcher, "the amount of professionally oriented knowledge (breadth, depth, system), student thinking style and in general is an indicative basis for future profession in the field of civil aviation" [68, p. 86].

The future officer-specialist in personnel work and military psychologist of the military management of the tactical level should:

– know: the requirements of guidance documents on the organization of work with personnel in units of the NGU and the organization of the military-pedagogical





process, the basics of leadership and responsibilities of the deputy commander of the company to work with personnel, methods and forms of work with personnel, humanitarian training, the essence and content of individual work with personnel, the essence and organization of moral and psychological support for combat missions in everyday activities, the actions of NGU units in combat and the implementation of peacekeeping missions, the meaning of "moral and psychological climate", the essence of pedagogical activities of the officer, the essence and specifics of the process of education of soldiers-militiamen, features of professional and psychological training of servicemen during service and combat activities in extreme conditions.

Future officers need to know about the personnel system. Let's explain this by the fact that in self-realization law enforcement officers need to navigate the legal framework, identify structural and logical links between its elements, analyze the causes of various factors on the formation of personal and professional qualities of servicemen, cohesion and interpersonal relationships. The subjects of work with personnel are servicemen, commanders and deputy commanders for work with personnel, self-government bodies, public organizations for professional purposes, groups of servicemen, ie participants in the educational process, they have an educational impact on the development of servicemen's personality.

The effectiveness of professional self-realization of law enforcement officers is influenced by methods of personal education. Belief, if properly implemented, "grows" into self-belief as a conscious influence on their own thoughts, views, will. Of course, the basis of this method is the knowledge needed to explain, justify, prove the right position and attitude to others. This method is valuable because it forms a stable position of law enforcement officers regarding their own professional self-realization. They must understand that the highest value is man, his inner boundless potential, which must be discovered and realized.

Encouragement increases the interest in the professional self-realization of law enforcement officers, as it is a confirmation of the correctness of their actions, positive results. As you know, encouragement should be carried out under the



existing conditions, namely: a fair attitude to positive actions, deeds. In particular, measures should be taken in incentives so as not to overestimate the self-esteem of cadets.

Conversations, debates, lectures, conferences based on the word are effective in working with personnel. For example, the experience of studying the possibilities of Ukraine's Euro-Atlantic integration through the dissemination of information during training seminars, round tables, conferences for teachers and cadets is valuable. In our opinion, the experience is useful, the essence of which is that the Euro-Atlantic Integration Department conducts trainings with the staff of the Feykotroshi Academy team in preparation for the All-Ukrainian Media Literacy Olympiad on the topic: "Practice of using communication skills to improve media play. (<https://nangu.edu.ua/news/gvardijci-akademii-aktivno-gotuyutsya-do-brejn-ringu-fejkotrotshi>).

An interesting form of work with personnel is the quiz "Ukraine - NATO before the founding of NATO", through which cadets acquire knowledge of personnel work, improve personnel knowledge of the Euro-Atlantic Alliance and the legal framework of Ukraine-NATO relations. The servicemen are educated in business, moral qualities, devotion to the Ukrainian people, pride in domestic workers of the National Guard, their courage and risks.

The future officer-specialist in personnel work and military psychologist of the military management of the tactical level should:

– be able to: clearly plan and organize work with personnel and leisure, work of public representatives of the unit, individual work with subordinates, make a plan of work with company personnel per month, job description for subordinates, organize and conduct classes on combat and humanitarian training, measures to work with personnel, measures of moral and psychological support for the performance of combat missions in everyday activities and in extreme conditions, to apply modern methods of active training and education of subordinates, methods of scientific and pedagogical research of military teams for high-quality combat training , to create a healthy moral and psychological climate in the department and relationships on the



basis of psychological and pedagogical culture, to urgently regulate the current mental state and negative emotional experiences in extreme situations.

Fulfillment of functional duties obliges NGU servicemen to be competent not only in professional disciplines, but also in the theory of professional self-realization, namely: knowledge and ability to realize the pyramid of human needs A. Maslow, the idea of K. Rogers facilitation and acmeological personality growth during professional training (O. Zagrebelny, L. Rybalko, R. Chernovol-Tkachenko [37; 88; 137; 142]).

Thus, the cognitive-procedural component of cadets' readiness for professional self-realization in work with personnel meets the cognitive criterion with the corresponding indicators of the levels of formation of this readiness: knowledge of their own capabilities and methods of working with personnel; activity criterion with indicators: skills of professional self-realization and their use in the process of organizing and conducting work with personnel.

The emotional-controlling component of the readiness of future officers for professional self-realization in working with personnel is the ability to reflect and self-regulate, the presence of adequate self-esteem and skills.

The content of the emotional-controlling component of the readiness of future officers for professional self-realization are the formed qualities of emotional stability and the ability of self-control.

According to scientist E. Varlakova [15], the emotional control component of the readiness of future officers for professional self-realization can be considered as a set of experiences of law enforcement officers to respond to situations of interaction with colleagues, offenders, citizens in need of interpersonal conflicts. behavior in extreme conditions.

In the study of L. Pyankivska [135] it is noted that almost half of the cadets who were examined by the author during a pedagogical experiment, expressed a syndrome of "emotional burnout", which manifested itself in selective attitude towards another person, including communication, aspiration for future officers to isolation and the desire to be alone, the desire to simplify the implementation of educational and



professional tasks, as well as to reduce energy potential and resources during training. Such cadets feel worse and feel better, dissatisfaction with the chosen profession increases, sleep is disturbed, which interferes with endurance and stress transfer by the body, and independence in decision-making is lost.

Of course, in this state, cadets cannot show a high level of readiness of cadets for professional self-realization in working with personnel. In this case, we should talk about the emotional stability of law enforcement as the ability to withstand educational and professional burdens, be prepared for risk, danger, self-management skills, manage emotions and willpower, restrain yourself in conflict situations.

In the work of law enforcement, self-control is an integral factor in the success of law enforcement and self-preservation. Systematic comparison of the purpose and results of professional activity inevitably leads to the emergence and development of actions of self-control and self-esteem. During the implementation of self-control, cadets develop knowledge and skills that determine its functions:

- predictive (ability to predict the desired result in accordance with the goal),
- planning (ability to plan their own activities),
- examiner (ability to verify what was done with the sample and find errors),
- evaluation (ability to adequately evaluate the results of their own activities),
- corrective (ability to detect and correct their own mistakes, understand the reasons for their occurrence),
- regulatory (ability to control their own emotions, actions, behavior),
- stimulating (ability to overcome difficulties and develop in professional activities),
- developmental (ability to engage in self-improvement throughout life and strive for self-development in various activities).

The effectiveness of law enforcement is in some way ensured by the skills of self-control, which we present as skills:

- to understand and comprehend the purpose of law enforcement activities and to present the desired result as a mental imagination of a model or standard of a successful NGU employee;

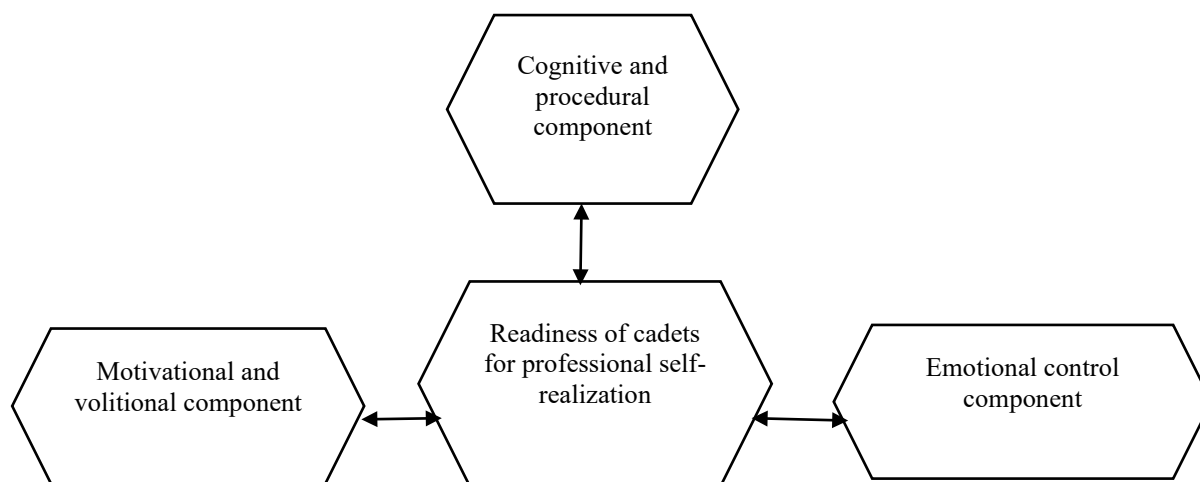


- plan activities to obtain a real result;
- regulate the process of self-realization of potential opportunities and use the resource potential in extreme situations;
- check the course of work and the achieved results with the planned sample or plan;
- analyze and evaluate the state of work performed, identify errors and their causes, find new potential opportunities for self-control;
- to correct and correct own mistakes and shortcomings in educational and professional activity.

Thus, the role of self-control in the formation of cadets' readiness for professional self-realization in working with personnel should be noted.

The emotional-control component of cadets' readiness for professional self-realization in work with personnel corresponds to the evaluation criterion with indicators: the presence of adequate self-esteem and the ability to respond to extreme situations on the basis of established skills of self-control.

The selected components of the readiness of future officers for professional self-realization in working with personnel are schematically shown in Fig. 1.



**Fig. 1. Components of readiness of future officers for professional self-realization in work with personnel**

Based on the results of the analysis of scientific literature [6; 9; 10; 15; 25; 48; 66-70; 78; 115; 117; 161], our own pedagogical experience, we highlight ways to form the readiness of cadets for professional self-realization in working with personnel during training:

1. Individual-stimulating method - involves the disclosure of internal educational potential of cadets in the process of performing educational tasks through a system of educational influences (assignment, encouragement, initiation, etc.), mastering cadets techniques and methods of self-education, self-control, self-improvement. The content of individual educational work is: the study of individual personality traits of servicemen; individual influence on the consciousness, will and feelings of servicemen. We will add at least two positions: individual-stimulating way of formation of readiness of cadets for professional self-realization in work with personnel, first provides consideration of temperament, character, inclinations and abilities, presence of charisma at future officers; secondly, it encourages self-control, self-regulation, self-improvement, and self-development.

In educational and methodical works [16; 17; 57; 58] methods of individual educational work are specified. However, in our opinion, these methods are not



enough to form the readiness of future officers for professional self-realization. Pedagogical influence should be exercised through the organization of work on yourself, because the main thing in education is awareness and understanding of their own "I" -concept. Techniques of self-organization, self-regulation, self-control are effective in working with personnel.

2. Collective-organizational method - involves activating the needs of professional self-realization of future officers through the use of group and collective forms of work with personnel, taking into account the individual interests and needs of cadets in performing educational tasks, mastering cadets experience of collective interaction in extreme conditions.

According to L. Yakubovska [173], the spirit of team interaction is provided by educational role-playing games, thanks to which communication between cadets takes place at the creative level. Participation in such games promotes the formation of skills of self-regulation and self-esteem of future officers, activates cognitive processes and thinking. The author claims that the game sketches are a simulation of the functional responsibilities of customs officers, and even in these games the roles of translators, tourists, customs officers are played. The combination of the content of law enforcement with the imitation of its features through the performance of roles stimulates cadets to professional self-realization, triggers figurative thinking.



## **KAPITEL 2 / CHAPTER 2**

### **PEDAGOGICAL CONDITIONS OF FORMATION OF READINESS OF PREFERRED OFFICERS FOR PROFESSIONAL SELF-REALIZATION IN WORK WITH PERSONNEL**

#### **2.1. Model of formation of readiness of future officers for professional self-realization in work with personnel**

Pedagogical modeling is a method of scientific knowledge, which systematizes scientific knowledge, describes, analyzes, improves educational processes, implements the achievements of researchers.

As noted by I. Zoshiy [49; 50], during the construction of the model of professional competence of future lawyers the goal was defined as a system-forming factor of a holistic system of professional training, objects, subjects, principles, means, as well as positive results of the educational process in their interaction. For its part, the model schematically reflected the experimental methods of training future lawyers.

According to M. Kotelyukh [72-74], the conceptual model of professional training of future specialists should be understood as a description of learning objectives, presented in the form of a system of basic tasks; a set of principles related to specialist training, forms and methods of teaching; stages of preparation for the activity; organizational and pedagogical conditions, results. The conceptual model presented by the researcher contains the purpose and objectives of professional training of future police officers; principles, conditions, stages, forms and methods of formation of professional morality in future police officers; as well as criteria and results.

In our understanding, the model of formation of readiness of future officers for professional self-realization in work with personnel in higher education institutions with specific learning conditions is an imaginary scheme of a set of links of the whole educational process connected by functional connections. In fact, the model schematically illustrates the research methodology.





In the New Explanatory Dictionary of the Ukrainian Language (2008) the term "methodology" means "the doctrine of the scientific method of cognition and transformation of the world, its philosophical, theoretical basis; a set of research techniques used in any science in accordance with the specifics of the object of its knowledge "[112, p. 173]. In a broad sense, the methodology of science is understood as a system of knowledge underlying the formation of necessary skills, starting points, rules, key positions, principles, ideas, algorithms for building scientific and practical activities, as well as teaching about this system, methods of research. Within the framework of pedagogical research it should be mentioned that there are such levels of methodology as philosophical (definition of general principles of knowledge and categorical apparatus of science on the example of pedagogy, and methodological functions are performed by the whole system of philosophical knowledge); general scientific (theoretical concepts that serve as the establishing basis of scientific research, mental scheme of understanding the essence of the scientific problem); specific scientific (a set of methods, principles, procedures used in a particular study of pedagogical phenomena, processes, actions) [119]. In our understanding, the methodology of forming the readiness of future officers for professional self-realization in the educational process includes such basic provisions as the doctrine of the structure of personality readiness, functions of this methodology, initial, key, fundamental pedagogical provisions (ideas, theories, concepts, hypotheses) officers to professional self-realization, as well as a set of methods, forms, tools, programs of pedagogical research, the effectiveness of which is tested and adjusted.

The development of a methodology for forming the readiness of future officers for professional self-realization in the educational process involved taking into account the functions of the methodology of science in general, namely:

– epistemological (cognitive or cognitive), the implementation of which provided a description of the process of forming the readiness of future officers for professional self-realization in the educational process, explaining its challenges and risks, predicting productive results and conditions for their provision;



- praxiological (transformational), which provided goal setting, a specific description of pedagogical conditions, methods and ways to increase the level of readiness of future officers for professional self-realization, implementation of results in practice;
- evaluation, which contributed to the development of a criterion base for assessing the levels of readiness of future officers for professional self-realization, analysis of transformations and their role in improving the quality of training of cadets for law enforcement;
- reflexive, which influenced the development of self-esteem skills based on reflection, self-improvement and self-development of the individual;
- normative, which regulated the actions and deeds of servicemen on the basis of statutes, orders, directives, etc .;
- heuristic (creative), which helped in setting theoretical and practical problems, as well as finding alternative solutions.

Within the philosophical level of methodology, existentialism as a philosophy of existence is close (M. Berdyaev, J. Sartre, M. Heidegger, K. Jaspers) [cited. according to source 13]. L. Borovskaya's scientific work presents an analysis of J. Sartre's philosophy, which emphasizes objectification as a person inherent in her reflection, which is a product of communication with other people. Acquaintance with such works expands the understanding of the practical need to form the readiness of future officers for professional self-realization in the educational process as an existence that underlies a person's attitude to himself from the standpoint of another person. As Sartre points out, "this objectification involves looking at oneself from the side, from another person's point of view. Another is necessary for my existence as well as for my self-knowledge. Under these conditions, the discovery of my inner world reveals to me at the same time another as the freedom that stands before me, which thinks and wants "for" or "against" me [13, p. 8]. In any profession, including law enforcement, a person is the highest value, has freedom of choice. In this sense, the key position in forming the readiness of future officers for professional self-realization should be self-knowledge through interaction with other people,



respect for them and their lives, protection from encroachment on their freedom of choice. Law enforcement officers need to develop the ability to take care of another person, to show conscience in actions and behavior, to be decisive and courageous. The main thing is to create conditions for identifying your own "self-concept", choosing the right and constructive ways of self-realization.

In the study of the problem of forming the readiness of future officers for professional self-realization in the educational process we refer to the essential ideas, positions, conclusions of such general scientific approaches as axiological, competence, acmeological.

The axiological approach to solving the problem is to determine the values inherent in the personality of law enforcement, his spiritual and moral world, as well as the needs of society in such professionals. As you know, universal values include the following moral norms of human behavior: dignity, goodness, duty, conscience, honor, meaning of life, responsibility for their own actions and behavior, discipline, and so on. Nowadays, in a pandemic, the main category of human viability is the health of another person, the whole nation of any country. K. Panteleev's scientific work is valuable [118], which emphasizes the need to motivate future border guards to maintain health, the ability to take care of their own health and the health of others, the skills of self-control and self-regulation in emergencies . The scientist proposes to form the value attitude of cadets to health during professional training, to use physical culture to learn the experience of cultural and recreational activities, to involve in sports and physical culture and health activities during the educational process, to apply a set of health technologies in the educational process. to provide a reflective function of the culture of health preservation of future employees of the border service.

In our opinion, since law enforcement is a risky and extreme activity, the values of life safety and human health are paramount.

We analyzed the content of the Standard of Higher Education of Ukraine (field of knowledge 25 "Military Sciences, National Security, State Border Security", specialty 254 "Provision of troops (forces)" of the first (bachelor's) level of higher



education (2018)), educational and professional program (EPP) "Linguistic support and communication" training of applicants for higher education of the first (bachelor's) level of higher education of the Faculty of Humanities, specialty 254 "Provision of troops (forces)", implemented in NANGU [151]. This EPP has potential opportunities to form the readiness of future officers for professional self-realization in the educational process. However, the competencies of professional self-realization of future officers are not defined, which indicates the superiority of the substantive content over the personal semantic content of higher education.

From the standpoint of the competence approach, the process of forming the readiness of future officers for professional self-realization in the educational process is considered as mastering by cadets OPP relevant specialty, which contains the described competencies and program learning outcomes at a high professional level [143-146; 156; 171; 172; 180; 192]. Here is an example of EPP "Linguistic support and communication" training of higher education students of the first (bachelor's) level of higher education of the Faculty of Humanities, specialty 254 "Provision of troops (forces)", which is implemented at NANGU. The integrated competence of a law enforcement officer is defined as "the ability to solve complex specialized tasks and practical problems in the course of performing tasks of providing troops (forces), the solution of which will provide favorable conditions for troops in different conditions, or in the process of training theories and methods of military and technical sciences and is characterized by complexity and uncertainty of conditions "[151, p. 6]. Common competencies include: ability to adapt and act in a new situation; skills to carry out safe activities; determination and persistence in the implementation of tasks and responsibility to the responsibilities of law enforcement officers; ability to motivate people, move towards a common goal and show leadership qualities; knowledge and understanding of the subject area and understanding of professional activity, etc. Special (professional, subject) competencies are defined: "the ability to manage the support unit during the preparation and conduct of combat, the implementation of daily activities in the support unit (by species, genera AFU, other military formations formed accordingly



to the laws of Ukraine); ability to plan, organize and fight a unit (by type, type of Armed Forces, other military formations formed in accordance with the laws of Ukraine); the ability to assess the enemy and predict the most likely options for his actions in solving combat tasks in different types of combat "[151, p. 7-8].

The essential provisions of the systems approach (study of the object of knowledge or its transformation as a system, perception of the system as the unity of relations of individual parts that determine the functions, identifying links between parts of the system and bringing them into a single picture of knowledge and reality) to understand the essence of the process of formation of readiness of future officers for professional self-realization in work with personnel as a systematic and consistent organization of pedagogical influences on formation of readiness of cadets to perform professional duties, use of verbal and nonverbal means for pedagogical interaction. The systemic nature of such training is the implementation of goals and objectives, strategies, principles, methods, organizational tools, pedagogical conditions and more.

Based on the analysis of the ideas of the systems approach, the idea of developing pedagogical conditions, their logical structuring, such as:

- intensification of the needs of professional self-realization of future officers in the educational process, including during the performance of combat missions;
- updating and using the content of social sciences and humanities to reveal the personal and professional potential of cadets;
- formation of knowledge and skills of professional self-realization of future officers with the use of the latest pedagogical technologies during training and self-training;
- consolidation and adjustment by cadets of knowledge and skills of professional self-realization during military practice.

In the scientific literature it was possible to trace such close areas of research as the introduction of acmeological approach in the training of future officers, its connection with the mobility of the individual (V. Babak, Y. Berezhny, I. Gorbachev, K. Panteleev, L. Rybalko, R. Chernovol-Tkachenko) [4; 7; 53; 118; 141], with



modeling of professional training in the context of European integration processes, in particular the development of models such as: models of professional communication of future police officers, acmeological model of cultural training of future officers, models of professional readiness to work with staff of future border officers (S. Vitvytska , I. Golopich, N. Osadchuk, T. Pavlyuk) [20; 21; 98; 114; 117].

The acmeological approach to solving the problem of forming the readiness of future officers for professional self-realization in the educational process is the orientation of the individual to achieve acme, self-development and continuous self-improvement of personal and professional qualities. The article by V. Babak [4] considers the acmeological approach in the preparation of future officers of highly mobile airborne troops for professional activities as a methodological guideline. The author assures that the professional training of future officers should be studied from the standpoint of subjective significance as the formation of cadets' readiness for professional activity and from the standpoint of objective significance - the development and implementation of acmeological technologies.

The study refers to the fundamental ideas of acmeology and pedagogical acmeology, mentioned in the scientific works of I. Gorbacheva, L. Rybalko, P. Priymak, D. Prima, A. Khyzhnyak, R. Chernovol-Tkachenko [125; 126; 127; 136; 141; 165]: ideas of personality development, the formation of professional "I" - concept of law enforcement, improving his acme through professionalism. In our opinion, the ideas of law enforcement development should be embodied through self-education, development and use of innovative methods and forms of law enforcement in the educational process. The formation of a professional "I" -concept of law enforcement is carried out both during individual work and during the collective performance of tasks. Improving his acme is through professionalism in the performance of combat missions, training and production practices.

Based on the analysis of the above EPP, competencies and program learning outcomes, the logical connection of law enforcement with pedagogical acmeology was clarified. Let's express such thoughts as:

- law enforcement officers must be mobile, as they need to constantly adapt to





changing circumstances, respond and act in extreme conditions;

- professional self-realization of law enforcement officers is closely related to the formation of adequate self-esteem, which, in turn, is the basis of self-control and self-regulation of behavior and actions of professionals;

- the physical health of law enforcement officers is important, as law enforcement activities are intense and dangerous for the health of NGU employees;

- self-preservation is an urgent problem today, law enforcement officers must be able to protect themselves in extreme situations, have the knowledge and skills of self-sufficiency;

- have methodological skills, skills of self-development and self-education throughout life, improve martial arts, study and use best practices;

- under the influence of extraordinary situations, the emotional and volitional strength of law enforcement officers grows, so it is important to prevent and correct the mental state of servicemen.

The effectiveness of the process of forming the readiness of cadets for professional self-realization in working with personnel depends on compliance with the training of future officers of pedagogical principles [119], the principles of good behavior of servicemen [16; 17]. Pedagogical principles include the principles of education (humanistic orientation of the educational process, individual and personal orientation in working with youth, education in activities and communication, national education, stimulating human self-education, democratization of the educational process, implementation of a holistic approach to the educational process). orientation of learning, ensuring the unity of educational, developmental, educational functions of learning, connection with life, scientific and systematic, systematic learning, accessibility of increasing difficulties, consciousness and activity, independence in learning, individual approach to learning subjects, clarity of learning, strength of assimilation of knowledge, skills, abilities, optimization of the educational process) [17, p. 21 - 22]. The main principles of good conduct of a military (civilian) official in the performance of official duties are: the priority of official interests; impartiality; competence and honesty; transparency; loyalty;



political neutrality; non-disclosure of official information (confidentiality); refraining from carrying out illegal orders (instructions); corporatism "[17, p. 21 - 22].

The specific scientific level of the methodology of forming the readiness of future officers for professional self-realization in the educational process includes a set of methods, forms and tools that allow to implement appropriate pedagogical conditions. In the scientific work of Yu. Berezhny [7] the pedagogical conditions of professional self-improvement of future law enforcement specialists are given: 1) development of positive motivation and the need for professional self-improvement of future law enforcement officers; 2) structuring of educational material for the direction of future specialists of law enforcement agencies on self-improvement; 3) the use of modern innovative technologies in order to create a developmental, educational, socio-psychological space; 4) an integrative approach to the organization and conduct of practice.

In the study we developed pedagogical conditions for the formation of readiness of future officers for professional self-realization in the educational process, such as: activation of professional self-realization of future officers in the educational process, including during combat missions; updating and using the content of social sciences and humanities to reveal the personal and professional potential of cadets; formation of knowledge and skills of professional self-realization of future officers with the use of the latest pedagogical technologies during training and self-training; consolidation and adjustment by cadets of knowledge and skills of professional self-realization during military practice.

Scientific and methodological support of the stated pedagogical conditions will be defined as a system of implementation of pedagogical means of influencing the readiness of future officers for professional self-realization in the educational process, which include interactive methods and forms of teacher-cadet interaction, self-knowledge and self-development training, multimedia tools.

Educational and methodological support for the implementation of pedagogical conditions:

- the first condition "Program of professional skills development of NGU,





conversation" Academic integrity in the modern educational and scientific space ", exercises

– the second condition: the content of social sciences and humanities, realized through the taxonomy of educational goals of B. Bloom, in addition to L. Anderson

– the third condition: interactive learning technology, techniques "Joint decision" "Aquarium", "Mosaic", exercise "Associative bush"

– fourth condition: training "Teambuilding", team work, webinar "Self-management in the work of law enforcement"

In order to form the relevant competencies of cadets, we have developed topics for conversations, webquests, conferences, research tables. Here are some examples of conversations: "Self-defense in the context of the coronavirus pandemic", "Peacekeeping in the activities of law enforcement", "Health technologies in the training of law enforcement", "Methods of self-regulation, their use in extreme conditions".

The aim and result of the study is to develop and implement a model of future officers' readiness for professional self-realization in the educational process as a structural and logical scheme that explains the relationship between social order, requirements of employers and the population to high qualification, specifics of law enforcement. the peculiarities of the response of law enforcement officers and the resolution of conflict situations in unforeseen situations and the need to increase the level of readiness of future officers for professional self-realization.

The components of the developed model include:

a) whole-methodological block (state order for highly qualified law enforcement officers, purpose, tasks, axiological, competence, acmeological, systemic approaches, pedagogical principles (principles of education and principles of training), principles of good behavior of servicemen);

b) content and organizational unit (readiness of future officers for professional self-realization and its components, content as knowledge and skills of professional self-realization, pedagogical conditions for forming the readiness of future officers for professional self-realization in working with university staff with specific training

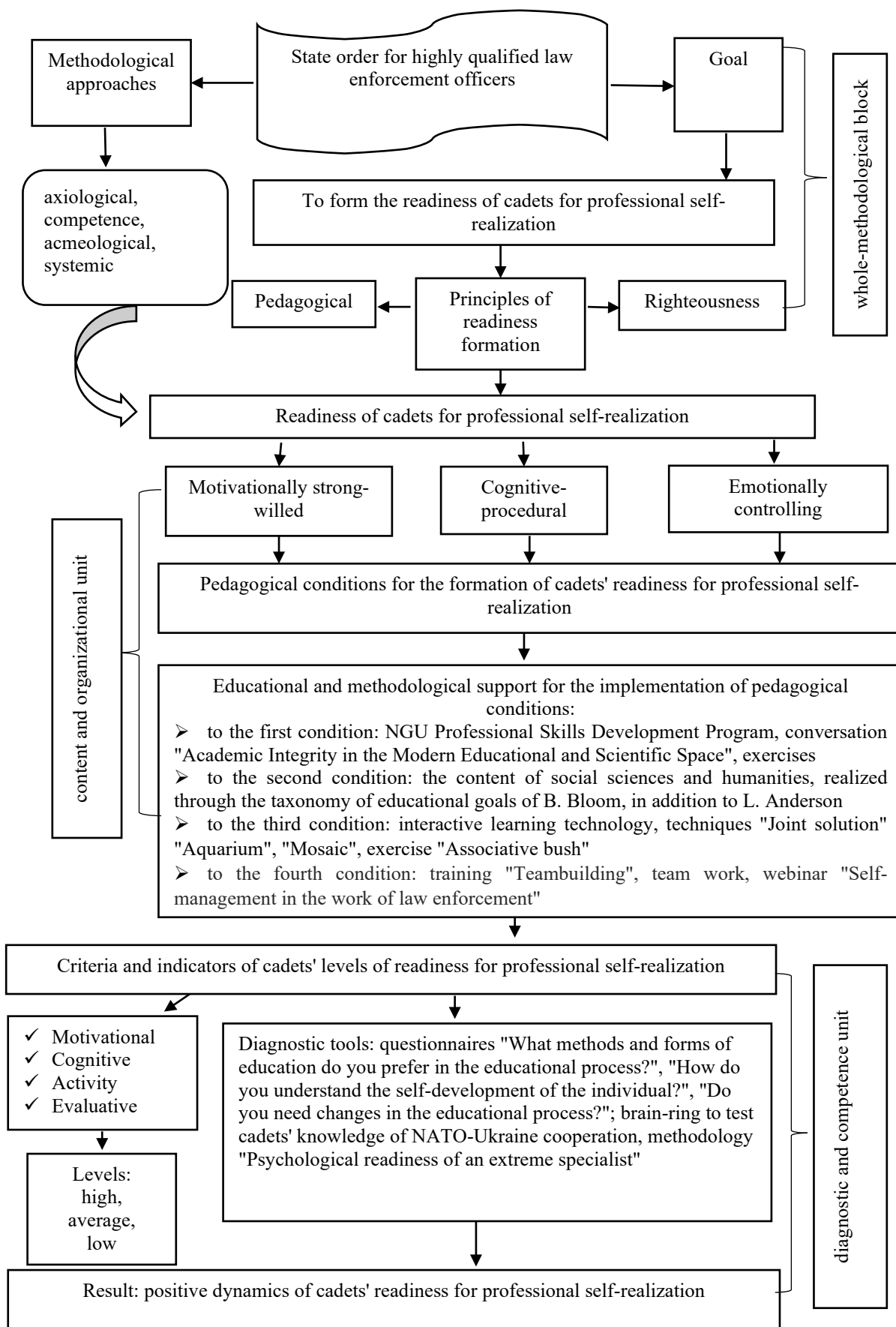


conditions and training and implementation );

c) diagnostic-competence unit (criteria and indicators, diagnostic methods, questionnaires, tests and methods for identifying the levels of readiness of future officers for professional self-realization, the result).

In our opinion, the development of a model for forming the readiness of future officers for professional self-realization in working with personnel as a system of purposeful interaction of the subjects of the educational process on the basis of scientific and practical testing is a scientifically appropriate procedure.

On the basis of axiological, competence, systemic, acmeological approaches the pedagogical conditions of formation of readiness of future officers for professional self-realization in educational process are developed, such as: activation of needs of professional self-realization of future officers in educational process, including during performance of combat missions; updating and using the content of social sciences and humanities to reveal the personal and professional potential of cadets; formation of knowledge and skills of professional self-realization of future officers with the use of the latest pedagogical technologies during training and self-training; consolidation and adjustment by cadets of knowledge and skills of professional self-realization during military practice (see Fig. 2).



**Fig. 2. Structural and functional model of formation of readiness of future officers for professional self-realization in work with personnel in higher education institutions with specific training conditions**



## **2.2. Theoretical substantiation of pedagogical conditions of formation of readiness of future officers for professional self-realization in work with personnel**

The theoretical basis of the first condition - the activation of the needs of professional self-realization of future officers in the educational process, including during combat missions - were the following basic theses: 1) the process of forming students' readiness for professional self-realization and objective obstacles (barriers to self-realization); 2) the experience of collective interaction, which is characteristic of military teams, has a positive effect on the formation of "I" -concept of cadets.

Creation of pedagogical conditions in HEIs with specific learning conditions is primarily due to excessive regulation of the content and structure of professional training of future military specialists, which significantly hinders the initiative of research and teaching staff and cadets, mandatory compliance with about 90% of the time cadets and sets a small amount of their free time. In view of the above, as well as the results of the survey of cadets (126 people were interviewed), we conclude that 60% of them face problems related to lack of time for independent acquisition of theoretical knowledge and practical skills; 20% of respondents experience psychological discomfort as a result of living in barracks-type dormitories, which is accompanied by constant monitoring of their activities and behavior; 12% of respondents believe that in the conditions of such an educational institution the identification of individual characteristics of cadets is slowed down, 8% of surveyed cadets would like to have opportunities to implement their requests, interests, needs in extracurricular activities. For their part, the majority of officers surveyed (80%) believe that the need for strict adherence to service subordination limits the possibility of humanizing relations between officers and cadets.

Let's put forward a hypothesis - the level of motivational and volitional readiness of cadets for professional self-realization will increase if to organize collective interaction between them in educational and service activity.

Mechanisms of self-realization of the individual (self-knowledge, emotional and



value attitude, self-regulation and self-control) contribute to self-awareness, ie the formation of "I" -concept. According to scientists who deal with issues of self-realization of the individual (O. Anufrieva, Y. Ermak, I. Sirak) [1; 2; 27; 147], components of the "I" -concept activate the inner potential of man, stimulate positive change and understanding of their own purpose and mission of every citizen of the country. We characterize the components of the "I" -concept of personality and their impact on the formation of readiness of future officers for professional self-realization in working with personnel.

Position "What do I know about myself?" reflects knowledge about oneself, strengths and weaknesses of character, personal and professional qualities, temperament, willpower, memory, thinking, imagination, etc. Of course, as the authors note [16; 17], the deputy commander of the company for work with personnel in peacetime and wartime must know each serviceman of the company, his moral and psychological condition, professional and business qualities, status in the team, mood, state of satisfaction / dissatisfaction with professional activities, inclinations, talents. The combination of quoted opinions indicates that knowledge about oneself is identified with knowledge about subordinates. If a serviceman knows about his own capabilities, ways to identify and implement them, he can help others build their own real image of "I". For example, the strength of will of cadets is developed differently in each, there are weak and strong in spirit servicemen. Volitional cadets have an advantage over the involuntary in achieving achievements and success in education, sports, self-development and career growth.

Teachers, officers have the opportunity to convince such cadets by the method of example, which activates the needs of professional self-realization of future officers in the educational process and extracurricular activities. The value of this method is that its successful use in working with personnel stimulates human resource potential, focuses on certain moral norms, increases interest in professional activities, forms a pattern of behavior in emergencies, professional ethics. In fact, thanks to the example, the word is combined with real deeds, the theory is brought to the attention of future officers.



Position "What do I think about myself?" indicates that knowledge about oneself is insufficient, and one must also feel one's own needs for self-realization, "help oneself", show intuition and observation. In working with personnel, it is important to anticipate conflict situations in the military, to resolve disputes between servicemen, to be prepared for various unforeseen situations. Feeling another person, his mood is a necessary condition for working with staff. If the officer understands and realizes his own needs for professional self-realization, he is ready to interact with another person, and "through feeling and experience" can support subordinates both spiritually and morally.

Position "How do I feel about myself?" is the most touching and urgent both in professional activities and in personal life. Let's explain this by the fact that law enforcement activities are dangerous human activities, workers are constantly at risk of their own health, especially in the face of military confrontation. Law enforcement officers, on the one hand, are trying to perform combat missions at a high professional level, and on the other hand, their lives may be in danger, for which they are also responsible. The combination of professional duty and self-defense is a unique characteristic of NGU employees. Educating such an integrated quality of servicemen is a difficult task of working with personnel. The needs of self-preservation as components of self-realization of the individual in general must also be activated, transferred from the reserve state to the real state of action.

In our opinion, the pedagogical method of encouragement is effective in this case. "Encouragement is an important method of working with personnel, which has an evaluative and stimulating character. It reflects the degree of pedagogical influence through a positive assessment by the commander of training, service, work, decent behavior of the serviceman and encourages him to further success "[17, p. 52]. It should be noted that encouraging oneself to professional self-realization is synonymous with the expression "performing a professional activity that brings satisfaction and makes a person self-sufficient." Of course, we are talking about the skill and professionalism of law enforcement officers.

Let us recall that the leadership qualities of a person are revealed in a military



team. The attitude to oneself from the position of a leader is special. It is important that this attitude was in favor of other cadets, joint work, and grew into negative phenomena.

Position "How do I evaluate myself?" reflects the adequate self-esteem of cadets, which is important in collective interaction.

On the basis of the conducted semantic analysis of the terminological base of the research we will clarify the essence of the concepts "interaction" - cooperation, cooperation; mutual connection of certain features as a result of interconnection, interaction "[111, p. 188], "team" - a set of people united by common activities, common interests; staff, special staff, team; a group of people connected by joint work in one organization, institution, enterprise "[111, p. 856], "emergency" - "which cannot be postponed; urgent, urgent; which was not foreseen; unexpected; urgently used, issued "[111, p. 639].

Peculiarities of cadets' self-realization are that the results of their work are constantly evaluated by the team. In general, evaluative characteristics are reflected in their authority, judgments, actions.

The pedagogical principles of such interaction are the purpose, tasks, requirements, methods, forms of pedagogical influence on the cadet's personality, control and evaluation of those positive changes that occur in the cadet team. The purpose of collective interaction is self-realization of each individual through the prism of collective thought and joint performance of educational and service tasks, and tasks - identification of cadets motivation for law enforcement, improvement of professional abilities and personal qualities, building interpersonal statutory relations.

In our opinion, collective interaction involves intensifying the needs of professional self-realization of future officers through the use of group and collective forms of work with personnel, taking into account individual interests and needs of cadets in performing educational tasks, cadets experience of response and behavior in emergencies. Interaction in the team stimulates weak-willed cadets to follow the strong-willed, develop their own strength and will. The presence of women servicemen in the cadets is especially stimulating.





Collective interaction is characterized by the joint achievement of goals and objectives of professional activity. On the one hand, the readiness of cadets for professional self-realization is defined as a personality trait, and on the other hand, during collective interaction, personal goals are subordinated to a common goal. It is valuable that during the collective interaction the future officers have the opportunity to "see themselves from the side", to analyze their own potential from the position of another person.

In the military, there is a rule of good conduct for an official in office. Integrity is the foundation of the success of law enforcement on the basis of humanism and democracy, as its indicators are the transparency of the results of contact and interaction of law enforcement with violators, competence and responsibility shown in resolving conflicts, refraining from dishonest service.

It is designed to hold a debate "How to prevent barriers to professional self-realization in law enforcement?" Can I resolve conflict situations? "" What does it mean to be a responsible person? " etc.

Thus, the leading needs of professional self-realization of law enforcement officers are: awareness of the purpose of professional self-realization of law enforcement officers on the basis of a positive "I" -concept; striving for effective self-motivation, which is based on motivation by duty and motivation of self-preservation; the desire to effectively use the internal resources of the body and personality to effectively perform tasks in stressful conditions, which is based on responsibility and endurance. Undoubtedly, to such motives should be added the readiness of servicemen to take risks, to extreme activities, power, leadership. This allows to deepen the understanding of the phenomenon of readiness of future officers for professional self-realization when working with personnel and to make sure that activation is one of the ways to identify and meet the needs of professional self-realization of cadets.

The argumentation and scientific substantiation of the second condition – updating and using the content of social sciences to reveal the personal and professional potential of cadets – were potential opportunities for the content of





social sciences to form the imagination of future officers about human nature, its professional self-realization and its components. opportunities to use the content of these disciplines for self-education and self-education.

Updating the content of social sciences and humanities is a dynamic process, as changing educational trends, priorities of preferences in the needs of young people, views on following the examples and examples of human behavior in society. This is partly mentioned in the scientific works of S. Ishchenko and O. Togochnytsky [62-64; 158] on the need to study the potential of social sciences and humanities to reveal the personal and professional potential of cadets, their understanding of the importance of such values for combat missions.

As the Faculty of Humanities of the NANGU trains future officers in the specialty 254 "Provision of troops (forces)", 053 "Psychology", we will find out what sciences are covered by the social and humanitarian profile. To do this, refer to the regulations.

In the Resolution of the Presidium of the NAS of Ukraine of 30.01.2019 № 30 "On the main scientific directions and major problems of basic research in the field of natural, technical, social and human sciences of the National Academy of Sciences of Ukraine for 2019-2023" [124] to Social sciences and humanities include economic, historical, sociological, political and legal, philosophical, cultural sciences, as well as human sciences (humanities), linguistics, literature, oriental studies.

According to the analysis of the curricula of the Faculty of Humanities of the NANGU, social and humanitarian disciplines include "Military Psychology and Pedagogy", "Military Professional Morality", "Military History and History of the Ukrainian Army", "Introduction to Linguistics and Fundamentals of the Theory of Language Communication ", " Economic Theory ", " Communicative interaction of NGU with the public ", " Communicative aspect of military commander's activity ", " Leadership ", " Fundamentals of military legislation ", " Fundamentals of analytical work with servicemen ", " Fundamentals of strategic communications " ", " Higher School Pedagogy ", " Political Science ", " Jurisprudence ", " Psychology of Extreme Activities and Tactical Medicine ", " Work with personnel in NGU units ", " Socio-



humanitarian foundations of military-professional activities ", " Sociology ", "Philosophy", "Philosophical and sociological foundations of military-professional activity".

Tracking the processes of updating the content of social sciences and humanities allowed us to conclude that the theory and practice of self-management is insufficiently used in the training of law enforcement officers. In today's difficult conditions, human needs for self-preservation of one's life and health, restoration of working capacity and rest are intensifying. As you know, the work of law enforcement is intense and difficult, and its feature is that law enforcement officers must protect another person, support in difficult conditions, competently resolve professional situations. Emergencies are stressful for law enforcement officers, to solve them you need not only professional competencies, but also psychological and pedagogical knowledge and skills to work with yourself, regulate and control their own behavior and activities, the ability to interact in a team. In this case, we should talk about the role of anthropological disciplines in the formation of the personality of law enforcement, but in higher education institutions with specific learning conditions, such disciplines are given insufficient attention. The expediency of solving this problem is due to the contradiction between the needs of law enforcement officers to protect their lives and health and insufficient level of their preparation for professional self-realization and its components (self-knowledge, self-preservation, self-control, self-management).

In the context of a pandemic and military confrontation, law enforcement is gaining even more attention from both scholars and practitioners. The issues of forming a culture of health care for future border guards, which are similar on the topic of our study, are relevant. Thus, K. Panteleev [118] developed and introduced pedagogical conditions for the formation of a culture of health preservation of future border guards, such as: the formation of values of cadets to health during training, the use of physical culture to enrich their cultural experience. health activities, the use of a set of health technologies in the educational process, the implementation of the reflective function of the health culture of cadets in the educational process. It is



important that the works of scientists are about human motivators, which are the driving forces of its behavior and actions, namely: attitude to life (material well-being, improving living conditions, preventing trouble), attitude to people (good relationships, altruism) , attitude to oneself (positive attitude of people, constant self-improvement, self-realization). Thus, motivation is the driving force of professional self-realization of law enforcement officers.

Recently, R. Gandapas' video courses are popular, in particular on "Self-Management and Self-Motivation", which allows you to get acquainted with the theory of self-management and perform practical tasks on self-knowledge and self-analysis of "I" -concept [18].

According to scientists O. Babchynska, A. Midlyar [5], the basic level of self-management system is personal efficiency as management of own resources, time, communications, finances. Researchers pay attention to a person's self-development and factors that hinder him (stereotypes, poor health, bad mood, etc.). The phenomenon of self-management helps to get rid of the negative impact of these factors. In our opinion, it is in the conditions of a pandemic that a person needs to turn to himself, the strength of spirit and will, to overcome obstacles for the sake of his own life, the health of loved ones and others.

Thus, it is advisable to develop and use self-management techniques in the work of law enforcement on the example of the latest approaches to the organization of the educational process in higher education institutions with specific learning conditions [79; 80; 84].

During professional training, law enforcement officers must master the basics of self-management as a set of rational methods and organizational levers for managing their own work. The system of self-management is based on the following principles of management: planning, organization, motivation, control. Planning is related to the ability to design your own life strategy, modeling ways to achieve it. Such skills contribute to self-improvement of personal potential, as well as the development of activities and recreation. The result of planning is a developed plan as a model of purposeful activities for self-creation. The plan must consider ways to achieve the



objectives. The plan should be real, not fantastic, taking into account individual and age characteristics, circumstances that may help or hinder its implementation. Of course, you can't predict force majeure, but you have to be prepared for it.

The term "organization" characterizes the interaction of people and subordination in the team, but for self-management it is also an essential feature. Often a person can develop self-management skills under the influence of the team in which he works. The driving force is the opinion of others, the desire to be authoritative among like-minded people, to show strong-willed qualities and prove their own ability to perform tasks. Therefore, the term "organization" we consider from two positions: 1) a person is able to organize themselves, gather strength and willpower to achieve professional success; 2) purposeful gathering of like-minded people around a common problem in order to collectively discuss ways to solve it.

Motivation as a driving force for the realization of human needs is a major factor in self-management, as it forms its own positive attitude to activities, accompanied by the satisfaction of self-growth. The need to change oneself for the better is not ambitious, it is real if a person clearly knows his own potential, adequately analyzes the situation and circumstances, is able to turn to another person and ask for help.

We understand control as self-control and monitoring of the results of our own activities. In our opinion, self-control is a process of revealing shortcomings and dissatisfaction with oneself, tracking and checking what has been done in accordance with the plan and deadlines for its implementation, creating a comfort zone. The monitoring procedure involves tracking changes that occur at the personal and professional levels. This procedure is described as analyzing the causes and trends of self-change, forecasting, correcting and correcting deficiencies in planned cases.

According to the results of the analysis of the Standard of Higher Education of Ukraine (field of knowledge 25 "Military Sciences, National Security, State Border Security", specialty 254 "Provision of troops (forces)" of the first (bachelor's) level of higher education (2018)), OPP Linguistic provision and communication "training of applicants for higher education of the first (bachelor's) level of higher education of the Faculty of Humanities, specialty 254" Provision of troops (forces) ", implemented



in NANGU [151], the basics of self-management can be embodied in teaching disciplines and pedagogy ", Psychology of extreme activities and tactical medicine (self-control, self-regulation, self-endurance, which helps law enforcement officers to act in extreme conditions), as well as during self-training and within the work of the scientific group. work.

During the experimental work, we developed a script for a video course on "Self-management in the work of law enforcement" (conducted by O. Zagrebelny) to prepare cadets for emergencies, work in a pandemic, military action. Due to the use of such a course in classroom work and self-training, cadets should develop the following competencies in classes: the ability to understand their own needs, identify their strengths and weaknesses, be prepared for proper behavior and action in emergencies. Here are examples of such tasks and exercises that must be performed by cadets together with the coach or independently in their spare time.

Task 1. For 3 minutes, describe how you feel in unpredictable situations (list the signs of this state, such as stress, indifference, confidence, etc.). In one column, indicate what helps you to respond adequately to such situations, and in the other - what prevents you from acting correctly.

The trainer uses the method of example, using the power of positive thinking [42; 44]: Sometimes, when Jackson of the Stone Wall planned a bold attack, one of his generals expressed concern and objected: "I'm afraid if G.", "I'm afraid if". And then Jackson put his hand on his subordinate and said, "General, never get advice from your fears."

Exercises for training. For autotraining we offer exercises:

Exercise 1. "Relieving stress and restoring efficiency." For the purpose of self-suggestion, we repeat the following: "I believe that I can easily and quickly regain my strength and overcome my fears. With all my strength, including willpower, I try to feel cheerful, determined, brave, courageous. I am ready to realize myself as fully as possible and be satisfied with the result. I know that other people expect protection and care from me. That's why I will gather and help myself and other people. "[106]

Task 2. For 3 minutes, draw a personal profile "I am perfect", "I am real", "Bad



I", "I - as others judge me", "I am among people". It is better to do with colored pencils, because the color in some way reflects the mood and thoughts of man.

The trainer emphasizes that the quality of the picture depends on the mood, health and emotional state of the person who is trying to reproduce himself in the picture. Gives an example of the connection between emotional disturbances and the common cold. For example, Dr. L. J. Soul, of the University of Pennsylvania School of Medicine, conducted a study on this issue and said: "It is believed that emotional disorders affect blood circulation within the nose and throat. They also affect the secretion of glands. Such factors make the mucous membrane more susceptible to cold viruses or infectious microbes "[42; 44].

Exercise 2. "Inner ray" (according to N. Samoukina) [122]. It is necessary to take a comfortable position, sitting or standing, depending on where the exercise will be performed (in the auditorium, in the barracks). We set ourselves up and repeat the following words: "I imagine that inside my head, at the top of it, there is a light ray that moves slowly and consistently from top to bottom and illuminates the face, neck, shoulders, arms with warm, even light that relaxes. Wrinkles are smoothed along the way of movement of the beam, tension in the nape of the neck disappears, the fold on the forehead weakens, eyebrows are lowered, eyes are "cooled", clamps in the corners of the lips are weakened, shoulders are lowered, neck and chest are released. The inner ray seems to form a new appearance of a calm, liberated person, satisfied with himself and his own life, future profession, studies and everyone around. I became a new person, strong, calm, resilient. I will be fine!"

Based on practical experience, we note that the techniques of self-management as work on yourself are a set of techniques and methods of self-influence, acmeological technologies, algorithms of self-regulation and self-control that ensure effective work of law enforcement. In addition, the use of such techniques reduces certain types of work and operations, speeds up the execution time, saves time by planning and controlling the time used.

The author of the dissertation developed a script for a video course on "Self-management in the work of law enforcement" in order to master the cadets basics of





self-management and appropriate techniques of self-influence, forming the readiness of law enforcement to act in emergency conditions. This course can be used during classroom classes, self-training, in classes.

The content of social sciences and humanities can be used for self-education and self-education of cadets. Self-education is known to be both a psychological and a pedagogical phenomenon. From a psychological point of view, it is a plexus of individual capabilities of man, his manifestation of willpower and endurance. The driving force of self-education is the need for self-realization of the individual, which should include the desire to learn their own resources, discover them independently, the desire to show talent, natural abilities, interest in self-determination in the profession and in personal life. The pedagogical aspect is that a person under the influence of educational tools reveals positive qualities, adjusts and develops the necessary useful skills, becomes a perfection and a model for the environment. Educational means include the word of the mentor of youth, methods and techniques of education (beliefs, example, exercises, assignments, encouragement, competition, punishment), as well as forms of pedagogical interaction (conversation, group work, individual work).

The results of the analysis of own pedagogical activity testify that self-education of cadets needs the developed pedagogical system. In our understanding, the pedagogical system is a set of subjective and objective factors of positive influence on the participants of the educational process.

The self-education of cadets is influenced by the personality of the commander, as his behavior and professional activities affect the consciousness, feelings, perception of the positive through imitation. By embodying the method of example, the commander not only realizes his own professional potential, but also "generates in the soul" of each cadet elements of exemplary behavior, which eventually grows into a position of a qualified law enforcement officer. For many cadets, the commander is not only a mentor, a translator of the basics of professional activity, but also the "father of military affairs." If the commander meets all the above indicators, then future officers will also be engaged in self-education and will strive





to reach the top of the professional business.

The effectiveness of self-education depends on the individual characteristics of each cadet. As you know, not all young people have hardened willpower, high endurance, especially in emergencies. In this case, we must use methods that shape the experience of behavior and a stable emotional position. Such methods include exercises, assignments, requirements, educational situations. Characteristically, such methods form habits as established actions of the individual, which are detected automatically. Due to the habits of constantly learning about their abilities and revealing them in professional activities, to identify positive traits of character is the professional self-knowledge of future officers.

Objective factors of positive influence on the participants of the educational process include the mobile organization of the educational process, the use of information and communication technologies (ICT), interactive methods of teaching and education, the creation of a foreign language educational environment.

The theoretical justification of the third condition - the formation of knowledge and skills of professional self-realization of future officers using the latest pedagogical technologies in training and self-training - were the results of analysis of cadets and surveys of research and teaching staff on their attitude to new pedagogical technologies (Appendix A). the role and practical significance of the latest pedagogical technologies to increase the efficiency of the process of forming the readiness of cadets for professional self-realization in working with personnel.

In our understanding, the term "latest pedagogical technologies" means purposeful design by the teacher of the educational process with the optimal use of methods, tools, forms of education that meet the needs of higher education in quality preparation for professional activities that must meet the requirements of employers. The latest pedagogical technologies are a tool through which applicants receive modern training for professional activities, which means that the content and training procedures meet the requirements of the first job. The latest pedagogical technologies should be such that they are used by professionals in their professional activities. As an example, the use of ICT in professional activities will be effective if future



professionals acquire such experience during training. Hence the opinion - the latest pedagogical technologies should "work" ahead, and not vice versa, as sometimes happens, a specialist comes to the first job and begins to teach again, learn, get new skills.

In the dissertation we will reveal the role and practical significance of the latest pedagogical technologies for improving the efficiency of the educational process on the example of the School of Beginner Teachers NANGU, which forms teachers' imagination about the use of ICT, especially in the coronavirus pandemic. Classes on the introduction of the latest pedagogical technologies in the educational process are held with the students of such a school. These classes address issues of blended, active and interactive learning, the use of interactive learning methods: discussion, game methodology, case study, etc. Beginner teachers improve their knowledge and skills in the application of the method of cases in the educational process, game methods, organization of discussions, holding a Socratic seminar.

Training at the School of Beginner Teachers is organized and conducted in accordance with regulations and the order of the head NANGU. During the study, students develop critical thinking, theoretical knowledge of pedagogy and psychology of higher education, audience skills, professional ethics, language and communication skills, ways to use interactive teaching methods and strategic communications in accordance with the requirements of modern educational activities NANGU. As a result, students of the School of Beginner Teachers acquire competencies within their own professional activities, which allow them to successfully adapt to professional pedagogical, innovative activities and become a highly qualified teacher capable of continuous self-development and self-improvement [53; 55].

A high school teacher must be knowledgeable in the field of digital literacy, be able to work remotely via the Internet, using modern platforms for joint interactive interaction. The School of Young Teachers, established in NANG of Ukraine, conducts training on the topic: "Formation of digital competencies in research and teaching staff through online tools." The purpose of the training is to form digital



competencies of teachers in the process of working with online platforms Padlet, Kahoot, MentiMeter, Jamboard in real time. Tasks of the Young Teacher School training:

- to study modern interactive methods of teaching and managing the cognitive activity of cadets [3; 149; 159];
- to form the ability to develop their own exercises and interactive tasks in the environment of online tools Padlet, Kahoot, MentiMeter, Jamboard;
- learn to make methodical development of practical or group lesson with the use of online tools: Padlet, Kahoot, MentiMeter, Jamboard.

As a result of this work, teachers-officers are aware of the peculiarities of the functioning of online teaching aids; learn methods of organizing group work in online format; acquire the ability to form clouds of associative words in the MentiMeter resource; make mental maps in the Padlet service; conduct quizzes in the Kahoot resource; organize brainstorming in Jamboard.

In the process of teacher training, the principles of digital didactics are taken into account, namely: teacher-officers act as active searchers and researchers of online tools; they themselves create an educational environment, immersed in the process of interactive tasks; the educational process takes place on the basis of guided self-learning, when teachers in the process of modeling tasks using online tools enrich each other's experience.

The latest pedagogical technologies include binary classes. A binary lesson is an integrated form of teaching material by two teachers who teach material from different disciplines during the lesson. The first teacher is a teacher NANGU, the second - a representative of other organizations: an officer of the Main Directorate NGU, territorial administration, military unit and employees of other military formations and institutions of higher education.

During such classes, specialists in the relevant areas of activity share practical experience with cadets, activating their educational and cognitive activities, interactive thinking and motivating them to the practical application of knowledge, skills and abilities.



The Department of Philology, Translation and Strategic Communications of the Faculty of Humanities conducts the following binary classes in the disciplines "Strategic Communications of Troops": "Basic concepts of intercultural communication in terms of strategic goals NGU", teachers: Associate Professor of Philology, Translation and Strategies Doroshyna and Officer of the Department of Internal Communications of the Image Publishing Center NGU Captain R. Ivanyuk, "Discursive implementation of the maxim of completeness and relevance of information", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshyna and Senior Lecturer of Kharkiv University VN Karazin (VN Karazin KhNU), Editor-in-Chief of the portal and newspaper "Chas" N. Drozd, "Communicative aspect of the commander in the unit", teachers: Professor of Philology, Translation and Strategic Communications Pelepeichenko LM . and Deputy Head of the Image and Publishing Center NGU, Head of the Information Support Department V. Holumbivsky, "NGU Image Formation via the Internet", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshyna and Head of the Department of International Relations, Information and Communication NANGU Lieutenant Colonel O. Lebid, "Countering the threat of information warfare as one of the key goals of strategic communications NGU", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshyna and Officer of the Euro-Atlantic Integration NANGU, Senior .Oderium; "Fundamentals of Strategic Communications" - binary classes "Preparation of press release and post-release", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshin, Senior Lecturer of Philology, Translation and Strategic Communications O. Bogdanov and Adviser to the Commander NGU on Strategic of Communications, Senior Lecturer of the Department of Media Communications of VN Karazin KhNU, Senior Lecturer of the Department of Teleportation Skills of Kharkiv State Academy of Culture D. Brook, "Preparation of materials for the press center and media in the system of strategic communications", teachers: Associate Professor of Philology, Translation and Strategic L. Doroshyna, Senior Lecturer of the Department of Philology,



Translation and Strategic Communications O. Bogdanov and Head of the Information Support Service of the Department of International Relations, Information and Communication NANGU, Captain E. Hilsky, Senior Officer of the Department of International Relations, Information and Communication NANGU, junior lieutenant V. Kh Austova, "Communicative interaction with football fans during international championships in the field of strategic communications", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshyna, Senior Lecturer of Philology, Translation and Strategic Communications O. Bogdanova and Head of Communications O. Department of Preventive Activities of the Main Directorate of the National Police in Kharkiv Oblast (Region), Lieutenant Colonel S.Koval, "Military professional subculture as an international and national-specific phenomenon", teachers: Associate Professor of Philology, Translation and Strategic Communications L. Doroshyna, Senior Lecturer of Philology, Translation and Strategic Communications O. Bogdanov and Officer of the Department of Euro-Atlantic Integration NANGU, Senior Lieutenant D. Oderiy.

At the Department of Psychology and Pedagogy of the Faculty of Humanities binary classes are held in the following disciplines: "Psychology of Extreme Activities and Tactical Medicine", "First Aid", teachers: Associate Professor of Psychology and Pedagogy O. Kravchenko and Head of Research Laboratory of Extreme and Extreme of Psychology of the National University of Civil Defense of Ukraine, S. Lebedev, "Pedagogy of Higher Education" - "Education of the individual in the team", teachers: Professor of Psychology and Pedagogy S. Izbash and Professor of Pedagogy KhNPU. G.S. Frying pans V. Kostina, "Military Psychology and Pedagogy" - "Concept, Development and Management of the Education System in Ukraine", teachers: Senior Lecturer of the Department of Psychology and Pedagogy Captain N. Trobyuk and Head of the Coordination Service of the Department of Military Education and Combat Special Training of the Main Directorate NGU Colonel O. Viityk, "Fundamentals of Management Psychology" - "Leadership and Leadership Styles", teachers: Senior Lecturer of the Department of Psychology and Pedagogy, Lieutenant Colonel A. Pashchenko and Head of



Psychological Support Service Department of the NGU, Colonel Oliynyk V.O.

The Department of Social Sciences and Humanities of the Faculty of Humanities conducts binary classes in the following disciplines: "Jurisprudence", "Administrative Offenses and Administrative Responsibility", teachers: Associate Professor of Social Sciences and Humanities Colonel O. Orel and Head of the Department for Personnel. Bovkun, "Work with personnel" - "Administrative offense", teachers: senior lecturer of the Department of Social Sciences and Humanities, Lieutenant Colonel O. Vasilkovsky and senior officer of the department for work with personnel of the military unit, Major I. Kalinichenko.

Undoubtedly, the qualified training of teachers and the involvement of other stakeholders in the educational process, including employers, have a positive effect on the formation of the readiness of future officers in general for law enforcement. The dissertation also emphasizes the role and practical significance of the latest pedagogical technologies to increase the efficiency of the process of forming the readiness of cadets for professional self-realization in working with personnel.

Based on the results of the analysis of the scientific literature [8; 22; 29; 81; 82; 160; 174; 189] note the role and practical significance of ICT in the educational process. Awareness of cadets with the latest pedagogical technologies is facilitated by the organization of mobile feedback between the subjects of the educational process through the teacher's blog, QR-codes, educational on-line platform Nearpod. F. Mainaev and L. Rybalko [22] note the peculiarities of the use of ICT in the education of students of social sciences and humanities in higher education, such as: lack of special training for application; ease of use for both students and teachers; attractiveness to students (they live in the world of gadgets, and everything related to them is interesting to them); free of charge; insignificant energy and traffic costs are insignificant. The main advantage of the teacher's blog, QR-codes, educational on-line-platform Nearpod for students of social sciences and humanities, is to provide access to information. Scientists advise to use the Nearpod learning platform during lectures, heuristic conversations (Slide, Slideshow, Nearpod 3d, Video), organizing joint activities of students to solve educational problems (Collaborate function),





activating their thinking activities (Draw it function, which allows you to develop educational tasks with elements of drawing), control, assessment and control of knowledge (Open Ended Question, Poll, Quiz), providing mobile feedback between teacher and students through ICT.

In our opinion, the above experience is useful in the study, and the use of ICT tools expands the range of professional self-realization of future officers, promotes their awareness and the formation of practical experience in professional activities.

Consider the potential of the Scientific Society of Students, Cadets and Students "Problems of Industrial Communication and Translation" (Department of Philology, Translation and Strategic Communications), which conducts classes with cadets of the Faculty of Humanities on the main trends in modern media, their principles and features. information and communication departments of the NGU.

Given the importance of the development of strategic communications of NGU, from the new school year it is planned to change the name of the circle Scientific Society of Students, Cadets and Students to "Strategic Communications of NGU, to attract, in addition to cadets for a week.

During the group cadets find out and systematize the basic concepts of communication technologies, get detailed information about the main types of information and communication departments of NGU, their structure, features, technologies of "event communication" in the information and communication departments of NGU, find out the role of units information and communication of the NGU in the structure of public relations.

Cadets also learn to develop skills and abilities to plan work to establish effective cooperation with the media; organization of the work of the press officer to perform the functions assigned to the information and communication departments of the NGU; application of communication and information technologies during the preparation, adoption and implementation of communicative activities.

In addition to teachers of the Department of Philology, Translation and Strategic Communications, employees of the Euro-Atlantic Integration Department, representatives of other organizations are involved in this group: D. Brook, Adviser





to the Commander of the NGU on Strategic Communications, O. Barannyk

Recently, considerable attention has been paid to personality-oriented trainings conducted with future specialists [42]. The introduction of acmeological trainings in the educational process of professional training is an example of the latest pedagogical technologies. For example, acmeological training on "Self-knowledge as a goal and result of success in law enforcement" helps to form the readiness of future officers for professional self-realization, where they perform exercises and model the behavior of a successful law enforcement officer.

Independent training is an essential element of the agenda of cadets of the Faculty of Humanities NANGU. The purpose of independent training is high-quality preparation of the cadet for classes, improvement of knowledge and skills. Officers of the course level organize self-training, manage the process of self-training of the faculty management. During self-training, future officers work in a team, in small groups, attend counseling and individual classes. Teachers prepare cadets for classes using classical, explanatory-illustrative, problem-solving, reproductive methods and interactive, training, information learning technologies.

Thus, the use of the latest pedagogical technologies in the training and self-training of cadets require additional pedagogical and methodological training of teachers. It is emphasized that the latest pedagogical technologies have great potential for the formation of knowledge and skills of professional self-realization of future officers.

The substantiation of the fourth condition - consolidation and adjustment of cadets of knowledge and skills of professional self-realization during military practice - was based on the fact that the phenomenon of professional self-realization of the individual is formed in the workplace, and within the dissertation and military training [128-133]. The peculiarity of such practices is the creation of conditions for professional self-realization in working with personnel through the prism of collective interaction, ie during interaction in military teams.

In NANGU at the Faculty of Humanities cadets of the 2nd and 3rd year of study undergo military practice. We will analyze the content of the program of military



practice for cadets of the 2nd year of course №1 and course №2 of the Faculty of Humanities, specialty 254 "Provision of troops (forces)", specialization "Linguistic support and strategic communications"; specialty 053 "Psychology", specialization "Psychological support of service and combat activities of units NGU". Of course, when it comes to practice, the key concepts are "consolidation of theoretical knowledge", "deepening of fundamental knowledge", "testing of acquired professional skills", "professional self-determination". In this aspect, we express our vision of the purpose of military practice of cadets as creating real conditions for professional self-expression, which is part of the professional self-realization of future officers, and tasks - to improve and adjust the ability to manage the actions of combat personnel in daily activities. performance of official and combat tasks; to form the ability to manage their own actions and behavior, emotional and moral state in emergency situations; create conditions for teamwork, simultaneous performance of professional actions.

The purpose of the cadets' military practice is to acquire and improve their practical skills in performing the duties of the clerk of the department (service) of psychological support of the military unit NGU; deepening and consolidation of acquired knowledge and skills in keeping official documents of the department (service) of psychological support, processing and summarizing the results of socio-psychological and psychological research, psychological study of personnel, design and maintenance of psychological support cards and other accounting documents; conducting classes on professional and psychological training with different categories of personnel.

We emphasize the practical significance and role of military practices for the formation of components of readiness (motivational-volitional, cognitive-procedural, emotional-control) of cadets for professional self-realization in working with personnel.

During military practice, the content of the motivational and volitional component of the readiness of future officers for professional self-realization in working with personnel is strengthened and expanded. Let's explain this by the fact



that the content of military practice activates the processes of cognition and the need to obtain new information, the desire to test themselves in practice. Cadets actively perceive professional tasks, are interested in working with personnel, try to be as independent as possible. Military practice is a new situation in which future officers learn to think independently, navigate new circumstances, see problems and find ways to solve them.

It is valuable that during military practices not only motives of professional self-realization are activated, but also cognitive processes: feeling, perception, thinking, attention. Thus, cadets' needs for critical thinking and self-criticism, which depend on an adequate assessment of their own potential and characteristics of professional activity, are becoming more active. Note that the ability of law enforcement officers to critical thinking and self-criticism allows to understand and comprehend the peculiarities of the organization and service during the duties of trainee chief of military service, trainee assistant chief of planned (judicial, counter) guard, trainee adjustable guard, trainee assistant chief of guard on protection of an important object; to build a correct idea of the organization of moral, psychological and psychological support in accordance with the practical tasks of the military unit.

The formation of the motivational and volitional component of the readiness of future officers for professional self-realization in working with personnel is positively influenced by external incentives. Recently, during military practices, group cohesion (team building) of servicemen has been organized, during which personal and business qualities of servicemen are formed, in particular during professional trainings. The ability of cadets to work in a team, the ability to make collective decisions enhances work on themselves, opens up new potential and expands the boundaries of professional self-realization. During military practices, the Wheel of Balance method should be used, the essence of which is to develop time management skills in future law enforcement officers. For example, students are asked to write core values, such as life, health, love, family, career, relationships, profession, hobbies, and so on. Prescribe in percent the time allocated for their implementation. The cadets were observed to prefer the values of their profession and career. This



means that the tasks set by us of military practices affect the consciousness and thinking of cadets. However, it is necessary for future officers to form a broader idea of professional self-realization and going beyond regulated actions for the purpose of self-defense and self-preservation.

Intensify the readiness of future officers for professional self-realization in working with personnel specific tasks in military practice. For example, to study the military and check their psychological readiness to perform the tasks of service with weapons, including readiness to act in extreme (combat) conditions. Undoubtedly, such tasks are a test primarily for cadets, their readiness to perform combat missions. As you know, in practical situations, personality traits are better tested. Therefore, during military practices, the formation of the willpower of cadets is checked. Familiarization with measures of psychological assistance, recovery, support and rehabilitation of servicemen affected by stress, extreme (combat) conditions, hardens the willpower of future officers and contributes to a deeper understanding of the role of professionalism in law enforcement.

During military practice, the content of the cognitive-procedural component of the readiness of future officers for professional self-realization in working with personnel is supplemented. The effectiveness of professional self-realization of future officers is ensured by a high level of general and special competencies. According to the National Qualifications Framework, the program of military practice prescribes integrated, general and special competencies. Summarizing the nature of professional self-realization of law enforcement officers, we distinguish close to the topic of research competencies - competencies related to knowledge of one's own nature of self, self-expression through the team, in particular in teamwork.

The tasks of military practices also reflect the knowledge and skills of law enforcement officers, which they must consolidate, test, supplement in order to develop readiness for professional self-realization with personnel. Here are some knowledge and skills that future law enforcement officers will acquire during military practices:

*knowledge* - official duties as a clerk of the department (service) of



psychological support of the military unit of the NGU; guiding documents governing the performance of combat missions assigned to the unit (military unit); peculiarities of organization and service during the performance of duties of the officer of the department (service) of psychological support of the military unit of the NGU; organizational and staffing structure of military units and subdivisions of the NGU; organization of combat and special training;

*skills* - operation of weapons, military equipment and their use in various types of combat operations; registration and maintenance of cards of psychological support of servicemen, maintenance of official documentation of the department (service) of psychological support; processing and generalization of the results of socio-psychological and psychological research, psychological study of personnel.

The succession of military practice and internship programs is the gradual development of cadets' theoretical knowledge and practical skills of professional self-realization. During military practice and internship, future officers acquire traits and skills that are characteristic of a modern NGU officer.

Cadets of the second year of the course № 1 (specialty 254 "Provision of troops (forces)", specialization "Linguistic support and strategic communications") and course № 2 (specialty 053 "Psychology", specialization "Psychological support of service and combat activities of units NGU») Of the Faculty of Humanities for two weeks in units and units NGU acquire and improve skills and abilities to manage the personnel of the department (up to 10 servicemen), performing official duties as commander of the department, consolidate theoretical knowledge gained during training at the National Academy NGU at the initial stage of study.

Cadets of the third year of course № 1 (specialty 254 "Provision of troops (forces)", specialization "Linguistic support and strategic communications") of the Faculty of Humanities during military practice in the military perform the duties of commanders of platoon units NGU, acquiring and improving necessary professional skills, deepen and consolidate theoretical knowledge and practical actions to manage the actions of subordinates in the platoon (up to 30 servicemen) in daily activities and during combat missions received at a certain stage of training in accordance with the



specialty, specialization.

Cadets of the third year of course № 2 (specialty 053 "Psychology", specialization "Psychological support of combat operations of units NGU") of the Faculty of Humanities during military practice in the military perform the duties of clerk of the department (service) of psychological support of the military unit NGU, acquiring and improving the necessary professional skills, deepen and consolidate theoretical knowledge and practical actions in conducting psychological studies of personnel, training in professional and psychological training with servicemen of various categories, maintaining official documents for military practice, etc. stage of study in accordance with the specialty, specialization.

The cadets of the fourth year of the course № 1 (specialty 254 "Provision of troops (forces)", specialization "Linguistic support and strategic communications") of the Faculty of Humanities during the month are trained in the army as deputy company commander for personnel (organizational and staff structure of the company can be up to 100 servicemen), which consolidates the acquired theoretical knowledge and practical skills in the organization, activities to work with personnel and in the management of company personnel in daily activities and during combat missions received at the final stage of training according to the specialty, specialization.

Cadets of the fourth year of course № 2 (specialty 053 "Psychology", specialization "Psychological support of combat operations of units NGU") of the Faculty of Humanities during the month are trained in the army as an officer of the department (service) of psychological support of the military unit NGU, where the acquired theoretical knowledge and acquired practical skills in conducting professional and psychological selection of candidates for military service (training), psychological support are consolidated; classes on professional and psychological training, study of the socio-psychological climate in military teams, etc., received at the final stage of training in accordance with the specialty, specialization.

The formation of the emotional-control component of the readiness of future officers for professional self-realization in working with personnel is influenced by





interpersonal communication with servicemen and building relationships in military teams with a specific socio-psychological climate. Trainee cadets have the right to participate in the study, accounting and generalization of the results of the study of socio-psychological climate in military teams. In working with personnel, this task is important and appropriate for study. The peculiarity of the socio-psychological climate in military teams is that it is dynamic, which means its propensity to influence various youth trends, extraordinary situations and stories, statutory relations.

In this aspect, we mention the scientific works of V. Penkov [120], who studied the problem of interpersonal relationships of cadets in the educational process of higher education institutions of the MIA of Ukraine. The author's opinion that non-statutory relations as extra-service relations are problematic in military teams is noteworthy. In cadet groups there is a negative interaction as a set of inhumane and democratic actions and behavior between law enforcement officers, which manifests itself in interpersonal conflicts, mistrust, suspicion, conflicting opinions and inability to prove them peacefully civilized, sometimes using physical force, verbal aggression. measures of internal order and organization of life. It is valuable that the dissertation student identified the causes of interpersonal conflicts in the military team, developed and implemented measures to prevent such negative interactions.

During military practices it is advisable to use the experience of scientists (O. Anufrieva, S. Ishchenko, V. Penkov, etc.) [1; 2; 62-64; 120], who proposed: 1) multilevel variable tasks of reproductive, reconstructive, creative levels; 2) exercises for the formation of skills of self-control: "Exposing aggression", "Conflict smoothing", "Self-examination of emotions and human condition"; 3) exercises for the formation of emotional stability "Exit of feelings", "Emotional compensation", "Interview with victims".





### **2.3. Practice of realization of pedagogical conditions of formation of readiness of future officers for professional self-realization in work with personnel**

The first condition - the intensification of the needs of professional self-realization of future officers in the educational process, including in the performance of combat missions - was introduced during the circles, in the classroom and in the process of self-training.

The need for professional self-realization of future officers was intensified through group work, which additionally introduced the topic: "Self-knowledge and career growth of future officers in educational and professional activities."

The Department of Euro-Atlantic Integration has been established at NANGU, which is the internal engine of the Academy's reform and progress in law enforcement development, the internal potential for future officers' skills, ensuring the transformation of the Academy's education and training system according to NATO standards.

The Euro-Atlantic Integration Division implements the NGU Professional Skills Development Program, a modular training program focusing on its practical development, based on the methodology of the NATO Introductory Course (see Figure 3.1).

On November 22, 2018, the Verkhovna Rada adopted Bill № 9037 “On Amendments to the Constitution in Part of Consolidating the State's Strategic Course towards Ukraine's Full Membership in the European Union and NATO” (see Fig. 3).



**Fig. 3. Carrying out the NATO Introductory Course with the personnel of the Faculty of Humanities**



The basic documents that define the content, nature and legal basis of Ukraine's "special partnership" relationship with NATO and regulate Ukraine's cooperation with the Alliance are the NATO Partnership for Peace Framework Document of 10 January 1994, the Charter on a Special Partnership between Ukraine and NATO of 9 July 1997 and the Law of Ukraine on the Principles of Domestic and Foreign Policy of 1 July 2010.

Within the framework of cooperation, considerable attention is paid to strengthening the aspirations NGU for Euro-Atlantic integration and continuing to create the necessary conditions for further modernization NANGU. The Academy supports the creation of long-term conditions for the development and implementation of a modern model of personnel training in accordance with Euro-Atlantic standards, so the transformation of the educational and professional training system at the Academy is in progress and favorable conditions for modern and high-quality development of officers (see Fig. 4).



**Fig. 4. Training seminar "NATO-Ukraine relations in the modern context" with cadets of the Faculty of Humanities**

Specialists of the Euro-Atlantic Integration Department conducted thematic lectures, group classes, training seminars, conferences, round tables, courses, exhibitions, online courses, online meetings, webinars with cadets of the Faculty of Humanities, during which they discussed NATO activities, key principles and priorities. Organizations, NATO-2030 Strategies.

During these events, the speakers and cadets actively discussed the image of the



future militiaman according to NATO standards, the Guardsmen asked questions to experts on NATO activities, Alliance cooperation with Ukraine and the militia's peacekeeping mission (see Fig. 5).



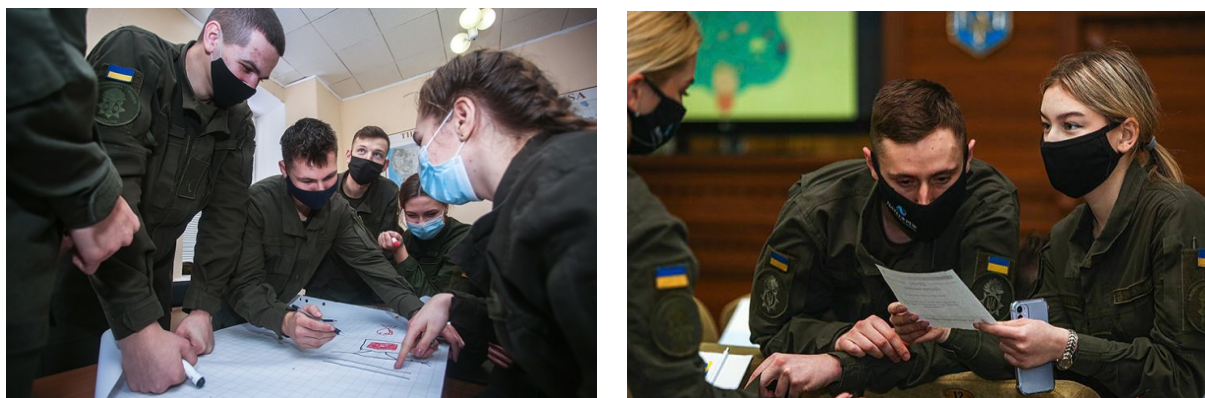
**Fig. 5. Group lesson on "The image of the future law enforcement officer according to NATO standards" with cadets of the Faculty of Humanities**

Within the Faculty of Humanities at the Department of Philology, Translation and Strategic Communications, the Department of Social Sciences and Humanities, the Department of Psychology and Pedagogy there are circles of the scientific society of students, cadets and students.

Today, the Department of Psychology and Pedagogy has a circle of scientific society of students, cadets and students in the form of a discussion platform. The cadets of the Faculty of Humanities, both experimental and control groups, were involved in the work of this group. CG cadets work according to the basic program of the Department of Psychology and Pedagogy. And cadets of EG received additional information, embodied theoretical knowledge in practical skills under the additional program "Self-knowledge and career growth of future officers in educational and professional activities" (see Fig. 6).

Within the framework of the scientific circle with cadets of experimental groups classes on positive and critical thinking, academic integrity, emotional and volitional, mobilization, cognitive sphere of servicemen, their mental state in professional activities were held.





**Fig. 6. The work of the scientific circle on the additional program "Self-knowledge and career growth of future officers in educational and professional activities"**

The purpose of this group was to clarify and comprehend the basic concepts of self-knowledge, career growth, professional self-realization of a militiaman, to determine the role of officers-specialists in personnel work and officers-psychologists in units, military units of NGU.

During the classes the cadets mastered the skills to plan work with personnel, moral and psychological support for the successful implementation of the tasks set before the personnel of the unit, the state of its combat readiness and combat training; organization of work of the deputy commander of the unit for work with personnel, officer-psychologist on the quality of performance of functions assigned to the units of the NGU; application of effective forms and methods of work with personnel. during the preparation, adoption and implementation of moral and psychological support for the activities of units, military units of the NGU.

The Faculty of Humanities has created sets of methodological materials for teaching modules, organization of independent work and activities to work with personnel, control and self-control over the acquisition of knowledge, skills and abilities. Updated materials of the system of DN (local computer network) NANGU in all disciplines.

During the activities on work with personnel, information, self-training with cadets of experimental groups were held talks, thematic classes, video lectures, quizzes, intellectual competitions, brain-rings, hours of spiritual revival, meeting with



interesting people, days of discipline, socio-political and legal information, additional classes (see Fig. 7).



**Fig. 7. Thematic hour on "Implementation of peacekeeping tasks in other countries" and the quiz "Ukraine-NATO"**

During the events they discussed issues related to the professional activity of a militiaman, the process of European integration in the National Guard of Ukraine, the image of a modern successful cadet - a future officer, uniting the military team for quality performance of tasks before the unit performance of official and combat tasks in the area of the Joint Forces Operation and during the introduction of quarantine measures, participation of law enforcement officers in peacekeeping and international activities.

The active participation of personnel in scientific and educational work provides them with an excellent opportunity for career growth. The cadets of the Faculty of Humanities are winners and laureates of international competitions for student youth, all-Ukrainian competitions of scientific works of the MIA of Ukraine, regional competition of student projects "Kharkiv - a city of youth initiatives", international conferences. Goals of Sustainable Development ”and became scholarship holders of the President of Ukraine, the Cabinet of Ministers of Ukraine of the Verkhovna Rada of Ukraine, Kharkiv Regional State Administration, Kharkiv City Council.

**The second condition** provided for the renewal and use of the content of social sciences and humanities to reveal the personal and professional potential of cadets in



order to form the content and activity component of the readiness of future officers for professional self-realization.

Updated curricula "Military Psychology and Pedagogy" (topic "Mental cognitive processes, patterns of their functioning in different conditions" supplemented by questions - "Regularities of the cognitive sphere in typical conditions", "Mnemonics. Methods of activating the work of the cognitive sphere"; "Volitional sphere of the serviceman and regularities of its functioning in different conditions" is supplemented by questions - "Will and regulation of behavior. Mechanisms of mastering emotions", "Self-confidence, responsibility, determination as manifestations of volitional qualities of the officer"; supplemented by questions - "Influence of mental states on the ability to work of servicemen. Performance curve. Measures of psychohygiene"; topic "Demand-motivational sphere of servicemen" "I said." guidelines for the formation and loss of habits ", " General and special abilities. Psychological recommendations for the development of abilities "; The topic "Mental health of servicemen" is supplemented by the question - "Mental health of servicemen". Psychoprophylaxis in the National Guard of Ukraine; The topic "The problem of self-destructive behavior, self-harm and suicidal behavior of servicemen" is supplemented by the question - "Psychoprophylaxis of suicidal behavior of servicemen. Actions of the commander "; The topic "Adaptation of the individual to the conditions of military service and personnel" is supplemented by the question - "Behavioral difficulties of the process of adaptation of servicemen. Crises of adaptation. Manifestations of maladaptation "; added the topic "Military teacher: pedagogical skills and innovation" with questions "Structure of pedagogical activity of the officer", "Pedagogical skills of the officer and its elements", "Main directions of military-didactic innovation"; the topic "The essence and content of military training and the skills of military educators" is supplemented by questions - "Communicative skills of military educators"; the topic "The essence of the process of educating soldiers, its content and characteristics of the main components" is supplemented by questions - "Methods of applying basic methods of education and pedagogical conditions for enhancing the education of servicemen", "Self-education of



servicemen as a pedagogical problem"); "Higher school pedagogy" "The topic" Pedagogical communication in the educational process of higher education "is supplemented by questions -" The concept of barriers in pedagogical communication, their typology ", " Conflict management ".The concept of conflict of personality "; the topic "Pedagogical culture of a teacher-officer of higher education" is supplemented by questions "The concept of pedagogical skills of a teacher-officer", "The essence of pedagogical professionalism of a teacher-officer"; the topic "Psychological and pedagogical principles of organization of independent educational work of cadets" is supplemented by questions - "Adaptation of students / cadets to independent educational work"; the topic of distance learning in the education system is supplemented by questions - "Conditions for the effectiveness of distance learning"; the topic "The process of education in higher education" is supplemented by questions - "Criteria for personal education"; topic Methods, forms and means of educational influence in higher education "is supplemented by questions -" Individual work with cadets ").

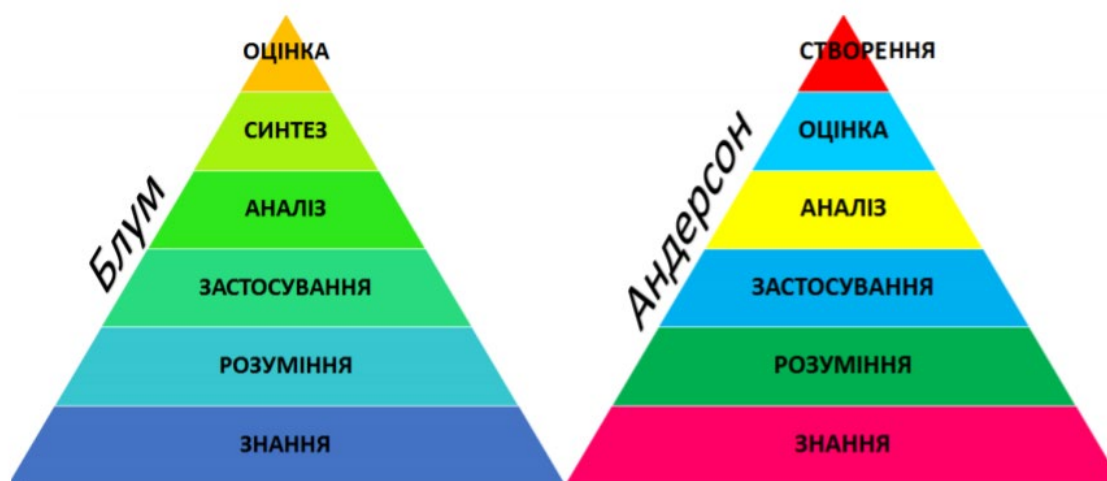
Concretizing the content of tasks for the study of academic disciplines, we proceeded from the basic concept of taxonomy of mental skills, developed by well-known cognitive psychologists. In 1956, a psychologist at the University of Pennsylvania, B. Bloom, developed a "Taxonomy of Educational Goals: Areas of Cognition," which identified three main learning goals: cognitive (understanding, reproducing, applying, analyzing, synthesizing, evaluating); affective (expressed through perceptions, interests, inclinations, abilities); psychomotor (writing skills, speech, physical, work skills). In 1999, L. Anderson and colleagues proposed an updated version of Bloom's taxonomy that takes into account a wider range of factors that influence teaching and learning. Like the original version, L. Anderson's taxonomy has six levels of mental skills. The taxonomy is like a pyramid, where lower-level skills (memorization, comprehension, application) form lower-order skills, and upper-level (analysis, evaluation, creation) skills form high-order skills (see Fig. 8).





ЛОРИН АНДЕРСОН

Оновлена таксономія освітніх цілей (1999)



**Fig. 8. Updated taxonomy of educational goals of B. Bloom**

There is no level of synthesis in the new taxonomy, and the highest level is not analysis, but creation, which requires students to be able to generate, plan and create something new [175]. Appropriate verbs are used to formulate tasks at each level. Construction of tasks at the first level of educational goals - memorization - is done with the help of verbs: remember, repeat, name, find (appropriate), place, list, retell, reproduce, define, describe, show, give (link to the source) ; at the level of understanding - paraphrase, explain, summarize, compare, interpret, differentiate, demonstrate, formulate, make (report), give (example), justify, define (main idea), recognize, write (briefly); at the application level - solve, calculate, predict, ask, classify, group, illustrate (schematically), modify, use (in practice); at the level of analysis - break (into parts), describe (the whole and its components), compare, determine (essential), establish (connection between parts), write down (properties); at the level of evaluation - evaluate, choose, prove, argue, justify, criticize, express (for "or" against), determine (priorities), organize (discussion); at the level of creation - come up with (new), write (essay), predict, write (report), make (plan), offer (startup (invention)), present (idea), solve (problem), draw (conclusions) .

To prepare assignments for practical, seminar and group classes with future



officers, we were guided by a taxonomy of educational goals. Within the framework of our research we can state that the tasks at the high levels of taxonomy of educational goals create conditions for the disclosure of personal and professional potential of future officers. In the content of the discipline "Higher School Pedagogy" the following tasks are developed at high levels of educational goals:

–*analysis* (analyze the relationship between the concepts of "professional competence of a military teacher", "pedagogical skills", "professional maturity"; describe the main professional psychological qualities of a teaching officer and determine their role in the development of the future soldier; compare "information" and "knowledge" and identify commonalities and differences; write down the properties of the learning process and the process of scientific knowledge; in accordance with the didactic requirements, analyze the textbook / manual in any discipline of military specialty; describe methods and techniques that enhance the mental activity of cadets in the seminar; compare the types of seminars on their compliance with the specifics of the discipline of military training (optional), make a comparative analysis of methods of monitoring the academic performance of cadets, compare which of the approaches to assessment (normative, comparative, personal) are more psychological traumatic for cadets?).

–*assessment* (determine the criteria and levels of readiness of the teacher for pedagogical activities; justify which didactic principles of teaching meet the following rules of teaching: 1) From easy to difficult; from the known to the unknown; from simple to complex; 2) "As often as possible" use the question "why?"; 3) "In the methods of teaching reflect the methods of scientific knowledge, develop students' thinking"; argue: "You can't teach anyone anything, you can only help them learn." Is this correct? If so, why do you need didactics? If you were entrusted to adjust the content of higher military education, in particular, what corresponds to your specialization, what changes would you suggest? Prove that there are no universal teaching methods; say "for" or "against" to the question: is it possible to completely replace the traditional with distance learning (DN)? Assess whether the personality of a military teacher influences the perception of the material by cadets?



Give examples based on your own experience of studying in a military institution of higher education; choose the methods and techniques that are the basis for improving the effectiveness of lectures in military universities? Comment on the statement: "Educational opportunities of the lecture"; prove the advantages of the seminar-discussion; based on your own learning experience, evaluate the advantages and disadvantages of credit-module system of education from the standpoint of monitoring and evaluating the academic performance of cadets; express your attitude to the test method of checking the academic performance of cadets).

–*creation* (offer means (prevention techniques) for overcoming "professional crises", "deformations of professional development", "professional burnout" of a teacher-officer; model a verbal portrait of a high school teacher in accordance with the main stages of free education in the world and Ukraine; create and transfer image of an "authoritative teacher" through poetry, aphorisms, quotes; formulate recommendations for cadets during their adaptation to a military institution of higher education; prepare a project on "Management of motivational processes in learning"; prepare and present fragments of classes (up to 5- 7 min.) In military disciplines using modern teaching methods; formulate criteria for choosing military training methods; predict what factors influence the teacher's choice of lecture type; offer criteria for assessing the quality of lectures; formulate criteria for assessing cadets' independent work process in NANGU; a plan for the study of scientific and practical problems in the military specialty; prepare, draw up written abstracts of lectures and practical classes on military discipline (optional)).

Thus, the content of social sciences and humanities, realized through the taxonomy of educational goals of B. Bloom, in addition to L. Anderson, best reveals the personal and professional potential of future NMU officers in the context of forming internal motivation, experience, self-determination, self-organization and ability to build their own landmarks, correlation of their values with the moral values of others, humanistic attitude to the individual, the ability to self-development and self-improvement in military affairs.



## **Seminar on the subject "Military Psychology and Pedagogy"**

(Author: Professor of Psychology and Pedagogy, Candidate of Pedagogical Sciences,  
Associate Professor S.S. Izbash)

Content module 2. Mental personality traits.

Lesson №2.

Theme of the seminar: Individual psychological characteristics of personality:  
temperament and character.

Object:

- 1) to form an understanding of the types of nervous system and temperament;
- 2) on the basis of theoretical material to present ways of forming the character of the NGU serviceman;
- 3) to develop the ability to determine the psychological portrait of the personality of the serviceman.

Time for the lesson - 2 hours. Venue: auditorium on schedule № 1725.

Study group: 260

### **Educational-methodical and logistical support:**

Basic literature on the discipline, methodical development of the content module 1,  
methodical development of the questionnaire.

#### Required reading:

Variy M.Y. General Psychology.: The textbook is approved by the Ministry of  
Education and Science of Ukraine. K .: CUL, 2007. 968 s.

Yagupov V.V. Military psychology. Textbook. Kyiv. 2004. 649 p.

#### Additional literature:

Variy M.Y., Ortinsky V.L. Fundamentals of psychology and pedagogy. Textbook of  
rivers. Ministry of Education and Science of Ukraine. K.: CUL, 2007. 376 p.

Vitenko I.S. Vitenko T.I. Fundamentals of psychology. New Book, 2001, 251 p.

General Psychology: Textbook / O.V. Skrypchenko, L.V. Dolynska, Z.V.  
Ogorodniychuk and others. K .: Lybid, 2005. 464 p.



Loznitsa V.S. Fundamentals of psychology and pedagogy. Tutorial . K .: KNEU, 2001. 228 p.

**Technical teaching aids:** presentation, TV.



## CONTENT OF THE CLASS AND METHODS OF ITS CONDUCT

Introduction (10 minutes) - includes organizational unit: checking the presence of those present, information unit, organization of work on the study of the topic of the lesson: announcement of the topic, educational goals, lecture issues.

During the group lesson it is necessary to form the cadets' ideas about the essence of temperament, to determine the essence and character traits and to find out the peculiarities of creating a psychological portrait of the individual.

When teaching the material to give the importance of psychological knowledge for practical activities.

It is necessary to form cadets' civic and national-patriotic consciousness, cultivate a sense of devotion to the Fatherland and conviction of cadets that will build military-professional activities on the principles of patriotism and understanding of the importance of the role of the National Guard officer in protecting its national values.

To cultivate a respectful attitude to military service, to expand the humanistic worldview.

Method of current control of knowledge of educational material IS CARRIED OUT:

- on the material of the previous lesson at the beginning of the lesson;
- on the topic of group lesson at the end of the lesson;
- in the form of a written flyer, an oral interview, an interview or with the use of technical means of control.

*The main part (75 minutes).*

### **The first question - Temperament and type of nervous system.**

Mental properties are individual psychological features that allow to distinguish soldiers, to know their actions and motives. These include temperament, character and abilities.

**Temperament** - a set of the most stable individual psychological characteristics of the warrior, which are manifested in the dynamics of his behavior and activities.



Thus, observing the behavior and activities of soldiers, we see that they are different not only in appearance but also in actions. Some of them are always calm, incredulous, sluggish, others are very mobile, talkative and so on. At the same time, the words in them are accompanied by active gestures and appropriate facial expressions. This difference in the behavior of soldiers is due to their temperament.

The concepts of temperament are used from the V century BC - since the famous Greek scientist - doctor Hippocrates thus marked the stable individual characteristics of man, the dynamic originality of mental, spiritual life. Translated from the Latin "temperament" - the proper ratio of parts, mixing them. Proper mixing of four liquids ensures human health, improper causes disease. Based on the doctrine of the four liquids, elements, which are often called humor (Latin - moisture, juice), the famous physician of antiquity Claudius Galen (2nd century BC) developed the first typology of temperaments, which is known today. The predominance of blood (Latin - sanguis) creates sanguine, the predominance of mucus (Greek - phlegm) - phlegmatic, the predominance of bile (Greek - hom) - choleric, the predominance of black bile (Greek - melanchomic) - melancholic.

A significant contribution to the study of the basics of temperament made I.P. Pavlov and his scientific school. I.P. Pavlov considered temperament the most common characteristic of man. He drew attention to the dependence of temperament on the type of nervous system and identified the following main types.

Relationship between temperament types and types of higher nervous activity

**Choleric** Strong Unbalanced Mobile

**Sanguine** Strong Balanced Agile

**Phlegmatic** Strong Balanced Sedentary

**Melancholic** Weak Unbalanced Inert.

This division corresponds to the division long established in psychology, according to which there are sanguine, phlegmatic, choleric, melancholic temperaments. I.P. Pavlov clearly understood that the types of nervous system he described were not real portraits, because no particular person has all the signs of a particular type of temperament. Pavlov's concept of the connection of temperament





types with types of nervous system was a serious step towards the study of the basics of temperament classification, it focused on further detailing certain properties of the nervous system with a particular type of temperament.

But it does not follow that each person belongs to one of these types of temperament in its pure form, because such a temperament occurs in life quite rarely and rather in childhood.

This is due to the fact that the type of higher nervous activity - innate. In this regard, the type of temperament does not change with age, but has a tendency to final formation, acquisition of new qualities under the influence of life circumstances. Thus, it can be emphasized that temperament permeates all mental manifestations of personality (emotions, thinking, volitional and other mental processes) and is expressed in such basic properties.

**The main properties of temperament.** Temperament as a dynamic characteristic of the mental activity of the individual has its own properties, which have a positive or negative effect on its manifestations.

There are such main properties of temperament as: sensitivity, reactivity, plasticity, rigidity, resistance, extroversion and introversion.

**Sensitivity** is a measure of sensitivity to the phenomena of reality related to the individual. Dissatisfaction with needs, conflicts, social events in some people cause vivid reactions, suffering, and others treat them calmly, indifferently. Well-known Soviet psychologist *B.G. Ananiev* believed that sensitivity is associated with orienting reflex activity and is part of the structure of temperament. There is reason to believe that there are not only certain types of sensitivity as potential properties of individual analyzers, but also a common method of sensitivity for a particular person, which is a property of sensory organization of man as a whole. Sensitivity, in his opinion, is a common, relatively stable feature of personality, which expresses the type of human nervous system and which plays a role in human abilities to various activities.

**Reactivity** is a feature of the individual's reaction to various stimuli, manifested in the pace, strength and form of response, and most clearly - in emotional vulnerability, and reflected in the individual's attitude to reality and to himself.



Violent reactions to successes or failures in any activity affect various features of temperament. Reactivity as a feature of temperament is clearly manifested in mental trauma - in reactive depression (depression, motor and speech retardation), in affective-shock reactions (reactions to disasters, accidents, panic), which are characterized by either disordered motor activity or complete inhibition, stupor.

**Plasticity** is manifested in the rapid adaptation to changing circumstances. Due to plasticity, certain aspects of mental activity are rebuilt or compensated due to the plasticity of higher nervous activity. Weakness, imbalance or lack of mobility of the nervous system under proper living conditions and upbringing acquire positive qualities.

**Rigidity** - a feature opposite to plasticity, complexity or inability to rebuild when performing tasks, if circumstances so require. In cognitive activity, rigidity is manifested in the slow change of ideas when changing living conditions, activities; in emotional life - in numbness, lethargy, immobility of feelings; in behavior - in inflexibility, inertia of motives and moral and ethical actions for all their obvious inexpediency.

**Resistance** is a measure of the ability to resist negative or adverse circumstances. Quite clearly this feature is manifested in stressful situations, with significant stress in the activity. Some people are able to withstand the most difficult conditions or circumstances that have arisen suddenly (accidents, conflicts, antisocial bravado), while others are confused, easily give up, become unable to continue working, although under normal conditions this does not happen to them, despite fatigue. on difficult working conditions.

**Extroversion** and **introversion** - the direction of reactions and activities of the individual to the outside, to others (extroversion) or to himself, to their inner states, experiences, ideas (introversion). It is believed that extraversion and introversion as properties of temperament are manifestations of dynamic, not meaningful aspects of personality. Extroverted types are characterized by strength and mobility of nervous processes and in connection with them impulsiveness, flexibility of behavior, initiative. The introverted type is dominated by weakness and inertia of nervous



processes, isolation, propensity to introspection, and therefore complications of social adaptation.

### **Temperament functions:**

- regulation of the dynamics of mental activity;
- adaptive;
- energy.

### **The essence and characteristics of temperaments**

In the process of official activity, the officer has to predict the behavior of his subordinates, appoint them to positions based on their individual psychological characteristics. But at the same time he needs to control personal behavior, taking into account the peculiarities of his own psyche. That is why it is so necessary to know the basic manifestations of temperament.

**Sanguine** is characterized by a fairly high neuropsychological activity, a wealth of facial expressions and movements, emotionality, vulnerability, lability. At the same time, the emotional experiences of the sanguine are mostly shallow, and his mobility under unsatisfactory educational influences causes insufficient concentration, haste, and even superficiality.

**Choleric** is characterized by a high level of neuropsychological activity and energy of action, sharpness and rapidity of movements, strong impulsiveness and brightness of emotional experiences. Insufficient emotional and motor balance of cholera can be manifested in the absence of proper education in incontinence, inflammation, inability to control themselves in emotional circumstances.

**Phlegmatic** is characterized by a relatively low level of behavioral activity, difficulty switching, slow and calm actions, facial expressions and speech, equality, consistency and depth of feelings and moods. Unsuccessful upbringing can contribute to the formation of phlegmatic negative traits such as lethargy, impoverishment and weakness of emotions, a tendency to perform only habitual actions.

**Melancholic** is characterized by a low level of neuropsychological activity, restraint and muffled motility and speech, significant emotional reactivity, depth and stability of feelings, but their weak external expression. Insufficient upbringing of a



melancholic can develop such negative traits as increased emotional vulnerability to pain, isolation, alienation, propensity to severe inner feelings in such life circumstances that do not deserve it.

**People with sanguine temperament** are mobile and balanced. Sanguine is an ardent, very productive figure, but only when he has a lot of interesting things, that is, there is constant excitement. If there are no such cases, he gets bored and becomes lethargic. It is characterized by ease and speed of emergence of new feelings and emotional states (grief, joy, hatred, etc.), which change quickly and are etched in the memory for a short time. As a rule, a warrior with this temperament has a flexible mind, witty. He is carefree, easily adapts to new conditions, sociable, quickly establishes contact with people and can maintain a good mood in the military. Sanguine is willing to take on a new task, but does not always complete it, may lose interest in it, especially if the case requires patience and long hard work. Typical sanguine among prominent personalities were G.K. Zhukov, M.Y. Lermontov, Napoleon, Y.A. Gagarin, and literary heroes Ostap Bender.

**Representatives of the choleric temperament** are characterized by increased mobility, imbalance in behavior, actions and deeds. A warrior with a choleric temperament is usually aggressive, inflammatory, straightforward in his relations with other servicemen, and energetic. This is a fighting type, persistent, he is easily and quickly irritated. A warrior with this type of temperament is characterized by a sharp change of deep feelings, accompanied by strong emotional experiences, which always get an external expression in facial expressions, gestures, quick speech. Warriors with this temperament are productive in the face of heterogeneous work, where you need to make quick decisions, take risks, show initiative. Choleric were Peter I, O.V. Suvorov, V.I. Chapaev, I.P. Pavlov, among the literary heroes - d'Artagnan. For example, O.V. Suvorov distinguished rapidity, mobility. He seemed to be restless and impressed his contemporaries with a man who wanted to do a hundred things at once. Even in old age he did not walk, but ran, did not ride, but raced, did not go around the chair, and jumped over it.

**People with a phlegmatic temperament** are calm, balanced, persistent and



persistent workers. The inertia of nervous processes in them creates conditions for calm and composure. It is almost impossible to drive phlegmatics crazy under any circumstances. These qualities are also manifested in relationships with colleagues. This person is moderately sociable, her mood is always equal. Workable, she never wastes energy, calculates them in advance, the case is usually completed, new information is absorbed slowly but thoroughly. Phlegmatics find it difficult to switch from one activity to another, it is difficult to adapt to new conditions, facial expressions are slurred.

Phlegmatic was M.I. Kutuzov. Calmly, even as if sleepily, he leads a military council in Philae, which decides the fate of Russia. And, obviously, it was about this peace, as if on a rock in a stormy sea, that the passions of the military leaders were shattered, leaving room only for a cold calculation of reason. Contrary to the intentions of most generals to fight in front of Moscow, Kutuzov said: "... the authorities entrusted to me by my sovereign and the Fatherland, I order a retreat."

Typical phlegmatics are cosmonaut A. Nikolaev, film hero - Stirlitz.

**Warriors with a melancholic temperament** are characterized by very high emotional sensitivity; they are very vulnerable and get tired quickly. Movements in them are slowed down. The emotional experiences of melancholics are characterized by great depth, which often leaves an imprint on the individual as a whole. They are indecisive, hard to fail, each of which they perceive as a personal tragedy. Melancholics are lonely, often embarrassed, uncomfortable, confused and indecisive. "I am one of those people," said Guy de Maupassant, "who has skin and bare nerves." And it is no coincidence that many poets, composers, artists from among the melancholic. For example, M.V. Gogol, F.M. Dostoevsky, P.I. Tchaikovsky, I.I. Levitan.

Taking into account the temperament properties of a particular serviceman, it is possible with some probability to predict the peculiarities of his response in a given situation. Temperament affects the ways of communication, determining, in particular, the greater or lesser activity of contacts.

The relationship between the method of response and temperament is vividly



and figuratively illustrated by AF Koni in his work "Memory and Attention". To characterize the influence of temperament on consciousness, ie the story of how the witness reacted to a phenomenon or event, we can, as an example, imagine the attitude of carriers of different temperaments to the same event. The tram hit a woman who was crossing the track and caused her serious injuries or possibly death as a result of her not paying attention to the warning call or if it was too late.

Sanguine, worried, will say: "It was a horrible picture - there was a scream, blood splattered. I also heard the cracking of bones, this picture stands before my eyes, haunts me, worrying and disturbing.

The melancholic will say: "My car crushed an unhappy woman, and here is human destiny: perhaps she was in a hurry to her beloved husband, to her favorite children, to her home. And everything is broken, destroyed, there are tears and grief over the irreparable loss, and the family is orphaned. "

A choleric, full of indignation, will say: "A woman was crushed! I have long said that the city administration is careless in the performance of its duties: whether it is possible to entrust tram driving to such drivers who do not know how to warn inattentive and hard-to-pass passers-by in time. And here is the consequence. It is necessary to judge for such negligence and to judge strictly ".

And the phlegmatic will say: "I go and see: there is a tram, a crowd near it, something is being considered; I got up on the run and saw: a woman was lying across the track, probably run over and crushed. I sat down in my seat and told the driver: let's go faster" (33, p.89). Thus, the type of human temperament can be determined by behavior.

But the officer needs to remember that it is not temperament that determines a soldier's abilities, but it is manifested in the style of activity, in the relationship of a serviceman in a military team, which, of course, can affect professional success.

It is known that the type of temperament depends on heredity, but some indicators of temperament may vary depending on the conditions of training, education and life of the serviceman. Living conditions affect the functioning of the central nervous system. Some of them contribute to a certain development of strength



and mobility of mental processes, emotional excitability, others, on the contrary, slowness, restraint and so on.

Thus, a calm balanced phlegmatic person, if repeatedly repeated monotonous strong emotional stimuli, emotionally explodes and behaves like a choleric. And a choleric under the influence of certain environmental factors may show insecurity, confusion, indecision as a melancholic.

In this regard, one of the main areas of positive influence of the commander on the temperament of subordinates is the high level of organization of combat and humanitarian training in the unit, meaningful and quality educational work with subordinates and strict statutory order in the military. The whole process of everyday life of a serviceman, on the one hand, should contribute to the hardening and development of positive traits of temperament types, and on the other hand - to help get rid of certain defects of temperament.

The officer should also take into account the fact that the temperament of servicemen affects their service and combat training. Warriors with different types of temperaments differ not in the level of capabilities of the psyche, but in its peculiar manifestations. Thus, the weakness of the type is not only the lack of strength of the excitatory and inhibitory processes, but also the associated high sensitivity and reactivity. Thus, each temperament has its flaws. For example, an officer, proving to his subordinates the task, must take into account the following features of its implementation, based on the characteristics of temperament types. Research shows that the effectiveness of military activities depends on temperament. The fact is that warriors with different types of temperaments achieve their goals in their own way. Thus, if the task is divided into three stages - preparatory, executive and control, the process of performing the task will depend on temperament. It turns out that choleric and sanguine people spend little time on preparatory and controlling actions, and phlegmatics and melancholics - on the contrary. The former can also perform several tasks for a long time, without planning them specifically and without allocating time. Others, performing long-term tasks, try to plan their activities. They take on a new business only when they fix the previous one, cope better with monotonous work, but





they do not succeed in such activities in which it is necessary to deal with strong, unexpected stimuli.

Mobility and inertia of nervous processes can also affect the quality of work of the soldier, its effectiveness and have their negative and positive sides. The study of the differences between soldiers with more lively and inert temperaments for mastering military skills gave the following picture. The mobile (choleric and sanguine) performed various tasks at a fast pace, but somewhat unreliable, which manifested itself in the omission of the components of the task. Inert (phlegmatic) warriors perform better tasks that require slow movements. They have delays in the work process, but the task is always done clearly, which is an indisputable advantage. They are also more motivated to perform simpler actions than mobile, less tired and annoyed by their repetition. In such soldiers, the maximum motivation is manifested in the tasks with a high probability of success.

*Military affairs* is a professional activity in which its effectiveness may depend on the properties of temperament. This necessitates the selection of soldiers for such properties.

This is facilitated by professional selection, which helps to identify applicants with the most appropriate for this specialty psychophysical qualities. For example, if an officer selects a soldier for the position of sergeant, then of the three candidates with different temperaments (choleric, phlegmatic, sanguine), and other qualities, it should be noted that the choleric is impulsive, sharp in communication, highly excited, for the sergeant is not the best way to influence. Phlegmatic - persistent, equal to colleagues, but slowly turns his attention to another task, sedentary, it is better to use in independent, independent of communication work. From this study it follows that sanguine is more suitable for the position of sergeant. This is true.

***Features of temperament are manifested in mental work.*** They give originality to the style and manner of activity. In this regard, the officer, for example, in the educational process of subordinates to optimize their training is useful to control the educational activities of choleric, in working with him unacceptable sharpness, incontinence, because they can cause a negative reaction. At the same time, every



guilt should be demanding and justly condemned. A negative assessment of him can be applied in a very energetic way and as often as necessary to improve the results of his service or training. The sanguine should be given new, if possible interesting tasks that would require him to concentrate and be tense, he should be constantly involved in active activities and systematically encouraged. Phlegmatics should be involved in active activities and interest. It requires systematic attention. He should not be quickly distracted from one task to solve another. In relation to the melancholic, not only sharpness, rudeness, but also just a raised tone, irony are inadmissible. It is better to talk to him alone about the guilt committed by a melancholic. It is necessary to pay special attention to him, praise him in time for his success, determination, etc. Negative evaluation should be used as carefully as possible, mitigating it in every possible way. For example, for some soldiers, the exam situation can be stressful. Thus, when passing the exam, the phlegmatic responds to questions slowly, and it may seem that he does not know the material and, in order not to throw it out of balance, you need special patience. Excessive haste of a sanguine or unjustified impulsiveness of a choleric in this situation can lead them to insufficiently considered answers. Here the officer needs to clarify many times what they really wanted to say. Melancholic - the most sensitive and vulnerable type. You need to be as friendly with him as possible.

*Military labor* is collective labor. Therefore, in its organization, the officer must also take into account the peculiarities of temperament. Dynamic traits of a serviceman's temperament have the best effect on results if warriors of different temperaments serve together and if a favorable combination of them is required, and vice versa. Yes, choleric activity becomes more effective when it works with a phlegmatic or sanguine. When working with a melancholic, and especially a choleric, the results are much worse. Thus, it is impossible to assess the importance of temperament properties without taking into account the common nature of many types of military activity.

The officer should also remember that in order to develop the positive qualities of the temperament of soldiers, he must work on himself, engage in self-education.



This is extremely necessary, otherwise a serviceman cannot become a highly moral, harmonious person. Thus, the officer should help the soldier to learn his temperament, know his positive and negative traits, as well as equip him with methods of working on himself to improve the strengths of his temperament and release from negative traits.

Under normal conditions, temperament is manifested only in the features of individual style, without determining the effectiveness of activities. Under extreme conditions, and fighting is always extreme for the psyche, the effect of temperament on performance increases, memorized and pre-learned actions become ineffective, and additional energy and dynamic mobilization of the body will be needed to cope with unexpected or overpowering influences. Here a lot depends on the quality of preliminary psychological training of personnel for hostilities, as well as the armament of soldiers with various methods of self-suggestion, self-training, emotional and volitional self-regulation and more.

**The second issue is the formation of the character of the NGU serviceman.**

Character as one of the essential features of the mental composition of the individual is a holistic formation that characterizes the human "I" as a whole. It is necessary to take a system of features and in this system to analyze which features come to the fore, and which are barely detected, are erased.

**Character** is a psychological property of a soldier's personality - which determines his behavior and attitude to the environment, work, other people and himself. **If the temperament shows the attitude of the warrior to the fields that take place around him, the character - in relation to their own activities.** Temperament and character are not always clearly distinguished. Meanwhile, it is character, not temperament, that we call strong, weak, hard, soft, heavy, persistent, and so on. There are far fewer descriptions of temperament.

In contrast to temperament, which depends mainly on the innate type of higher nervous activity, the character is more determined by the conditions of education, upbringing, family relationships, military personnel, and so on. The main traits of character develop primarily under the influence of the social environment, ie in the



process of assimilation of social experience and education.

The physiological basis of character is the sum of stable temporary neural connections that have formed in the cerebral cortex in the process of gaining life experience (dynamic stereotype), and the type of higher nervous activity of man. Influencing the dynamic stereotype, you can change the character of man, that is, there is no character that would not be able to change and change. Complaints of the weak-willed that "I have such a character, and I cannot do anything with myself", from a psychological point of view is completely inappropriate. By changing the circumstances, the life of the warrior, his habits can influence the formation of his character.

Mental personality traits that make it possible to predict a soldier's behavior under certain conditions under certain conditions are called **character traits**. By this we mean that character traits are called only those or other features of the behavior of the soldier, which are systematically manifested in various types of his activities. They are divided into positive (courage, honesty, discipline, initiative, etc.) and negative (cowardice, unscrupulousness, negligence, etc.).

To define **the structure of character** means to single out the leading components in it, without which the integrity of character cannot be imagined.

In the structure of character, it is necessary to distinguish between **content and form**. **The content of the character** of the individual is determined by the social conditions of life and upbringing. A person's actions are always motivated by something, directed at something or someone. But in the **form** of intentions, aspirations are realized in different ways. It depends on the circumstances, situations in which a person is, and on the peculiarities of his character, especially temperament.

*The following **components** are distinguished in the structure of character:*

- 1) orientation; 2) beliefs; 3) mental traits; 4) emotions; 5) will;
- 6) temperament; 7) completeness; 8) integrity; 9) certainty; 10) strength.

**Orientation** is leading in the structure of personality. It is manifested in a selective positive or negative evaluation of the actions and activities of people and



themselves. Depending on the dominant material or spiritual needs, personal values, interests and preferences, the life of some is permeated with useful activities, tirelessness in work and performance of public duties. Humanity, optimism and contact prevail in their actions. They see their lives in the well-being of the team, society. Such character traits are inherent in all advanced people. But there are those who have their own well-being and selfish needs at the forefront. These are burghers, kulaks, who become slaves to things. The way of life, actions and activities of such people are dominated by individualism, avarice, greed, envy, selfishness, misanthropy. These features of character determine the poverty and meanness of the spiritual life of the individual.

**Beliefs** - knowledge, ideas, views that are the motives of human behavior, become traits of his character and determine the attitude to reality, actions, behavior. Beliefs are manifested in principle, incorruptibility and truthfulness, demanding of themselves. A person with strong convictions is able to make every effort to achieve the goal, to give, when necessary, his life for the sake of public affairs. Unprincipled people, careerists, these traits are not inherent.

**Mental traits** of character are manifested in prudence, observation, moderation. Observation and prudence contribute to a quick orientation in the circumstances. Reckless people easily grab anything, act under the influence of the first impulse. Mental inertia, on the other hand, is manifested in passivity, indifference, slowness in decision-making or a superficial approach to affairs without regard to their importance.

**Emotions** become the basis of such character traits as feverishness, irritability, excessive or feigned compassion, forgiveness or brutality, rudeness, "thick-skinned", insensitivity to the suffering of others, inability to empathize. Moral, aesthetic, cognitive, practical feelings due to the degree of expression of emotions in them can be manifested either in exaltation, or in a calm, moderate attitude to the phenomena of nature, art, human actions.

**Will** in the structure of character determines its strength, firmness. Thus, the will is believed to be a core component of the formed character. Strong will makes the



character independent, resilient, steadfast, courageous, able to achieve the goal. Free people are weak-willed. Even with a wealth of knowledge and experience, they are unable to insist on justice, show indecision, timidity.

**Temperament** in the structure of character is a dynamic form of its manifestation. Character is the unity of typological and life experience. Peculiarities of living conditions, education and upbringing form a different individual attitude to the phenomena of the surrounding reality, but the form of manifestation of this attitude, the dynamics of the individual's reactions are determined by his temperament. People with different temperaments show the same beliefs, views and knowledge in a unique way in terms of strength, balance and mobility of actions.

When distinguishing its structural components in character, it should be borne in mind that character is the totality of all its structural components. Each structural component of character - orientation, intellect, emotions, will, temperament - integrative is manifested to some extent in each character trait, as well as in the character as a whole. Therefore, we cannot talk about worldview, intellectual, emotional, volitional traits. Character as a kind of stable, holistic attitude of the individual to various aspects of reality can be stable or unstable, complete, holistic, definite or indistinct.

**Completeness** of character is a comprehensive development of its main structural components - mental, moral, emotional and volitional. The prudence of such a person's actions is always consistent with emotional balance and self-control.

The internal unity of character traits determines its **integrity**. It is manifested in the unity of word and deed or in its absence in deeds. Characteristic people have marked differences in views, lack of purposefulness of character traits, randomness of their detection, the dependence of their manifestations on situations, rather than on the internal attitudes of the individual.

Its **certainty** is especially important in character. The firmness and independence of the individual in his aspirations and beliefs, in the struggle to achieve the set goals indicate the certainty of his character. The certainty of a person's character as a subject of activity affects the principledness and integrity of actions,



regardless of the importance of the task. A person with a certain character can be relied on to entrust him with important tasks - he will perform the task in accordance with its purpose, the content of the case and methods of execution. It is difficult to say whether people are indeterminate or good. These are unscrupulous people, without clear positions in political, working life, in everyday life.

**Strength** of character is manifested in energetic actions, perseverance and activity, the struggle to bring the case to an end, despite any obstacles. Such people are not afraid of difficulties, they know how to overcome them. These are innovators in work, enthusiasts, initiators.

A real person - an activist, collectivist, patriot, internationalist, humanist - is characterized by the unity of all components of his character. However, **the unity of character** does not preclude the fact that in different situations, the same person has different manifestations of these components and traits. At the same time, a person can be indulgent and overly demanding, steadfast and compliant, generous and stingy. At the same time, the unity of the components of character remains, and this is what is manifested.

### **Character traits**

**There are several types of character.** The problem of character classification has always attracted people. For example, in the IV century. B.C. Theophrastus, who introduced the term "character", described in the treatise "Ethical Characters" 31 its species. In this case, the officer who studies the character traits of subordinates, cannot be limited to his individual qualities. The character of a warrior is not just a set, a random set of features or traits. Different properties of character are interconnected, interdependent. Natural connections and relationships between different traits of character determine its structure, which has its own hierarchy. This means that among the character traits some are basic, leading, defining, others are secondary. The main features conquer the secondary.

Depending on the predominant influence of certain properties of the psyche on the relationships and activities of the warrior, we can identify intellectual, emotional and volitional traits.





**The following qualities are considered to be intellectual properties of character:** theoretical or practical composition of the mind, whether it is a warrior, whether it has subtle observation or not, whether it has a flexible mind or, conversely, accuracy and inertia.

When it comes to emotional traits, we mean an indicator of arousal, passionate or sensible attitude to the phenomena of reality, what he likes and hates, and so on.

***Depending on the volitional activity, the characters are divided into strong and weak.*** Of course, soldiers who have a strong character, determined, purposeful, brave, willing to take risks, hardy and self-controlled. They are responsible for their own actions; when they lead, they take responsibility for the state of affairs in the military. Strong personalities are more common among sanguine people. Volitional traits of a warrior are: perseverance, stubbornness, propensity to suggest, and so on.

Character traits are classified according to the following items:

- general - initiative, prudence, frivolity;
- features of attitude to oneself - modesty, arrogance;
- attitude to other people - sociability, kindness, sensitivity, isolation, etc .;
- attitude to work - diligence, leadership.

***Systems of interconnected mental qualities are called symptom complexes.***

Interrelated with each other are such properties of character that are due to the same attitude of the individual to a certain reality.

There are four groups of character traits that create symptom complexes:

1) traits that characterize the attitude of the soldier to other soldiers, to the military, to society (sociability, sensitivity, respect for other soldiers, collectivism and opposite traits - isolation, indifference, apathy, contempt for comrades, etc.);

2) traits that testify to the attitude of the soldier to military work (diligence, inclination to creativity, honesty, responsibility, initiative and opposite traits - laziness, irresponsibility, passivity);

3) traits that testify to the attitude of the soldier to himself (self-esteem, self-criticism, modesty and the opposite arrogance, which sometimes turns into impudence, arrogance, selfishness, egocentrism).



In the individual plan, the individual is characterized by how he treats his own person.

4) traits that characterize the attitude of the soldier to things (neatness or untidy, careful or careless attitude to his uniform, things).

**The structure of the character as a whole is also determined by the following properties:**

- the degree of depth (the relationship of character traits with the core relationships of the individual);
- integrity (this is its internal unity, the absence in the nature of opposite features, the correspondence between direction and activity);
- the level of meticulousness (determined by the degree of importance of the goals and objectives that the individual chooses and sets for himself);
- the degree of stability of character allows us to conclude that it is definite;
- activity (manifested as a constant need of the soldier to be active);
- strength of character (determined by how energetically the warrior achieves the goal in the sequence of actions and perseverance, etc.).

**Consider the most characteristic manifestations of accentuation.**

**Stuck** in a state of excitement on stubbornness, mistrust, intolerance of objections in discussions. In a calm state, such people show responsibility and prudence in dealing with cases.

**Pedantism** is manifested in extreme, unjustified formalism in resolving the case, in the observance of the "letter", although it is harmful to the case, in reasoning such as *"as if something had happened."*

**Demonstrative characters** show themselves unrestrained, twist where they need to agree, deny the obvious: *"it's impossible"*, *"I do not understand"*, although there is nothing "impossible" and "incomprehensible". Under normal conditions, such individuals are able to agree, to achieve significant creative success.

**Exalted individuals** are overly enthusiastic, praise what they do not deserve, easily aroused in joy or sadness to the point of despair, their reactions to the actions of themselves or others are sharply emotional, affective.



**Anxious characters** expect danger in everything, show increased fear, shyness, confusion, able to hide from the dangerous, give in to even the weakest, run away from him if he threatens something.

**Introverted individuals** are closed, direct their thoughts and experiences to themselves, to their inner world, avoid contact with others, not adapted to the circumstances. Adolescent **autism** is believed to be more prevalent among introverts.

**Extroverted individuals** seek communication, contact with others, talk a lot about themselves, brag, focus mainly on external phenomena, not on themselves, tend to agree with everything that is offered to them.

**Character formation** is the process of formation of stable psychological formations of personality under the influence of objective and specially created conditions, when human actions and deeds as a result of their repeated repetition become habitual and determine a typical model of its behavior.

A person's character is formed in the process of his individual life under the leading influence of social conditions. Especially important role in the education of character is the active activity of the individual, and above all work as an environment of his social life, communication as a necessary condition for self-knowledge and self-realization. In the process of work, moral, intellectual, volitional and other qualities of personality are revealed, which, consolidating under the influence of certain living conditions, acquire character traits.

The reforms taking place in modern society, the emergence of new ideals and values due to entry into the system of market relations, create the preconditions for the formation of the character traits of a new business person.

Among the factors that are vital to a person and influence the formation of his character, a special role belongs to education. Education organizes the circumstances of life and directs in the right direction of life influences, reinforces them, creates an appropriate attitude to the surrounding reality of the emerging personality. At the same time, it inhibits negative influences, prevents the consolidation of unwanted habits and traits of her behavior.

At a certain, high enough stage of personality development, self-education and



self-regulation of the process of character formation begin to operate. The needs, ideals, and attitudes of the individual formed in the process of upbringing become the basis of its requirements both to the external conditions of life and to itself. She herself begins to organize her life and educate herself, guided by both her own and social values. The full ability to self-education of character is manifested when a person acquires life experience, masters the principles of psychological culture, when he formed a worldview and finally formed ideals, according to which he begins to consciously plan his life and determine his place in it.

Differences in character are noticeable already in children of younger preschool age. At this age, as the experience of upbringing in kindergartens shows, the following traits are quite clear: camaraderie, collectivism, kindness, courage, shyness, isolation, neatness, accuracy, patience or capriciousness, stubbornness, sharpness, and others. Manifestations of character traits at this age are closely related to temperament. *A.S. Makarepko* drew attention to the presence in children of such negative types of character as "quiet", "isusiki", "accumulated", "adapters", "gavi", "gaping", "coquettes", "gluttons", "gluttons", "misanthropes", "dreamers", "crammed", which we never notice, because they do not interfere with us. But such characters often grow up to be harmful to people.

Of particular importance is the education of character in adolescence. The teenager is no longer a child, he has a keen interest in the surrounding reality, very active, desire to work – physical and mental. We need to learn to organize this activity, teach teenagers to act together, engage in community service, work in an organized manner. It should be borne in mind that disregard for the education of the age characteristics of adolescents very often leads to negativity, bravado, disobedience, incontinence, unmotivated actions. However, teenagers are sensitive to the opinion of the team. They value the team's assessment of their work, study and sports activities, are guided by it in their behavior and this plays a significant role in shaping their character.

Boys and girls of senior school age already reach physical maturity and are able to show in behavior, work and study sufficiently formed character traits:



responsibility, discipline, purposeful persistence, adherence to principles, independence.

Studies of character formation have shown that especially effective factors are independence and initiative in work and study. At the same time, it is necessary to put a young man or woman in such conditions under which they could show collectivism, courage, endurance, diligence. But it would be a big mistake if the upbringing in the team will level the individual qualities of the individual. In the team you need to reveal and strengthen the best traits of each member of the team, to form a bright personality.

**The main psychological conditions for the formation and development of the character of servicemen are:**

- study of subordinates and on this basis the formation of motives for service activities;
- purposeful educational work with subordinates;
- choosing among comrades such a person who would be an example for a soldier;
- psychological saturation of combat training;
- involvement of the warrior in such activities, where he could develop his character traits;
- guidance of self-education of subordinates;
- encouragement of courageous deeds;
- statutory organization of life of soldiers, etc.

**Conclusion on the second question.**

Successful formation of character traits requires the unity of educational activities of the family, school and social environment, society.

**The third question - Features of creating a psychological portrait**

To make a psychological portrait of a particular person on the basis of observation, it is useful to follow the following rules in the perception, study and evaluation of a stranger:

- selectivity and purposefulness;



➤ complexity. This rule warns of the inadmissibility of categorical psychological assessments based on a single fixation of any signs. It is necessary to collect information on a wide range of features, check it, use the whole set of possible in this situation, the methods of studying personality;

➤ psychodiagnostics of the content of statements. Human language contains psychological information that characterizes the interests, views, beliefs, values, attitudes, habits, lifestyle, culture and others. personality traits. To understand them, as they say, you need to listen not to words, but to hear the soul;

➤ assessment of human eye expression. It is difficult to judge a person without ever looking him in the eye .;

➤ assessment of poses, gestures, facial expressions, general appearance of the person and his appearance;

➤ assessment of signs of criminalization of language. Criminal jargon is typical of people belonging to the criminal environment (although in recent years such jargon has become characteristic of some categories of young people who consider it "fashionable" and "modern");

➤ drawing attention to tattoos. As a rule, tattoos are not just jewelry and a manifestation of distorted tastes, but carry a semantic load;

➤ detection and explanation of unusual human behavior. Sometimes behavior and outwardly expressed psychological state clearly do not fit into the usual scheme;

➤ identification of personality contradictions;

➤ observation of the external signs of the mental states of the individual you are studying.

Such signs are: a) intonation of the voice, change of its tempo, pauses, timbre; b) complexion; c) eye expression and direction of gaze; d) sweating; e) hand movements, etc. Excitement and fear, joy and anxiety, tension and relaxation, anger and confusion – all these types of states can say a lot to the observant person.

Socio-psychological phenomena such as expectation, identification and empathy are manifested in the perception and evaluation of the person you are interested in.

Expectations are a system of expectations, requirements for norms of behavior



and performance of social roles by an individual.

Expectations are informal and not always conscious.

Identification in social psychology means to take the place of another person, to look at the world through her eyes, to assess a situation with its capabilities, his mind.

Identification determines the psychological ability to reject the burden of one's own experience and only one's own views, to move away from one's "I" and approach another person's "I". That is why it is useful to turn to identification whenever it is necessary to achieve mutual understanding, to show unanimity.

*Empathy* is the understanding of another person through emotional penetration into his inner world, into his feelings and thoughts; it is empathy, compassion.

*Low empathy* is synonymous with insensitivity, callousness, callousness. A person who does not have a psychological mechanism of empathy is not able to respond to the feelings of others, to ignite someone else's joy or grieve for someone else's sadness. She makes a lot of mistakes in dealing with people. Completely trusting only, the word, not being able to penetrate the feelings of the interlocutor, "read" them on the face, it is lost if the words are not enough.

"Trying to understand another person should start with the basic, but at the same time the most difficult – to form the ability to feel the state of mind of others, to be able to put yourself in his place in different situations. Deaf to other people – will remain deaf to himself; the most important thing in life is an emotional assessment of one's own actions," said V.A. Sukhomlinsky.

*Normal empathy* is a huge advantage. However, too much empathy can cause some psychological difficulties. This means that some people are too dependent on the mental state and mood of others. Such a person is not the master of his own emotional state. She seems to be addicted to other people's passions.

All people are perceived differently because they have their own individual psychological characteristics. It is useful to know that the following types of people may be among the interlocutors:

- "turtles" – their mental world is hidden under the "shell" of the individual; it is difficult to guess what they think, what and how they are experiencing at the moment





(most often this type includes intellectuals, people who are shy or close);

- "porcupines" – constantly suspect something, always dissatisfied with something and anxious. They are expecting trouble everywhere, so they are always tense and hostile to everyone;

- "Lions" are people of business, their inner world is hidden for the purpose of actions and operations. They always feel superior to others and are proud of it;

- "Chameleons" are people who know how to "keep their nose to the wind", to adapt to circumstances. They may, if the situation so requires, flatter or resent, be humble or rebellious;

- "colorless" – a category of people who cannot be characterized. These people (also called "gray") dissolve in the crowd, leaving no trace of their image in the memory of another person.

When studying a new person and evaluating him, it is desirable:

a) before the conversation to orient in the external image of the interlocutor (it should be noted that the most informative from a psychological point of view is the first minute of the meeting);

b) in the process of communication constantly observe a person and catch the slightest changes in his behavior on facial movements, facial expressions, gestures, posture;

c) analyze and understand the "psychological signals" on the external pattern of behavior of any other person;

d) change their own system of communication in connection with changes in the external behavior of the interlocutor.

Each person has its own essential features that affect the direction of the individual's activities and behavior. Some are said to be hardworking, disciplined, modest, honest, courageous, collectivists, while others are lazy, boastful, disorganized, ambitious, self-confident, dishonest, selfish, and cowardly. These and similar traits are so vivid and constant that they define a typical type of personality, individual style of its social behavior. Mental properties of man are a special manifestation of higher nervous activity, which is based on the innate features of the



nervous system, the peculiar combinations of which (strength, balance, mobility) are manifested in the types of temperament. But it should be remembered that the innate type of nervous system from the first days of life is influenced by social conditions of life, upbringing, which leave an imprint on their functioning.

*The final part (5 minutes)* - includes: summarizing the lesson, answering questions, setting tasks for independent work and the next lesson.

*During the group lesson you need:*

1. Intensify the work of cadets, using problematic issues such as:
  - directions of formation of military-professional abilities of the serviceman.

**Tasks for independent work:**

1. The ratio of types of nervous system and temperament.
2. Temperament and style of activity of the serviceman.
3. Forms and methods of studying the psychological characteristics of subordinate personnel.
4. Concepts of character accentuations (according to K. Leonhard and A. Lichko).

**Methodical recommendations on elaboration of questions for independent study:**

The ratio of types of nervous system and temperament types

Strength	Balance	Mobility	Type of temperament
strong	balanced	mobile	<b>sanguine</b>
strong	balanced	inert	<b>phlegmatic</b>
strong	unbalanced		<b>choleric</b>
weak			<b>melancholic</b>

In the conditions of a certain professional activity the strategy of preparation of the person for work and dynamic aspect of its performance depends on type of temperament, but by no means success of achievement of final result.



To determine whether the properties of temperament meet the requirements of the profession, carry out professional selection. This is a special procedure for determining professional suitability, which is carried out on the basis of psychological diagnosis of temperament properties.

Individual educational work is a complex, creative, long and difficult task that requires serious training and experience, and accordingly, individual educational work with soldiers in the course of their military activities, the commander (chief) must conduct constantly and everywhere.

Accentuation of character - exaggerated development of certain traits of character to the detriment of others, resulting in impaired interaction with others. The manifestation of accentuation can be varied - from mild, visible only to the immediate environment, to the extreme options when you need to think about whether there is a disease - psychopathy.

K. Leonhard's concept is based on the idea that there are basic and additional personality traits. The main features are few, they form the core of the personality, determine its development, adaptation, mental health. If the main traits develop, become pronounced, they define the personality as a whole, leave their mark on the personality and all its manifestations, and in certain circumstances can destroy the entire structure of the personality. The following main types of accentuations are revealed: 1. Hyperthymic; 2. Dysthymic; 3. Cycloid; 4. Exciting; 5. Stuck; 6. Pedantic; 7. Anxious; 8. Emotional; 9. Demonstrative; 10. Exalted.

In the process of independent work on in-depth study of issues, it is recommended to use the following basic textbooks and manuals:

1. Variy M.Y. General Psychology.: The textbook is approved by the Ministry of Education and Science of Ukraine. K.: CUL, 2007. 968 s.
2. Yagupov V.V. Military Psychology: Textbook, Kyiv: Tandem, 2004. 656 p.

**Questions for self-control:**

1. The impact of transformational processes of society on the socialization of the individual.
2. Cognitive revolution and the problem of socialization.



3. The problem of "serviceman - society" in modern studies of socialization of the individual.

**According to the third condition** – the formation of knowledge and skills of professional self-realization of future officers using the latest pedagogical technologies in training and self-training - used ICT tools, interactive technologies.

The use of innovative pedagogical technologies in the professional self-realization of future officers is important because the training technology provides an opportunity to organize such an educational process, which provides a system of interactions between applicants and ensures predetermined results. During the formation of cadets' knowledge and skills on their professional self-realization, pedagogical technologies of different levels were used: from technologies of teaching individual courses to technologies as ways of learning within individual modules, topics, educational issues.

In connection with Ukraine's integration into the European educational space, the modern educational process should be carried out with the help of such educational technologies that will promote the development of soft skills in future officers, namely: flexibility of thinking, creative thinking, leadership, time management, critical thinking, networking, interaction and communication, digital skills, focus on lifelong learning. In our opinion, the formation of these skills will help ensure the successful professional self-realization of future officers and the ability to adapt to the conditions of military service at a high level.

The new professional standard "Teachers of higher education institutions", approved by the Order of the Ministry of Economy dated 23.03.2021 № 610 [152] obliges higher education teachers to have general competencies of professional activity, among which the ability to personal and professional development, use of information and communication technology, the ability to motivate people and move towards a common goal. This means that the teacher must apply modern learning technologies and become an example for cadets in the formation of knowledge and skills of their professional self-realization.

In the modern educational process, when the development of digital



technologies is rapid, there are new learning tools, technologies, including online services that help to increase attention and motivation for learning. The study attempts to combine innovative pedagogical technologies with the use of modern digital technologies. They can be successfully used in the training process and during self-training and help to reveal the personal and professional potential of future officers NGU.

To form the knowledge and skills of professional self-realization of future officers, we used the following pedagogical technologies: technology of interactive learning, technology of project activities, technology of development of critical thinking, technology of distance learning.

Consider in more detail the process of implementing the third condition of the dissertation research.

One of the popular and effective pedagogical technologies, which has been successfully used during the training of cadets and in the process of their self-preparation, is interactive learning technology.

From English *inter* - between, among, mutually; *act* - to act; therefore, *interact* - to interact. The term "interactive pedagogy" was coined in 1975 by German scientist G. Fritz. In his research, the purpose of interactive learning is to change and improve the behavior patterns of its participants.

The essence of interactive learning in classes on professionally-oriented disciplines of training future officers NGU was that the educational process took place through constant interaction between cadets. Different types of interactive learning were used: collective, group, collaborative learning. During such training, cadets and teachers were equal subjects of study. The learning process is organized as a reflection, analysis of material that cadets understand, know and can apply in situations close to the performance of real professional duties. Interaction was organized as direct interpersonal communication, creating conditions in which cadets had to take on professional roles, imagine how the situation will be perceived by a communication partner or group, and, accordingly, interpret the situation and construct their own actions.



The pedagogical interaction of future officers is realized by us as an exchange of ideas, when the activity of one determines the activity of another (or others). Such interaction is the result of joint activities of both the cadet and the teacher, and the cadet with other cadets. Signs of such activities are:

- direct communicative and personal contact between cadets during training;
- the presence of the task and the corresponding purpose of its implementation, a clearly defined result of activities that meets the interests of all during the interaction and contributes to the needs of everyone;
- planning, control, correction and coordination of actions by both the teacher and the cadets;
- distribution of functions and joint activities between applicants;
- establishing new interpersonal contacts.

It was noted that an important feature of interactive pedagogical interaction during training and self-training is to ensure a high degree of communication between cadets, exchange activities, change and diversity of their types, forms and techniques, purposeful reflection of cadets on their activities and interactions.

The main means of interactive pedagogical interaction during training and self-training of future officers: intellectual activity, interpersonal relations, dialogue, polylogue, freedom of choice, encouragement to express their own opinions, creating situations of success, optimistic motivation for evaluation, reflection.

Some techniques of interactive learning, used during the training and self-training of future officers NGU in order to develop skills and abilities of professional self-realization of cadets.

#### *Joint Solution Technique*

The technique was used to develop the skills of professional self-realization of cadets - communication in the study group, the ability to persuade and lead a discussion.

##### *Organization of work:*

1. Asking a question to discuss, debate or analyze the situation. For a minute or two, cadets consider important decisions individually.



2. Cadets are brought together in pairs to discuss their ideas and work out a common solution.

3. Pairs of cadets are grouped in groups of four to discuss previously made solutions to the problem and find a common solution in groups of four.

4. Cadets are united in a common circle, fours present their decision, then a joint decision is made in a group.

### *Aquarium Technique*

The work of cadets in small groups. We used the technique in order to develop important skills of professional self-realization of cadets - communication in a small group, the ability to lead a discussion.

#### *Organization of work:*

1. Cadets are divided into small groups of 4-5 people.

2. The teacher in the group lesson reveals the content of educational questions on the topic of the lesson and asks problematic questions.

3. One of the groups stands in the center of the audience and for 3-5 minutes conducts a group discussion on one issue, which was revealed by the teacher. Students need to find new solutions to the problem posed by the teacher.

4. Cadets who are in the outer circle do not interfere in the discussion.

5. After the discussion, the cadets of the central group are invited to return to their seats, and the observers (who were in the outer circle) express their views on the discussion of the issue by the central group and their decision.

6. The next group of cadets occupies the central circle and the discussion continues.

7. At the end of the lesson, after listening to all the arguments of the groups, a joint decision is made and the conclusions on the topic of the lesson are summarized.

### *Microphone Technique*

The cadets were invited to take turns to express their own position. In this way, important skills of professional self-realization are developed - to briefly formulate and quickly express their thoughts, defining the main thesis.

#### *Organization of work:*





1. The teacher formulates questions to the group in a practical lesson.
2. Cadets take turns responding at a fast pace, passing an imaginary microphone to each other.
3. Cadets are warned: to speak briefly and quickly, and those who do not have time, he misses the course.
4. The main condition is not to comment or evaluate the opinions of others.

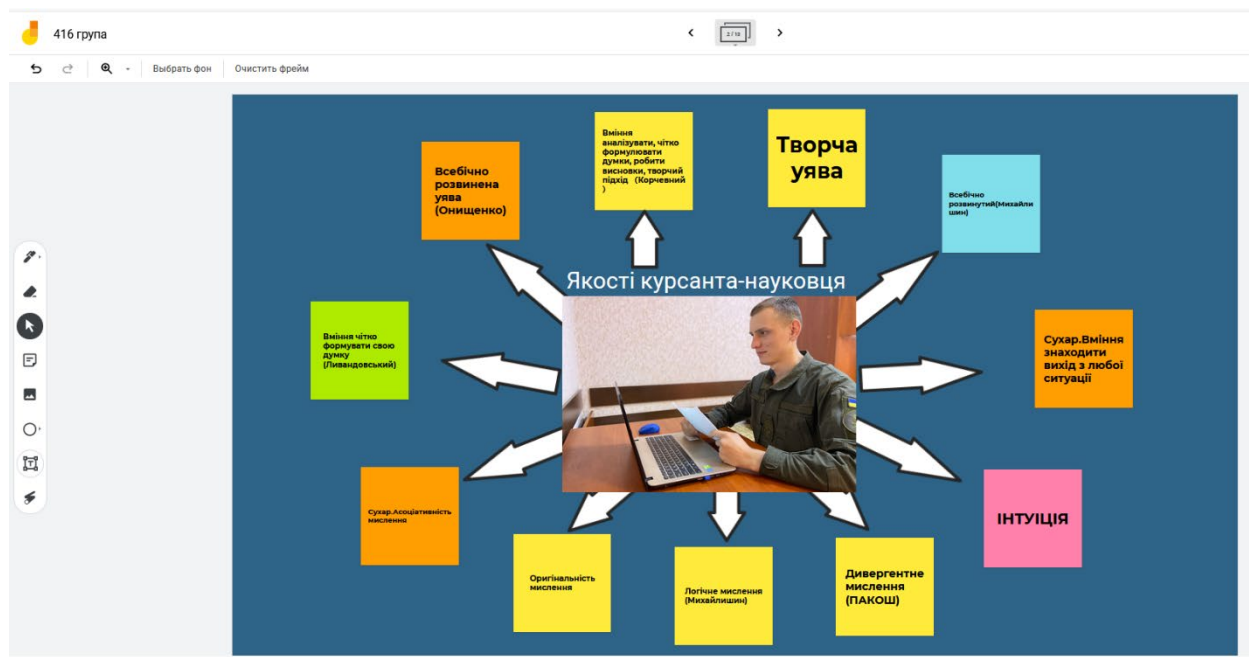
### *Brainstorming Technique*

This technique was used for collective discussion of educational issues in accordance with the plan of group classes in professionally-oriented disciplines. The purpose of the technique "Brainstorming" is the formation of the ability to find several solutions to a particular problem, gathering ideas, suggestions. To ensure the professional self-realization of cadets, the technique provides ample opportunities, in particular, the ability to show attention and creativity, which is achieved through the collective expression of opinions by all cadets.

#### *Organization of work:*

1. The teacher at the beginning of the lesson formulates a problem question on the topic.
2. Cadets are invited to express their ideas, comments, assumptions, etc.
3. All proposals are written on the board in the order of their utterance.
4. After the presentation of ideas, the teacher discusses and evaluates them, if necessary, corrects and explains, provides a generalized solution.

During the implementation of the technique of "Brainstorming", for the successful formation of knowledge and skills of professional self-realization of future officers, it was concluded that the teacher, moderating brainstorming should not miss any ideas of cadets (everything is recorded); ideas should not be evaluated or criticized when they are expressed; continue brainstorming until new ideas come in; use verbal encouraging assessments of cadets' activities to arouse the desire to generate original ideas and a sense of self-satisfaction of cadets with the results of work (see Fig. 9).



**Fig. 9. Brainstorming technique on the online board Jamboard**

An example of the implementation of the technique of "Brainstorming" is the discussion of the "Quality of a cadet scientist", which is proposed in the topic "Research activities of cadets during master's studies" in the discipline "Higher School Pedagogy". The interactive learning technique was implemented using a modern online board Jamboard, which is available in Google's user account.

Methods of implementing technology in the Jamboard environment:

1. The teacher creates a Jamboard on his account and sets the access settings by following the link. On the board, write down questions for brainstorming.
2. The teacher provides a link to the board to cadets through one of the groups on social networks, such as Telegram.
3. Cadets come from their own mobile phones following the link provided and, using the online whiteboard toolbar, create virtual cards (stickers) on which to write the answer to the question posed by the teacher. If desired, cadets add arrows and place cards in a convenient way.
4. The teacher gives 1 minute to create answers. All cadets write their ideas at the same time, and after clicking "Submit", the ideas appear on the online Jamboard.
5. The teacher broadcasts the board via Wi-Fi from his mobile phone to the



smart TV in the classroom and organizes a discussion of the ideas proposed by the cadets.

The online platform Jamboard encourages the participation of those cadets who are usually not active in the class. The technique helps to find many original solutions, points of view, which forms in cadets a sense of personal significance (because their ideas are accepted) and creates conditions for professional self-realization of future officers.

### *Mosaic Technique*

The technique develops the ability of future officers to analyze a problem or issue from different positions and provides the opportunity to develop leadership skills while explaining to other members of the group the issues identified in the lesson. In such conditions, each cadet feels responsible for the correctness of explaining the issue to others and has the opportunity to reveal their personal and professional qualities, to feel meaningful and confident.

1. The teacher formulates the problem. Brings cadets together in "starting" groups.

2. Each small group is given the task of developing their point of view on the problem posed by the teacher so that each member of the group can present this point of view to other small groups.

3. At the end of the work, the representatives of the group move in such a way that all four points of view are presented in each new ("expert") group.

4. The "expert" groups listen to all four points of view and try to reach an agreement on the problem. One applicant is selected from the group, who records the final decision of the group. Each group nominates a leader who presents the final decision to all cadets.

5. Cadets return to the "starting" group to exchange information.

Each group develops its own arguments in support or denial of the problem. Each cadet in the group should be well aware of these arguments and be prepared to present them in other groups. As a result, cadets not only learn the material themselves, but also learn to convey the right information to others, which is



important in the professional self-realization of servicemen.

### *PRESS method*

The method is used when discussing discussion issues on the topic of practical, seminar or group classes and exercises. The method develops in future officers the ability to clearly justify a certain position on a topic or problem.

#### *Organization of work:*

1. Prepare and distribute to each cadet materials with the stages of the method "PRESS": "I believe that...", "... because...", "... for example...", "So,...", "Thus...".

2. The teacher invites cadets to express their own opinion on the topic of the lesson, using a card with the stages of the method.

Thus, interactive learning technologies provide for the organization of the educational process, in which the participation of each cadet is mandatory and not through coercion, but through the creation of conditions for collective complementarity, where all students interact in the educational process. During the application of interactive learning technology, an important feature was identified, which is that the formation of skills and abilities of professional self-realization of future officers is effective if the cadet, receiving tasks, not only reports on its results, but also involved in interaction with other cadets, when the quality of performance of the task set before the group depends on his activity.

Interactive learning technologies have great potential for the formation of knowledge and skills of professional self-realization of future officers. The use of various interactive techniques in teaching reveals the potential of cadets for professional self-realization, which are realized through the ability to thoroughly analyze educational information, creative approach to the use of educational material; develop skills to listen carefully to another person, to respect an alternative point of view; model and solve cognitive, life, social, professional situations, enriching their own experience; learn to build constructive relationships in the group, determine their own place in it, assert themselves, avoid conflicts, seek optimal solutions, seek dialogue, unite the opinions of others and find common constructive approaches; to



develop skills of independence, responsibility, friendliness, creativity. In general, the use of interactive technologies has a positive effect on the establishment of a favorable psychological climate in classes with future officers, which requires the teacher of psychological training and implementation in groups of special rules of joint activities to be developed with applicants.

The next technology that has shown its effectiveness in the formation of knowledge and skills of professional self-realization of future officers NGU is the technology of project activities. Consider the features of its implementation in the educational process in more detail.

The word "technology" comes from the Greek "techne" - art, skill, ability and "logos" - teaching, science. Therefore, technology is understood as the science of skill, ways of human interaction.

The idea of project-based learning was proposed in the early twentieth century by J. Dewey, W. and H. Kilpatrick. It has been actively implemented in the USA, Great Britain, Belgium, Israel, Finland, Germany, Italy, the Netherlands and has gained considerable popularity due to the rational combination of theoretical knowledge with their practical application to solve specific environmental problems in joint activities of students.

Today in Ukraine, in connection with the change of the educational paradigm, the emphasis is on the education of not only smart people, but also successful, conscious citizens; learning not only subjects, but also the formation of values of a successful personality; study not only theory but also focus on applying knowledge in practice; development of intellectual abilities together with the development of emotional intelligence; changing the role of the teacher, who is not a translator of knowledge, but a partner, tutor, coach, facilitator, one who helps the applicant to move on their own educational trajectory.

The technology of project activities is gaining momentum in the educational process of Ukraine, as it is a very effective and relevant approach to teaching and learning. According to researcher S. Izbash, it is project technology that contributes to successful motivation to learn and increase the level of achievement. This format



of training involves the involvement of applicants in the systematization and acquisition of knowledge, creating their own products. It develops the skills of critical thinking, cooperation, communication, reasoning, synthesis and resilience in a limited time and purpose. The main value of project-based learning technology is that it orients applicants to create a specific material or intellectual product, rather than simply studying a specific topic. On the way to the goal, students should update or acquire new necessary knowledge, consult with the teacher and with each other, perform individually or in groups cognitive, research, design and other work [56].

The implementation of the project activity technology in the process of military-professional training of future officers NGU was carried out at seminars, practical and group classes in the disciplines "Military Psychology and Pedagogy" and "Higher School Pedagogy". Thus, during the study of content modules 6, 7, 8 of the discipline "Higher School Pedagogy" in seminars and practical classes cadets worked on developing their own projects: "Development of a system of formative assessment of higher education", "Diagnosis of higher education", "Implementation" educational game in professional training of applicants for higher education ", " Model of problem-based learning in higher education ", " Social content of future professional activities of applicants for higher education ", " Development of a standard for military training ", " Diagnosis of socio-educational situation in higher education ", "Model of formation of creative personality of a serviceman in high school".

For the work of future officers on the project, the stages determined by the researcher of project technology S. Izbash were proposed [54].

The work included the following stages:

1. Search and research stage:

- search and justification of the problem;
- selection of subtopics in the project topic, selection of subtopics;
- formation of creative groups;
- preparation of materials for research work;
- definition of forms of presentation of results of project activity.

2. Technological stage:

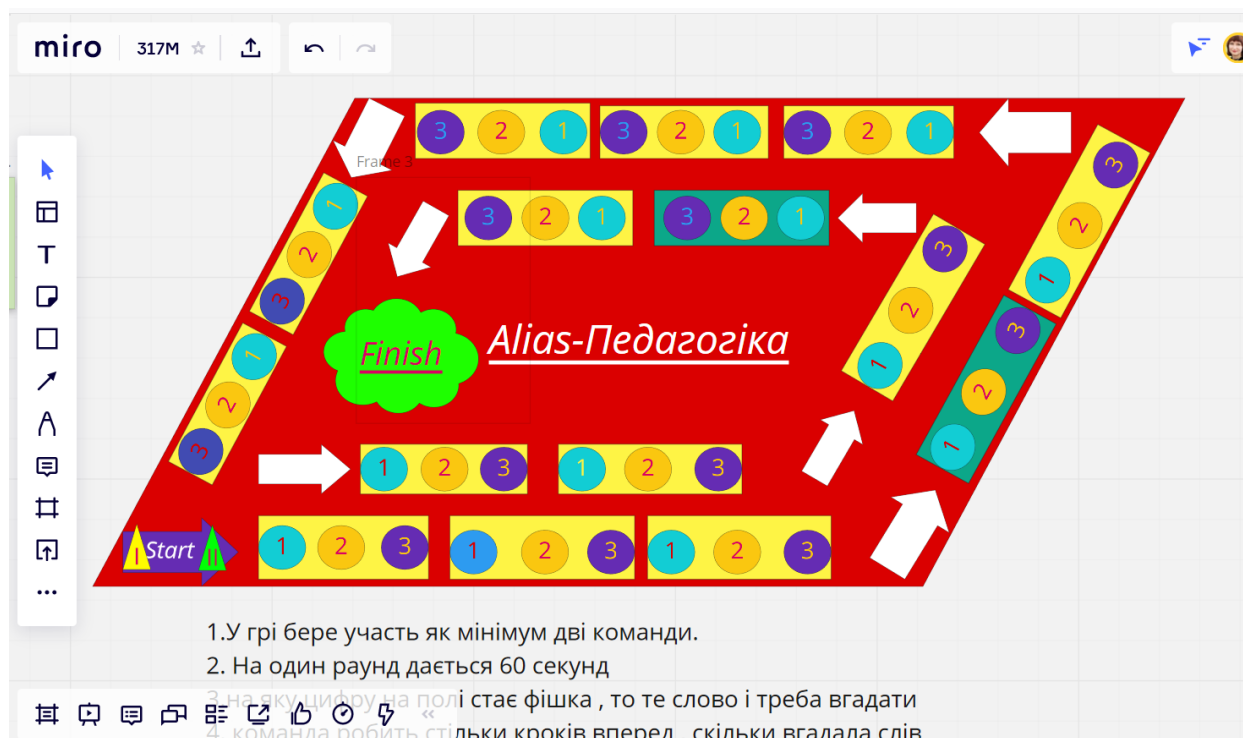


- elaboration of ideas;
  - organization of search activities;
  - stimulation of activity;
  - self-control of activity;
  - quality control.
3. Registration of results:
- design according to the rules in teams, problem groups;
  - evaluation of project results;
  - project evaluation.
4. Presentation:
- organization of experts' work;
  - reports on the results of work;
  - registration of results.
5. Reflection
- project self-assessment;
  - self-assessment of activity;
  - self-assessment of results;
  - analysis of successes and failures.

Suppose that project activities during the training and self-training of future officers of the NMU can contribute to the formation of knowledge and skills of professional self-realization. After all, project activities develop communication skills, the ability to work in a team; creates an atmosphere of enthusiasm, interest, opportunities to identify activity, independence; forms the need to systematically acquire knowledge; provides an individual approach during military training and education.

An example of the final result of work on the project on "Implementation of educational games in the training of higher education" is the development of cadets educational game "Alias-Pedagogy" in the online board Miro (see Fig. 10).





**Fig. 10. The final product of the project on the cadets on the topic: "Implementation of the educational game in the training of higher education"**

The game is held in the format of a quiz. The purpose of the game is to consolidate the basic pedagogical concepts in the discipline of "Higher School Pedagogy". Game rules:

1. Two teams take part in the game. A presenter is elected who reads the questions from the cards.
2. A timer of 60 s is set for one round (Miro online resource function).
3. The team that plays first is determined. The facilitator takes out a card and has to explain the pedagogical concept, giving associations that are close to understanding this concept, but does not name it.
4. Team players must guess the pedagogical concept. The leader offers the team the following deadlines until the team makes a mistake. Then the move goes to the second team.
6. The leader counts the number of correctly named terms by the first team, and the members of this team move the chip of their team on the playing field.
7. The game continues until the teams reach the finish line. The team that



finishes first wins.

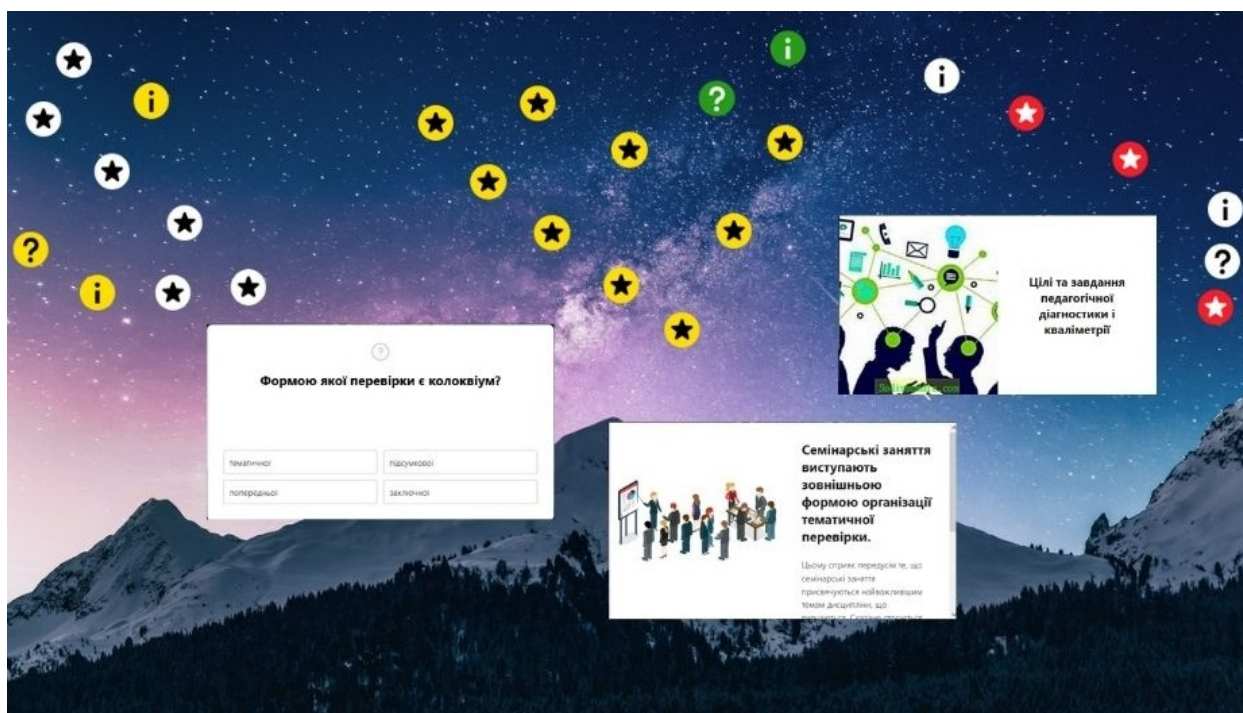
During project activities (creation of educational game) cadets develop creative approach, skills of methodical competence as potential teachers, ability to design educational games, develop educational tasks, develop skills of digital literacy and work with modern online resources (Miro, Padlet), increase motivation to study the discipline, leadership skills, awareness of their own importance and involvement in the learning process, the ability to quickly find solutions, responsibility for the end result of the team, as well as basic basic concepts of pedagogy that form a holistic personality capable of professional self-realization and future career growth.

The next example of cadets' project activities is the work on the project "Diagnosis of higher education". The cadets received a topic, tasks, educational literature, methodical instructions for working in the online resource ThingLink. Combined into 3 groups. Within each group, the cadets shared responsibilities and agreed to work together. Each member of the group contributed to the creation of the final product. A prerequisite for the task was the creation of an interactive poster in the form of labels with the appropriate content of educational material, project design in ThingLink and selection of materials in text, graphics, audio and video formats, as well as creating a test question on the project. decide to cadets of other groups after the presentation of their project. Thus, other groups were encouraged to listen carefully to the presentation of classmates to correctly answer the test task (see Fig. 11).

Thus, the technology of project activities, as noted by S. Izbash, is a sequence of actions of the teacher on the model, development, project preparation, involvement of students in project activities, implementation, summarizing and results of project activities [54]. This definition corresponds to the general understanding of technology as an ordered and task-structured set of actions, operations and procedures that provide a specific measurable result in a constantly changing environment. At the same time, the skills and abilities of professional self-determination of future officers NGU are formed, namely: creative abilities, understanding of personal significance and motivation of learning, ability to work independently on the one hand, and to



coordinate their actions with other team members. and mental functions through an integrated approach to the development of educational projects in the classroom, the universal use of basic knowledge in different situations.



**Fig. 11. The result of the project on "Diagnosis of higher education" in the resource ThingLink**

The technology of developing critical thinking in future officers NGU is also important in the formation of knowledge and skills of professional self-realization.

Critical thinking technology has become widespread in the United States and Canada, and interest in technology has emerged in Ukraine relatively recently, about 25 years ago. At the origins of this process were American psychologists D. Dewey and W. James, M. Lipman. Scientists have thought about educating not just smart citizens who have a certain set of knowledge, but those who can solve complex problems, look for non-standard approaches, have mental operations (analysis, synthesis, generalization, comparison), navigate the sources of information, recognize the main and secondary information, critically evaluate new knowledge, draw conclusions. In addition, the main value of critical thinking is that such activities stimulate the independence of search, creative work, triggers the mechanism of self-education and self-organization.



During training and self-preparation of cadets are taught not just to memorize educational material, but to compare it in different literature sources, compare with personal experience and on this basis to form their own analytical judgment on issues for discussion in practical, seminar and group classes. . We also encourage cadets to formulate problematic situations related to military-professional activities and look for solutions.

Researchers who study and teach critical thinking and active learning [175] recognize the creation of a classification (categories or types) of questions and learning goals as one way of organizing teaching and learning goals. The idea is that simply remembering a fact is a very low-level question or goal. At the other end of the scale are high-level actions, such as creating new ideas or drawing new inferences. Although there is always a need for thinking at all levels, going beyond questions that require only memory or reproduction, it is necessary to help applicants engage higher levels of critical thinking, even as they assimilate factual material. Below in fig. 3.12 lists the goals presented, ranging from the lowest level (memorization) to the highest (creation) [175] (see Fig. 12).

					Creation
				Evaluation	<b>High</b>
			Analysis		
		Application			
	Understanding				
Memorization					
<b>Low</b>					

**Fig. 12. Goals of low and high levels of academic achievement**

In the classes on the disciplines of "Military Psychology and Pedagogy" and "Higher School Pedagogy" according to the method of critical thinking, cadets went through three stages in mastering the material: perception - comprehension - application or reflection. The following content modules of the course "Higher School Pedagogy" were chosen to study this technology:

- Module 1. From the history of higher pedagogical education.
- Model 2. Pedagogical activity and functions of a high school teacher.



–Model 3. Education of the personality of the applicant for higher education in the team.

Questions have been developed at various levels of achievement from memorization to creation. It should be noted that at first the cadets chose questions for memorization and understanding (low levels), but when one of the cadets chose questions at high levels, there was an active discussion, which aroused interest in the whole group, the desire to get to the truth, made to remember, which cadets already know from previous topics, intensified thinking and active participation in the discussion. In order to support the interest of cadets at the stage of perception, stimulate efforts and expand awareness of the problem, in the second stage - understanding - various methods were proposed: watching a video, listening to a message, watching slides and graphic organization of online work -resources Padlet, Miro, Jamboard. After that, the cadets were invited to express their opinions in their own words, conveying the content of the information they received, and then created conditions for the exchange of ideas between applicants. As a result of such work, the cadets significantly increased the desire to express their own opinion, which is a manifestation of professional self-realization, because they applied previously acquired knowledge and experience in new circumstances and expressed a professional position. At this stage there was a comprehension of new material, adaptation of new concepts in the personal knowledge system of the cadet (change of existing ideas or enrichment of knowledge), restructuring of existing ties to form new knowledge, and, consequently, learning and consolidating knowledge. Here is a description of some techniques for developing critical thinking, which were used in the classroom.

*Vienna diagram.* The purpose is to teach cadets to compare phenomena, events, processes, to identify common features. Three circles were drawn on the board and common features were noted at the intersection of each circle. For example, in the topic "Methodical work of a teacher in higher education institutions" cadets were asked to write in the first round types of educational and methodical activities of teachers, in the second round - types of scientific activities of teachers, and in the





third round - types of organizational activities of teachers. At the intersection of the circles it was proposed to identify common activities, for example, writing a textbook refers to both educational and methodological activities, and scientific. In the topic "Fundamentals of Management in Higher Education" it was suggested to analyze the concepts of "management", "management", "social management", using the Vienna diagram.

*Cubing.* The aim is to teach cadets to characterize objects, phenomena, processes. The teacher suggested questions on the topic of the seminar for discussion and threw a paper cube. On the faces of the cube are the questions: "describe it...", "compare it...", "associate it...", "analyze it...", "find application to this...", "argue for" and "against".... The cadets took turns throwing the cube and performing an action that fell on one of the faces of the cube, justifying their position according to the question posed by the teacher.

*Associative bush.* On the Miro online board, the teacher created a card and wrote a key word on the topic of the lesson. The cadets followed the link provided by the teacher to the Miro board via messengers or QR code and created cards on which they wrote everything that came to mind about the key concept of the topic. First, the most stable associations emerged, and then secondary ones. The teacher asked the cadets to connect the key word and the words of the first associative series with arrows, then the second. Thus, an imaginary bush was created, which gradually increased in accordance with the accumulation of knowledge on the topic of the lesson. Screenshots of such works were saved and each cadet had the opportunity to accumulate their own folder of intellectual products for each lesson (see Fig. 13).

*SWOT analysis.* This method originated in the United States as a method of strategic business planning. Widely used to analyze any process and make informed decisions. In the discipline "Higher School Pedagogy" this method was used in a seminar on "Innovative processes in education" to analyze the implementation of innovations in higher education. Carrying out SWOT-analysis - filling the matrix of four blocks: S - strengths of the studied phenomenon (English strengths - strong); W - weaknesses of the studied phenomenon (English weaknesses - weak); O -



opportunities (English opportunities - opportunities); T - threats (English threats - threats) (see Fig. 14).

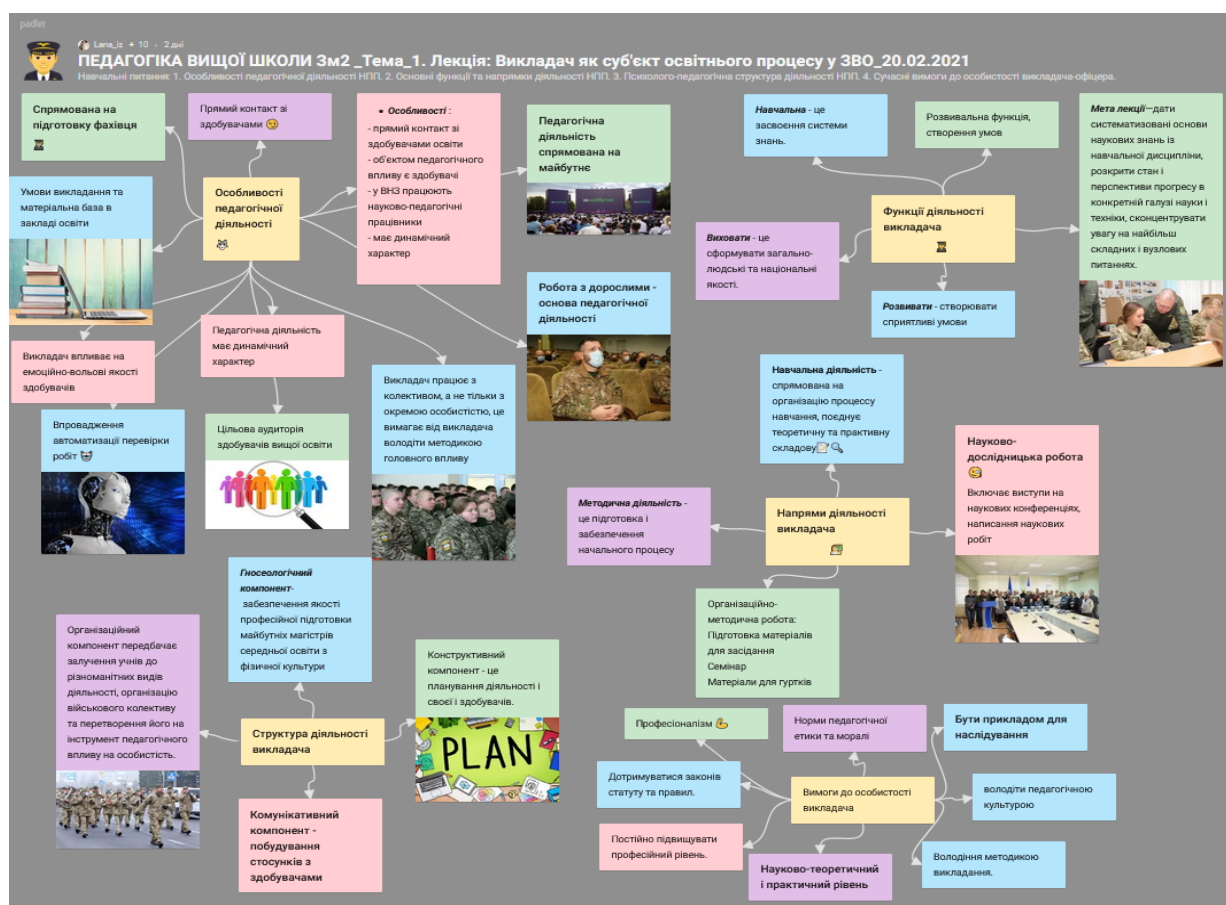


Fig. 13. Exercise "Associative bush" on "Teacher as a subject of the educational process" in the online resource Padlet



Fig. 14. SWOT analysis matrix

Thus, classes with the use of innovative pedagogical technologies and digital





resources contribute to the formation of knowledge and skills of professional self-realization of future officers, namely: analytical thinking, which allows students to combine theory with practice and develop effective methods of working with educational material; responsibility to other participants in the communication for the accuracy and scientificity of the arguments; independence of thinking and creative approach; developing the structure of one's own judgments, considerations at high levels of taxonomy of educational goals; respect for the opinions of others and the right to self-correction to correct and improve judgment; motivation to discuss problems, not to avoid solving them; ability to work in a team to achieve common goals; mutual study of group values and cooperation. The advantage of training in innovative pedagogical technologies is that cadets learn the material most fully and for their own benefit through real-life situations, which causes the desire for further learning and self-education, and generally promotes active self-realization of the cadet as a future officer.

Scientist I. Holopych [20;21] emphasizes that an effective means of transmitting educational information is ICT, which expands the boundaries of communication between police officers, promotes the entry of participants in the educational process to the international level of exchange of experience. Valuable within the study is the idea of creating a virtual educational environment in which cadets have the opportunity not only to increase the amount of educational information, but also to communicate and collaborate. Examples of such an environment are Moodle - Modular Object-Oriented Dynamic Learning Environment (modular object-oriented dynamic learning environment), which provides a wide range of communication tools (forums, chats, personal messages, blogs), questionnaires, surveys, Wiki tasks that need to unite students. The importance of the use of ICT, according to the author, is to expand the opportunities for remote professional communication of police officers, and new forms of work arouse interest in professional activities in modern contexts.

Teachers used the distance learning server "Moodle 3.1" and conducted classes in which they explained how to properly use this online platform. In addition to video lectures, seminar plans, and presentations, Moodle has self-assessment tasks and tests



for each topic that motivate students to work independently. For example, in the distance course "Ukrainian language of professional orientation" the topic № 4 presents tasks where it is necessary to analyze pathogenic text, characterize its structural-semantic organization and communicative purpose, explain how precedent text differs from pathogenic, describe their functions in society. This analysis of texts contributed to the formation of skills of correct perception of information, conscious choice of means and methods of its processing, developed critical thinking, helped to avoid manipulation, which is a necessary condition for professional communication of law enforcement officers.

In conclusion, according to the third pedagogical condition, it is expedient and relevant to use ICT tools (forums, chats, personal messages, blogs, questionnaires, surveys, Wiki tasks that require the association of students) to expand the opportunities for distance professional communication of cadets.

**The fourth condition** – consolidation and adjustment of cadets 'knowledge and skills of professional self-realization during military practice - was implemented during the cadets' military practices and military training.

In accordance with the requirements of the order of the Commander NGU from 17.09.2018 №563 "On approval of the Instruction on the organization and conduct of military practice of cadets NANGU" and to ensure full training of cadets military practice programs with cadets of the second and third year № 1 and 2 in specialties 254 "Provision of troops (forces)" and 053 "Psychology" of the Faculty of Humanities NANGU military practice is organized and conducted.

Cadets perform a program of military practice and individual tasks. The difference between the training of future officers is the writing of an essay on "Did my idea of a law enforcement officer come true" in the context of quarantine and combat operations and the Joint Forces Operation (Anti-Terrorist Operation) in eastern Ukraine. In their essays, militiamen wrote: *"We are still studying at the Academy and we can be wrong, but in the army it is unacceptable. While preparing for military practice, it seemed that being a commander was a very difficult task. First of all, it is necessary to set a goal to perform the tasks for the period of military*



*practice in a high-quality, timely and full manner ... I liked the fact that the officers constantly helped me to establish communication with subordinate personnel their best traits, faith in their own strengths and abilities...*

*Thus, the expectations during the military practice came true. Despite the lack of staff, I was able to work out theoretical and practical material. The military unit gave me the opportunity to try myself as a commander, because in the future it will be difficult to realize without practical skills. The officers helped me a lot, they advised me how best to do or conduct classes so that it would be interesting for the personnel. And this is a pretty good experience for further service in officer positions.”*

In addition, cadets undergo training exercises in the team building camp, where they work as part of a group, testing their cohesion and organization as a team and gaining experience in a team where there is great responsibility for peers and each cadet has the opportunity to show their best qualities. Also during the teambuilding training, law enforcement officers show their own leadership qualities. Their actions and behavior can predict the success of their service, to identify commanders (see Fig. 15).



**Fig. 15. Training exercises on the town of team building**

Tasks on the town of team building are not only physically difficult, but also take some time to develop a strategy for passing each of the elements of the town. All this in a complex is the formation of a military team - a single cohesive team capable of performing the tasks set before it in full.

Future law enforcement officers hone organizational skills, methodological and



practical skills, theoretical knowledge in practice during combat training, training and conducting training shootings, personnel activities, individual work, CBRN training, military training, morning exercise, morning exercise. sports work with the personnel of the units, practical instruction of the daily dress at the company and the checkpoint, service as an intern in accordance with the schedule of the day and the schedule of classes (see Fig. 16).



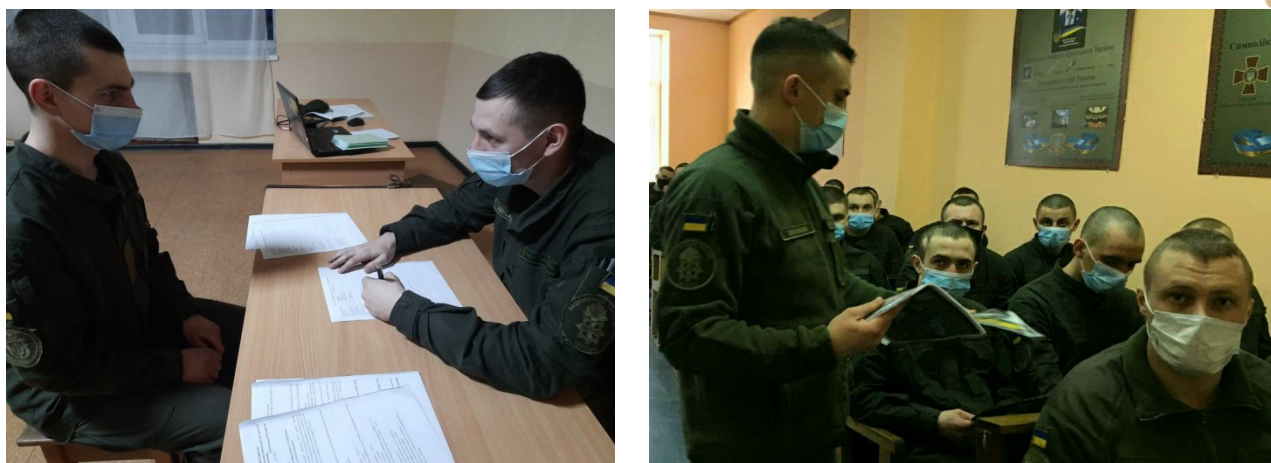
**Fig. 16. Combat training and performance of duties in the daily dress**

The cadets also took a direct part in activities to work with personnel in the units. Throughout the period of practice, work was carried out aimed at the quality of combat training, improving the combat capability of subordinate units. Every day they summed up the results of military discipline and combat missions with subordinates. They took measures to strengthen military discipline and law and order, prevent offenses among personnel, and unite military personnel. Systematically conducted individual work with subordinates (see Fig. 3.17).

Each cadet, in accordance with the position held and the peculiarities of the performance of combat missions of units, participated in activities in accordance with the schedule of workload of the unit.

In order to control the implementation of the military practice program, each cadet keeps a practice diary. It records daily all the cadets' activities in the practice unit, the classes conducted, the shooting and driving exercises performed, and the officials responsible for organizing and conducting military practice are evaluated and marked on the quality of the classes in which they are trained. were present.





**Fig. 17. Conducting a thematic hour with personnel and individual work with subordinate servicemen**

At the end of the internship, the immediate commander under whose command the cadet underwent the internship writes in the diary a conclusion on the degree and quality of the internship program.

It should be noted that military practice is carried out after mastering the relevant educational components, knowledge of which is consolidated in practice. Knowledge of the theoretical part and mastery of practical skills in the study of relevant disciplines should serve as a successful outcome of military practice and the implementation of all these tasks in the program. Consolidation of theoretical knowledge is mostly done by performing practical tasks that involve mastery of certain methods, techniques and tools.

After the military practice, the results obtained in the units and reporting materials are submitted for defense to the head of the practice and the head of the department responsible for this event.

During the defense of military practice materials, cadets report to the members of the defense commission on the experience gained, practical skills, reports and at the same time share impressions of the practice, problematic issues they dealt with, analyze personal shortcomings, gaps in individual training, offer suggestions for improving the quality of training, because the theoretical content of disciplines can and, as a rule, differs from the practical reality in the military.

Cadets consolidate and adjust their knowledge and skills of professional self-realization during military practice largely during the defense of military practice materials and after discussing the results of defense at a meeting of the department, based on problematic issues faced by future officers. To the question: "Did you manage to realize yourself in a professional sense?" - The student can answer only subjectively, based on the understanding of his own training within the position in which he held the internship.

Based on the results of the survey, it is possible to draw conclusions about the material that is mastered better or worse. Identify the forms and methods of teaching that were used during the study of the profile discipline. What these forms and methods gave the result.

During the defense of the practice, cadets share their impressions and take into account the reports and advice of colleagues, summarizing information and integrating it in their own understanding of the identified problem. In this way, it is understood that the existing problem is related to a single case of unprepared cadet or appears as a general problem in the inadequate level of organization of the educational process.

At the meeting of the department responsible for the preparation and conduct of the internship, the issues of achieving the goal of the internship and the problems that arose were considered. After the discussion, practice leaders and research and teaching staff involved in the protection of practice materials discussed and summarized the results of the practice.



## CONCLUSIONS

The monograph describes the basic concepts of the study: "law enforcement", "professional self-realization of law enforcement officers", "readiness of cadets for professional self-realization", "work with personnel". The essence of the concept of "professional self-realization of future officers" is revealed as a process of correlating their own potential with the requirements of professional activity of law enforcement officers, professional self-determination, conscious acquisition of professional knowledge and skills, their initial application during military practices.

The concept of "readiness of future officers for professional self-realization in working with personnel" is interpreted as an integrative personal innovation, which includes goals, needs, interests, motives for professional self-realization, knowledge of their "I" -concept and ability to discover, realize their potential in the military , knowledge of methods and ability to work with personnel, personal qualities of the officer, ensuring the effectiveness of the organization and conduct of work with personnel.

Components of readiness of future officers for professional self-realization in work with personnel (motivational-volitional, cognitive-procedural, emotional-controlling) are revealed, criteria with the corresponding indicators are specified (motivational - needs, interests, motives of professional self-realization of cadets, cognitive - knowledge of own possibilities and methods of working with personnel, activity - the ability of professional self-realization and their use in the process of organizing and conducting work with personnel, evaluation - the presence of adequate self-esteem and ability to respond to emergencies) levels of readiness of future officers for professional self-realization. low).

The structural-functional model of the process of formation of readiness of future officers for professional self-realization in work with personnel in higher education institutions with specific learning conditions is designed, which explains the relationship between social order for highly qualified law enforcement officers, specifics of professional activity of employees of the NGU, features of the





phenomenon of professional self-realization of the individual, the need to form the readiness of law enforcement officers for professional self-realization in working with personnel, organization of quality training of future officers.

The components of the developed model are: a) whole-methodological unit (state order for highly qualified law enforcement officers, purpose, tasks, axiological, competence, acmeological approaches, pedagogical principles (principles of education and principles of training), principles of good behavior of servicemen); b) content-organizational block (readiness of future officers for professional self-realization and its components, content as knowledge and skills of professional self-realization, pedagogical conditions of formation of readiness of future officers for professional self-realization in work with personnel in HEIs with specific learning conditions and educational and methodological support for their implementation); c) diagnostic-competence unit (criteria and indicators, diagnostic methods, questionnaires, tests and methods of identifying the levels of readiness of future officers for professional self-realization, the result).

The pedagogical conditions for forming the readiness of future officers for professional self-realization in working with personnel in higher education institutions with specific training conditions are theoretically substantiated: intensification of professional self-realization needs of future officers in the educational process, including during combat missions; updating and using the content of social sciences and humanities to reveal the personal and professional potential of cadets; formation of knowledge and skills of professional self-realization of future officers with the use of the latest pedagogical technologies during training and self-training; consolidation and adjustment by cadets of knowledge and skills of professional self-realization during military practice.

The educational and methodological support of the process of formation of future officers of readiness for professional self-realization in work with personnel in higher education institutions with specific training conditions has been developed, in particular the webinar ".

During the implementation of the pedagogical condition (activation of the needs



of professional self-realization of future officers in the educational process, including the performance of combat missions) effective was the debate "How to prevent barriers to professional self-realization in law enforcement?" Professional Skills Development Program NGU, conversation "Academic Integrity in the Modern Educational and Scientific Space", exercises, modeling of professional situations.

Another pedagogical condition (updating and using the content of social sciences and humanities to reveal the personal and professional potential of cadets) contributed to the clarification and formation of additional competencies and program learning outcomes of the relevant OPP updating the content of social sciences and humanities due to the taxonomy of educational goals of B. Bloom, supplemented by L. Anderson.

Within such pedagogical conditions as the formation of knowledge and skills of professional self-realization of future officers using the latest pedagogical technologies in training and self-training were effective interactive learning technologies, techniques "Joint Decision" "Aquarium", "Mosaic", exercise "Associative Bush" and more.

The next condition (consolidation and adjustment of cadets' knowledge and skills of professional self-realization during military practice) provided for the use of cadets techniques and methods of professional self-education, training exercises aimed at positive interaction in the team. Teambuilding training, team work, methods of identifying a leader proved to be effective.



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