

Malgazhdarova T.G.^{1}*

*¹Academy of Border Service of the National Security Service of the Republic of Kazakhstan,
Almaty, Republic of Kazakhstan*

FEATURES OF THE PROFESSIONAL TRAINING OF CADETS IN A MILITARY UNIVERSITY

Abstract

In the article “Features of the professional training of cadets in a military university” have been examined. The article studies the process of pedagogical training of cadets of a military university, reveals the main stages of professionally-oriented training of cadets, and clarifies the conditions for organizing training of cadets in the conditions of modernization of higher military education in Kazakhstan. Actually, it is quite necessary to develop the policy of the reforms in the modern conditions. The creative model of the national higher education, the politics of military cooperation, the activity in all fields allow to fulfill mutual collaboration all the time. The design of the military education system is connected with the preparation of teachers of a military university for professional pedagogical activity. In many respects, the quality and level of readiness of military personnel that ensure the country’s military security, the prevention of wars and armed conflicts, as well as the construction of a professional army that meets the highest international standards depends on their successful activities. The process of preparation of the future officers has the special goal to give them wide experience in all spheres, the peculiarities of study and personal characteristics of the students are directed to the forming of the modern person with the necessary features in the professional field, with the help of pedagogical knowledge.

Keywords: professional activity, military university, motivation, communicative competence, introductory and corrective course, variable educational process, cadets, professional training, joint exercises, communicative expediency.

Т.Г. Мальгаждарова¹

¹ҚР ҰҚК Шекара қызметі академиясы, Алматы қ., Қазақстан Республикасы

ӘСКЕРИ ЖОО-да КУРСАНТТАРДЫ ДАЯРЛАУДЫҢ КӘСІБИ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Мақалада әскери ЖОО курсанттарын педагогикалық даярлау процесі зерделенеді, курсанттарды кәсіби-бағдарлы оқытудың негізгі кезеңдері ашып көрсетіледі, Қазақстандағы жоғары әскери білім беруді жаңғырту жағдайында курсанттарды даярлауды ұйымдастыру шарттары нақтыланады. Қазіргі уақытта әскери жоғары оқу орындарында педагогиканы оқытуда оқу процесін жетілдіру қажеттілігі байқалады. Қазақстанның әріптес елдермен әскери ынтымақтастығының қарқынды дамуы, бірлескен оқу-жаттығуларды ұйымдастыру және өткізу, әскери сипаттағы ақпарат алмасу салаларын кеңейту кәсіби қызметті жүзеге асыру үшін қазіргі заманғы әскери мамандардың қажеттілігіне алып келеді. Әскери білім беру жүйесін жобалау әскери ЖОО оқытушыларын кәсіби педагогикалық қызметке даярлаумен байланысты. Көп жағдайда елдің әскери қауіпсіздігін, соғыстар мен қарулы қақтығыстардың алдын алуды қамтамасыз ететін әскери кадрлардың сапасы мен дайындық деңгейі, сондай-ақ ең жоғары әлемдік стандарттарға сәйкес келетін кәсіби армия құру олардың табысты қызметіне байланысты болады. Әскери мамандарды даярлау педагогикалық және әлеуметтік-мәдени білім алуға, оқытудың мазмұны мен оны ұйымдастырудың ерекшеліктеріне, жеке тұлғаға бағытталған оқытуға, сондай-ақ педагогикалық білім құралдарын қолдана отырып, коммуникативті, әскери-кәсіби міндеттерді жүзеге асыруға мүмкіндік беретін ақыл-ой, интеллектуалдық қабілеттерді қалыптастыруға бағытталуы керек.

Түйін сөздер: кәсіптік қызмет, әскери ЖОО, мотивация, коммуникативтік құзыреттілік, кіріспе-түзету курсы, вариативтік оқу процесі, курсанттар, кәсіптік даярлық, бірлескен оқу-жаттығулар, коммуникативтік мақсаттылық.

Мальгаждарова Т.Г.¹

Академия Пограничной службы КНБ РК, г. Алматы, Республика Казахстан

РОЛЬ ПЕДАГОГИЧЕСКИХ ЗНАНИЙ В СИСТЕМЕ ПОДГОТОВКИ КУРСАНТОВ В ВОЕННЫХ ВУЗАХ

Аннотация

В статье изучается процесс педагогического обучения студентов специализированного вуза, анализируются стадии подготовки учащихся, а также особенности процесса обучения студентов в период реформирования ЧЕГО в Казахстане. Сейчас очевидна важность модернизации всех сфер в специализированных вузах. Успехи в данной области наглядно демонстрируют отношения нашего государства в сфере подготовки и коллективных акций, налаживание опыта в процессе цифровизации, что позволяет своевременно реагировать на происходящие изменения. Проектирование процесса реформ требует тщательного отбора профессорско-преподавательского состава. По большому счету, именно их креативная работа может существенно улучшить степень подготовленности будущих специалистов, что, в свою очередь, повысит обороноспособность нашего государства. Процесс обучения будущих офицеров, прежде всего, подразумевает овладение ими всеми необходимыми навыками, в том числе психологической устойчивостью, креативным мышлением, студентоцентрированной подготовкой, включая общую эрудицию, интеллигентность, толерантность, что поможет, на наш взгляд, эффективно выполнять поставленные цели.

Ключевые слова: профессиональная деятельность, военный вуз, мотивация, коммуникативная компетенция, вводно-корректировочный курс, вариативный учебный процесс, курсанты, профессиональная подготовка, совместные учения, коммуникативная целесообразность.

Introduction. It is well-known, that in the modern conditions our state fulfills the reforms in the pedagogical preparation of the future officers in the high school institutions. The mutual cooperation of the Republic of Kazakhstan shows the effective policy of the reforms in this field, the peculiarities in the exchange programs, experience in the digitalization, it is also necessary to carry out professional activities (K.Ju. Driukova, E.A. Kalgina, L.E. Kuznetsova, E.A. Protsenko, Yu.A. Dutov, A.A. Zemlin, V.N. Parshin etc.).

Studying at the special institution means the coordination of the stuff with the future officers, discipline and order. Actually, the pedagogical procedures, its peculiarities, complex mechanism of the educational framework, organize the sphere of mutual knowledge and category, military cognition of the future officers, daily activity. Special rules applied, if the cadets have educational motivation (E.F. Zeev, A.M. Pavlova, A.M. Simanyuk, V.V. Bondurovsky, N.M. Budaev, M.V. Girskaya, N.V. Danichev etc.).

Taking into account these features in teaching a pedagogy it allows cadets of a military university to develop positive motivation, creative abilities of students, in addition, to increase the status of a pedagogy subject in the Academy.

Methods of pedagogy science, applied in our institution, show the coordination between the teacher and future officer during the lectures, seminars, workshops, etc. It is more important in the conditions of digitalization, professional education, and explains the links between the professionalism and quality of the preparation in our institution.

Professional training of cadets in a military university which contributes to the better assimilation of the profile material and the development of the professional intelligence of the future officer [1, 17 p.].

In the context of the reform of all spheres of life of the Republic of Kazakhstan and its Armed Forces, the legal training of the students and cadets in higher military educational institutions is becoming particularly relevant and important. Increasing the effectiveness means high combat readiness of the Armed Forces. The Armed Forces of the Republic of Kazakhstan and the successful performance of training and combat missions by the troops as well as preserving the inviolability of the constitutional system, the sovereignty and territorial integrity of our country, in political, economic and social stability, in unconditionally ensuring the law-abiding state and maintaining law and constitutional order [2, 21 p.].

Unfortunately, today, there is a decrease in both the general educational level of the students and cadets in general, and their pedagogical consciousness in particular.

The current system of legal training of students and cadets creates objective obstacles to the practical achievement of its goals, solving the problems of forming pedagogical knowledge, skills, as well as the qualities and habits of normal behavior both in service time and outside of it for graduates of military universities.

Legal training students in military universities has the following disadvantages orders and of the Directive of the military authorities communicated to the performers late, insufficient number of departmental and university pedagogical periodical publications, significantly reduced production of textbooks, reference books explaining the situation of modern military legislation, using the Internet for prompt delivery to students of pedagogical science-based requirements, etc.

In general, various researchers have studied certain aspects of the legal training of servicemen of the Armed Forces of the Republic of Kazakhstan; however, the fragmentary nature of the research indicates the need to develop a holistic pedagogical concept of legal training of students and cadets in military universities.

Methods and materials . In this article, a systematic approach that allows us to consider the process of development is used as a system of preparation of a teacher for professional activity, as a method of improving persons in the conditions of studying at a military university, which ensures the acquisition of professional and pedagogical qualities. Personal and activity approach, which determines their features development of readiness for professional activity of a novice teacher in accordance with the potential capabilities of a military university, a personal and service approach was used, which determines the specifics of developing readiness for professional activity of a young teacher of a military University in accordance with its potential capabilities.

Results. Professional training of cadets in the modern conditions of the globalization and digitalization is connected with some problems, such as material supplement, equipment, personnel factor, etc. Therefore, the goals of modern education are considered as the upbringing of the individual and his spiritual and moral education, mastering the methodology of a systematic approach [3, 6 p.].

We would like to stress the importance of the defense of our borders; in this case the military teachers, reveal the pedagogical characteristics of the educational process, the main types of classes and pedagogical technologies used to improve the level of training, study the essence of the pedagogical competence of a military teacher and the requirements for it, consider the specifics of officer activity determined by the nature of military service.

The general theoretical basis of the study of the problems of professional and pedagogical activity of a teacher of a military university is the theory of systems, the search for specific mechanisms of the integrity of the object and the identification of a sufficiently complete theory of its connections; the theory of developing learning; the concept of digitalization in the modern conditions.

Moreover a modern teacher of a military university can no longer be characterized by the ability to organize the pedagogical process and provide the conditions for the digitalization, the ability of cadets to develop their qualities and skills that allow them to become individuals becomes important [4, p.64].

Everyone knows, that content of professional and pedagogical training of teachers of military universities and develop readiness to effectively solve the problems of military education.

The analysis of the scientific and pedagogical literature shows that many issues related to the professional and pedagogical requirements for the system of development of professional training of a teacher of a military university take into account the development of the fundamental theory of their military education, the need to improve the new content and organizational and pedagogical foundations of its implementation from the point of view of new technologies[5, 58 p.].

Discussion. Research view of the references shows the activities, were studied by Russian scientists in various areas: the problems of teacher training in high school from the point of view of an individual situation are well studied in the works of V.A. Slastenin [6, 10 p.].

To focus more specifically, all approaches to the issues of training specialist teachers are directly related to the concept of “professional activity of a teacher”. Through the prism of the globalization and digitalization the formation of professional activity of a military teacher, developed by S.I. Yershova, are of

interest [7, 20 p.]. In her works, pedagogical skills and skills as the main components of the qualification of a military teacher act as part of the training system in a military University and as an accompanying process of activity from the very beginning, associated with the development of special competencies of cadets in a military University. In our case, this process is clarified by the formation of an officer as a teacher at a military University. Input to creative thinking in order to organize the professional activity of a military teacher was the functional theory proposed by L.A. Shipilina [8, 50 p.]. In the description of this activity, constructive, organizational, communicative and gnostic components are distinguished. Each of them corresponds to a specific group of work functions, as well as pedagogical abilities as a separate form of representation of the structure of pedagogical activity. Professional activity of a teacher of a military university is defined as activity aimed at mastering military-professional competencies of cadets, developing personal qualities necessary for the performance of their military duties.

Since the professional activity of teachers of military universities is a pedagogical process, its activities are subject to general pedagogical laws. This predictive theory can be verified both by analysis and in the course of experimental research of teachers' pedagogical readiness.

The content, organization and methodology of improving the effectiveness of the system of professional activities of teachers of military higher educational institutions are often similar to such components in civilian higher educational institutions. This model is also reflected in the uniform requirements for the organization of pedagogical training of teaching staff in civil and military educational institutions.

Conclusion. An important component of professional activity is the requirement of teachers of military universities to improve pedagogical skills. In the development of training for the professional activity of a teacher of a military university, it is important to analyze the experience of practical activities of successful teachers and implement their ideas in the professional activities of novice teachers. Improving pedagogical activity contributes to improving the effectiveness of the pedagogical process of training novice teachers, and professionally, pedagogically trained teachers are capable of effective pedagogical activity at the university. The priority framework in training of military specialists in pedagogy at a military university is the formation of skills and abilities of professionally oriented dialogic communication. The latter refers to the kind of communication that can occur during direct contact with military personnel of other countries. For the army of modern Republic of Kazakhstan, the organization of partnership relations and strategic interaction with the armies of other countries through establishing a dialogue is of primary importance.

References:

1. Zeev E.F. *Modernization of professional education: a competence approach.* – Moscow: Psychological and Social Institute, 2016. – 210 p.
2. Arkhangelskiy S.P. *The educational process in higher school, its logical foundations and methods // Bulletin of the Academy of Military Sciences.* – M. – 2017. – Vol 3. – Pp.21-29.
3. Asylov N.Zh. *Problems of officer training at the Military Institute in the light of the Concept of development of the higher military school in the Republic of Kazakhstan // Collection of scientific papers.* – Issue 2: materials of the scientific and practical conference. – Almaty: MI KNB RK, 2015. – Pp. 6-18.
4. Akhmetova E.Zh. *Pedagogical training of teachers of higher military educational institutions: pedagogical technologies: Textbook.* – Petropavlovsk, 2016. – 147 p.
5. Berulava M.N. *Fundamentals of modern pedagogy.* – M.: REC RAO, 2014. – 359 p.
6. Slastenin V.A. *Pedagogy of professional education: Textbook.* – M.: Publishing Center “Academy”, 2016. – 368 p.
7. Yershova S.I. *Fundamentals of pedagogical self-education.* – M.: Publishing house of Moscow University, 2018 – 94 p.
8. Shipilina L.A. *Methodology and methods of psychological and pedagogical research: Textbook.* – Flint, 2015. – 204 p.