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PEDAGOGICAL MODELING OF THE LEADERSHIP COMPETENCE FORMATION OF FUTURE OFFICERS – SPECIALISTS IN PHYSICAL CULTURE AND SPORTS IN THE PROCESS OF PROFESSIONAL AND PEDAGOGICAL TRAINING

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The article proposes a pedagogical model for the leadership competence formation of future officers – specialists in physical culture and sports (hereinafter – FOsSPCS) in the process of professional and pedagogical training in a higher military educational institution.

The scientific approaches to the definition of the concepts of "model" and "pedagogical modeling" are studied. The pedagogical model of leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher education institutions is designed and the content of its blocks is described: the purpose and tasks, methodological approaches and principles, components and functions, methods and means of educational activities, criteria and levels of diagnosing its formation. All blocks of the pedagogical model are important and only in the system they ensure the optimal formation of leadership competence of IPES in the process of professional and pedagogical training in higher education institutions. This model consists of six interrelated blocks:

target (reflects the goal and tasks of leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher education institutions, considering their professional knowledge, skills, abilities and capabilities in the chosen specialty, values and patriotism);

methodological (explains the problem of leadership competence formation, taking into account the requirements of methodological approaches (axiological, competence, contextual, systemic, subject-activity) and principles of learning (accessibility of educational material, principle of individual approach, principle of contextual orientation, systematic and consistent, subject-subject interaction));

theoretical and functional (contains the content of their leadership competence as future specialists in physical culture and sports and important functions for its formation);

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subject-subject (involves bilateral cooperation between the teacher and the FOsSPCS and readiness to perceive each other as a subject of leadership and behavior);

organizational and methodological (contains methods, techniques, technologies and means of leadership competence development of FOsSPCS in the process of professional and pedagogical training in higher education institutions);

diagnostic and resultative (diagnoses the leadership competence of the FOsSPCS according to the criteria and indicators we have defined and determines the levels of its formation).

Keywords: block, leadership competence, future officer, model, pedagogical modeling, formation.

ПЕДАГОГІЧНЕ МОДЕЛЮВАННЯ ФОРМУВАННЯ ЛІДЕРСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ – ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ У ПРОЦЕСІ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ ПІДГОТОВКИ

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У статті запропоновано педагогічну модель формування лідерської компетентності майбутніх офіцерів – фахівців фізичної культури і спорту (далі – МОФФКіС) у процесі професійно-педагогічної підготовки у вищому військовому навчальному закладі (далі – ВВНЗ).

Досліджено наукові підходи до визначення понять "модель" і "педагогічне моделювання". Спроєктовано педагогічну модель формування лідерської компетентності МОФФКіС у процесі професійно-педагогічної підготовки у ВВНЗ і розкрито зміст її блоків: мета та завдання, методологічні підходи і принципи, компоненти та функції, методи та засоби організації освітньої діяльності, критерії і рівні діагностування її сформованості. Всі блоки педагогічної моделі є важливими і тільки у системі вони забезпечують оптимальне формування лідерської компетентності МОФФКіС у процесі професійно-педагогічної підготовки у ВВНЗ. Дана модель складається з шести взаємопов'язаних блоків:

цільового (відображає мету та завдання формування лідерської компетентності МОФФКіС у процесі професійно-педагогічної підготовки у ВВНЗ з урахуванням їхніх професійних знань, умінь і навичок, здібностей і здатностей за обраним фахом, цінностей і патріотизму);

методологічного (розкриває проблему формування лідерської компетентності з урахуванням вимог методологічних підходів (аксіологічного, компетентнісного, контекстного, системного, суб'єктно-діяльнісного) і принципів навчання (доступності навчального матеріалу, принципу індивідуального підходу, принципу контекстної спрямованості, системності і послідовності, суб'єкт-суб'єктної взаємодії);

теоретично-функціонального (містить зміст їх лідерської компетентності як майбутніх фахівців фізичної культури і спорту та важливі функції до її формування);

суб'єкт-суб'єктного (передбачає двохсторонню співпрацю того, хто вчить із МОФФКіС і готовність у сприйнятті один одного як суб'єкта лідерської діяльності та поведінки);

організаційно-методичного (містить методи, методики, технології і засоби формування лідерської компетентності МОФФКіС у процесі професійно-педагогічної підготовки у ВВНЗ);

діагностувально-результативного (діагностує сформованість лідерської компетентності МОФФКіС за визначеними нами критеріями та показниками і визначає рівні її сформованості).

Ключові слова: блок, лідерська компетентність, майбутній офіцер, модель, педагогічне моделювання, формування.

Introduction of the issue. On February 24, 2022, the Russian Federation initiated a criminal full-scale invasion of Ukraine, unleashing the largest war in Europe since World War II. For the third year in a row, Ukraine's

best sons and daughters have been effectively holding back the invasion of the Russian aggressors. The Armed Forces of Ukraine (hereinafter referred to as the AFU) will fight for the independence and freedom of their

homeland until they liberate the last piece of their native land from the occupiers, and for this they need real officers-leaders who are able to lead their personnel and successfully accomplish their combat missions with the least possible losses.

In this regard, all higher education institutions should form not only the basic military professional competence of future officers, but also leadership competence as its important component. All this intensifies the need to introduce pedagogical modeling of the leadership competence of the FOsSPCS in the educational environment of higher education institutions for the targeted improvement of their professional and pedagogical training as subjects of military management.

Current state of the issue. The analysis and generalization of scientific and pedagogical sources, in which researchers have justified various aspects of the issue, allow us to conclude that domestic and foreign scientists pay considerable attention to the problems of pedagogical modeling in the field of education, in particular in the following aspects: in the field of professional pedagogy – M. Anisimov [2], O. Dubaseniuk [9], O. Kovalenko [12], E. Lodatko [16], O. Meshchaninov [17], A. Semenova [23], K. Duraj-Nowakowa [31], D. Waddell [32]; in the area of military pedagogy – I. Azarov [1], N. Verbin [7], V. Krykun [15], O. Kapinus [11], L. Oliynyk [19], O. Torichnyi [26], V. Yahupov [28,30], in the area of physical culture and sports – I. Belikov [3], D. Konovalov [30], S. Kostiv [13], D. Pohrebnyak [21], V. Svystun, V. Polyvanyuk [22], etc.

However, today the insufficiently solved problematic issue in pedagogical research is the justification and development of a pedagogical model that will ensure the targeted formation of leadership competence of FOsSPCS in the process of their professional and pedagogical training in higher education institutions.

Aim of the research is to justify the pedagogical model of leadership

competence formation of FOsSPCS in the process of their professional and pedagogical training in higher education institutions.

Results and discussion. The scientific analysis of the concept of "model" indicates its wide-ranging semantic meaning. In the dictionary references, it is interpreted as follows: "model" is "an abstract representation of a theory, its operationalization, which can be transmitted empirically" [24: 339]; "model" – a sample of something, a new product, an exemplary copy of something [6: 683]; "model" (French *Modèle*, from *modulus* – measure, yardstick, sample) is an image, scheme, description of an object (or system of objects) that retains the external similarity and proportions of parts, with a certain schematization and conventionality of the means of representation [8: 213]; *model* (from the Latin *Modus* – measure) – in the general sense, an analog (graph, diagram, sign system, structure) of a certain object (original), a fragment of reality, artifacts, cultural works, conceptual and theoretical formations, etc. [27: 391].

Important for our research are the opinions of domestic scientists, in particular, the following: V. Maslov, who emphasizes that a "model" is a subjective reproduction in the mind of a person (group of people) and external reflection in various ways and forms of the most essential signs, features and qualities that are unique to a particular object or process, which are objectively inherent in it (the object) and give a general idea of the phenomenon of interest or its individual components [25: 180]; V. Bykova – considers that a "model" is a certain problematic issue (an analogue, an image) of a system that is designed and reflects the features and properties of this system that ensure the achievement of the goals of building and using the model [4: 232]. I. Zyaziun emphasized that the "model" of the pedagogical process should be holistic...; show dynamics...; reflect the purpose of the educator and his/her ability to engage in the pedagogical process to

form a certain quality in students, including in the context of their entire life [10: 24-25]. O. Kovalenko notes that the "model" is a link between theory and practice, which allows to cover the process comprehensively [12: 134].

We are inspired by the statement of V. Yagupov, who noted that "the model of the educational process is a reference idea of student learning, its construction in the conditions of specific educational institutions. It defines the goals, basics of organizing and conducting the educational process..." [29: 227].

We have clarified the essence of the concept of "model" but have not considered the related concept of "modeling". Today, modeling, as one of the methods of scientific research, is widely used in the educational process. The Pedagogical Dictionary, edited by M. Yarmachenko, defines "modeling" as the process of studying certain phenomena, processes or systems of objects by building and studying their models. Modeling belongs to the main categories of cognition on which both theoretical and experimental methods of scientific research are based [20: 206].

The modeling method, according to V. Kremen, is a universal technique, a means of learning based on analogy; a series of sequentially performed operations and procedures: creation or selection of a model based on a preliminary study of the object and identification of its main characteristics; study of the model and its correction or improvement; characterization and presentation of information about the model used in the content of the theory; idealization, operation with ideal objects and obtaining theoretical knowledge [14: 9].

According to S. Vitvytska, innovative modeling in education has intensified in Ukraine at the end of the twentieth century, which is associated with the focus of scientific and pedagogical research on the development of creative abilities, critical thinking of a growing personality, the use of the potential of electronic educational resources, etc. [18: 27].

A variation of modeling is pedagogical modeling. Let us analyze this concept based on scientific research in the field of pedagogy. S. Goncharenko noted that pedagogical modeling is a scientifically based design that meets the specified requirements and the planned construction of the future model of the studied pedagogical process, considering the properties that are studied during the pedagogical experiment. The purpose of pedagogical modeling is to identify opportunities to improve the educational process, to find reserves to improve its efficiency and quality based on the analysis of the model [8: 213]. E. Lodatko states that the method of pedagogical modeling makes it possible to create a certain analog of the phenomenon under study and is a conceptual tool for its cognition [16: 32-40]. All these statements are interesting and reasonable, but we are more convinced by V. Yagupov's right opinion: in pedagogy, both the content of education and the organization of activities are modeled, and the educational process is studied not only in statics but also in dynamics [28: 32].

Based on our theoretical analysis of the scientific sources, as well as taking into account the realities of today, we present the structure of the pedagogical model of the leadership competence formation of the FOsSPCS in the process of professional and pedagogical training in higher education institutions, which includes the following interconnected blocks: target; methodological; theoretical and functional; subject-subject; organizational and methodological; and diagnostic and resultative. These blocks are specified in the purpose, tasks, principles, components, functions, methods and means of training, criteria and indicators for diagnosing the formation of leadership competence of FOsSPCS, which are justified in accordance with the requirements of these methodological approaches (Fig. 1).

The target block of the model reflects the goal and objectives of leadership competence formation in the process of

professional and pedagogical training in higher education institutions.

The main goal is to intentionally form the leadership competence of our respondents.

The task of this block is to form the value-motivational, cognitive, behavioral, individual mental, subjective components of our pedagogical phenomenon, which ensure leadership competence formation in general.

The methodological block contains the leading methodological approaches and basic principles on the basis of which the formation of leadership competence of the FOsSPCS in the process of professional and pedagogical training in higher education institutions takes place, as follows:

– *axiological approach* (based on the concepts of "patriotism" and "value", which involves educating FOsSPCS' national consciousness, love for the homeland and its people);

– *competence-based approach* (based on the formation of FOsSPCS not only theoretical but also practical thinking as an officer-leader who is able to make optimal decisions in a short period of time in extreme conditions);

– *contextual approach* (provides for the formation of FOsSPCS' leadership knowledge, skills and abilities in the specific context of future military professional activities as chiefs of physical training and sports of a military unit);

– *systematic approach* (uses a clear, comprehensive approach that will help to achieve the final result in a systematic and interdisciplinary manner – the formation of FOsSPCS' leadership competence in the process of professional and pedagogical training in higher education institutions);

– *subject-activity approach* (based on the FOsSPCS' awareness that he/she should be a subject of leadership activity and successfully realize his/her leadership potential in military professional activity);

– *the principle of accessibility of educational material* (which means that FOsSPCS should perceive, understand

and assimilate educational material from simple to complex, from lower to higher, from unknown to known, constantly increasing the complexity of theoretical and practical materials in order to enhance their capabilities);

– *the principle of individual approach* (which allows: in the conditions of group training, each FOsSPCS to master leadership knowledge and skills separately; for the teacher to pay individual attention to a future specialist with low leadership potential or weak leadership thinking);

– *the principle of practical orientation* (ensures that the obtained theoretical leadership knowledge, skills and abilities are used in practical leadership activities during training, military practice, and internships);

– *the principle of systematicity and consistency* (provides for systematicity in the work of the teacher and future specialist, which is due to systematic attendance of training sessions, mandatory completion of self-study tasks, systematic repetition of educational material and ensuring the sequence of stages from the mastering of knowledge, formation of skills, abilities and capabilities of the FOsSPCS as important components of their leadership competence);

– *the principle of subject-subject interaction* (interaction of the subjects of the military-pedagogical process aimed at the goal-oriented formation of leadership competence in FOsSPCS as future subjects of leadership activity).

The theoretical and functional block of the model reflects the components and functions of their leadership training in the process of forming leadership competence as FOsSPCS.

In our opinion, the content of leadership training should be aimed at the formation of the following components of leadership competence: value-motivational, cognitive, action-behavioral, individual-psychological, subjective with the mandatory consideration of the current experience of conducting a full-scale war and

contain the necessary functions for the formation of leadership competence of the FOsSPCS, including the following:

– value-motivational (a set of values, motives and self-conscious motivation for leadership activities and behavior in the field of physical culture and sports in the future position of the head of physical training and sports of a military unit);

– cognitive (gaining new knowledge, skills and abilities in leadership and behavior);

– educational and methodological (development of educational plans, methodological developments, teaching guides, handbooks by the teaching staff to ensure quality training of the FOsSPCS);

– individual and psychological (individual, professionally important leadership qualities that will help to teach the FOsSPCS to be a true military leader in different situations);

– evaluation and assessment (the ability to self-improvement, self-control and objective self-assessment of one's leadership activities and behavior).

The subject-subject block ensures active cooperation among all participants of the pedagogical process for the goal-oriented leadership competence formation of IPES. With the help of subject-subject relations between scientific – pedagogical staff and the IPES, future specialists will become more responsible, will be able to make independent, appropriate decisions in extraordinary or extreme situations.

The organizational and methodological block is necessary for the systematic and staged formation of the leadership competence of the FOsSPCS. This block is characterized by the availability of certain teaching means and methods, organizational forms of education (full-time, part-time, distance), as well as various types of classes, such as lectures, seminars, group and practical classes, etc. Mandatory components of the organizational and methodological block are also the author's comprehensive contextual methodology for the formation of leadership competence of future officers – specialists in physical culture and sports

in the process of professional and pedagogical training in higher education institutions (special course "Leadership Competence of Future Officers – Specialists in Physical Culture and Sports") and military internships (training practice) in all courses of study. In particular, the following:

in the junior courses (1-st and 2-nd) on sergeant positions (squad leader, platoon sergeant major);

in senior courses (3rd and 4th) on officers' positions (platoon commander, head of physical training and sports section of the military unit).

We believe that the practical fulfillment of the duties of a squad leader, platoon sergeant major, platoon commander, and head of physical training and sports section of a military unit by the FOsSPCS will allow us to solve the following pedagogical tasks:

– to gain primary practical experience in leadership behavior and activities in certain positions;

– to find out the peculiarities of a concrete military specialty and continue to develop their leadership potential under the guidance of experienced commanders;

– to form responsibility not only for oneself, but also for subordinate personnel;

– to demonstrate leadership behavior and activities as a future professional in the field of physical culture and sports in the military environment, etc.

The means of leadership competence formation include educational and scientific literature, educational and material facilities of the National Defense University of Ukraine, which provide an opportunity not only to form theoretically, but also practically.

The diagnostic and resultative block provides for the result – the leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher education institutions. This block includes: methods for diagnosing the formation of leadership competence of FOsSPCS (author's methods, questionnaires, quasi-professional

situational tasks, expert evaluation, testing); criteria for assessing the formation of leadership competence of FOsSPCS (value-motivational, knowledge, praxeological, psychological, reflective); levels of formation of leadership competence of FOsSPCS (low,

sufficient, medium, high) [5: 23].

It should be noted that there is a feedback between all blocks of the pedagogical model, which will allow to correct the process of professional and pedagogical training to improve the level of leadership competence of FOsSPCS.

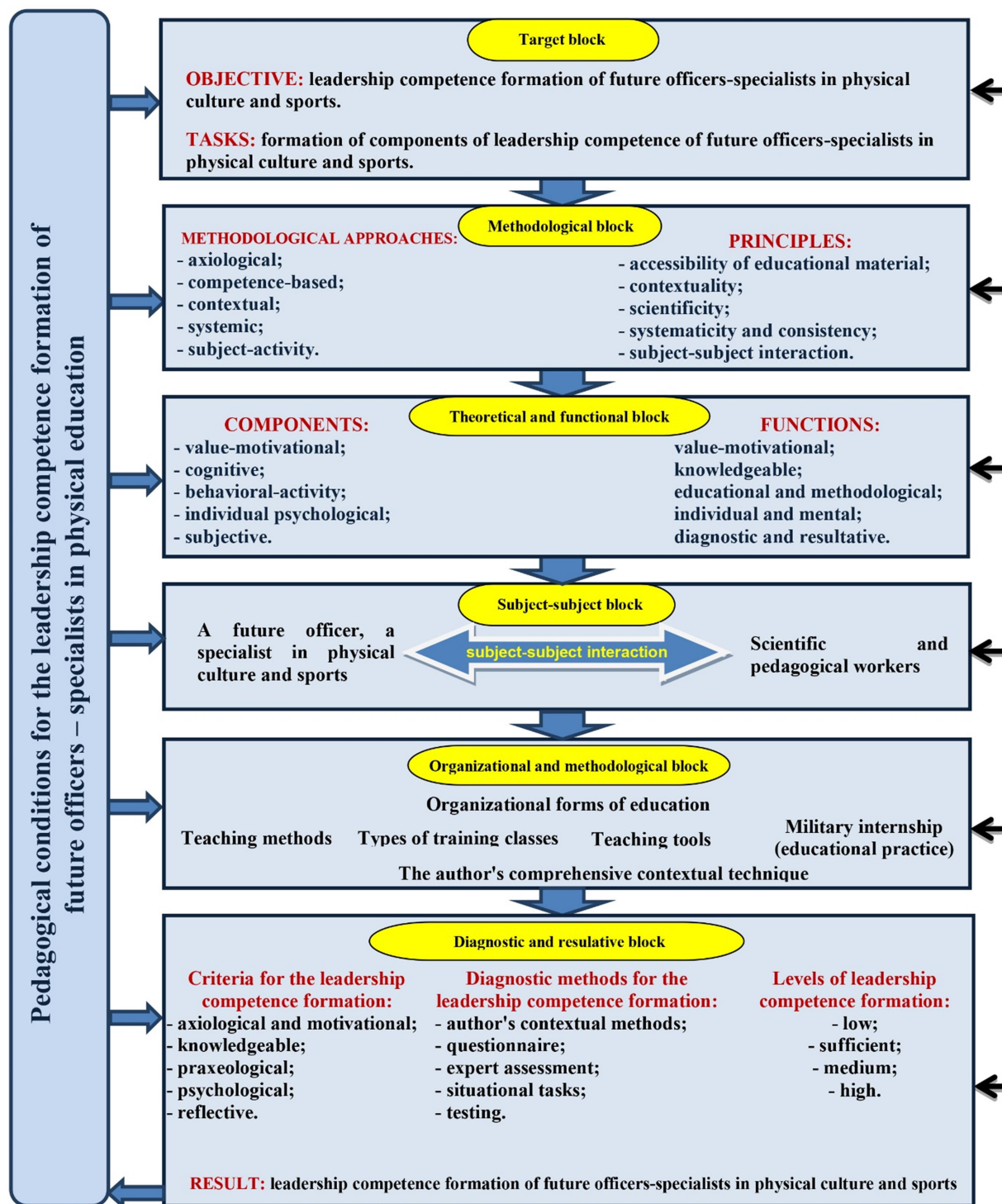


Fig. 1. Pedagogical model of leadership competence formation of future officers – specialists in physical culture and sports in the process of professional and pedagogical training

Pedagogical conditions for the leadership competence formation of the FOsSPCS ensure the effectiveness of all blocks of the pedagogical model, as follows:

ensuring patriotism and value-motivational attitude of the FOsSPCS to the leadership competence formation in the process of professional and pedagogical training in higher military education institutions;

pedagogical modeling of the leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher military education institutions;

improvement of the author's comprehensive contextual methodology for the leadership competence formation of future officers – specialists in physical culture and sports in the process of professional and pedagogical training in higher education institutions (special course "Leadership Competence of Future Officers – Specialists in Physical Culture and Sports");

clarification and particularization of objective criteria and indicators for diagnosing the levels of formation of leadership competence of future officers – specialists in physical culture and sports in the process of professional and pedagogical training.

Conclusions and research perspectives. Scientific approaches to the definition of the concepts of "model" and "pedagogical modeling" are researched.

A pedagogical model of leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher military education

institutions is designed, which includes the following interrelated blocks: target; methodological; theoretical and functional; subject-subject; organizational and methodological; and diagnostic and resultative.

The content of all blocks is described, in particular: the purpose and objectives, methodological approaches and principles, components and functions, methods and means of organizing educational activities, criteria and levels of diagnosing its formation.

It is proved that all the blocks of the pedagogical model have feedbacks with each other, which in turn will allow timely correction and only in the system ensure the optimal leadership competence formation of FOsSPCS in the process of professional and pedagogical training in higher military education institutions.

It has been determined that pedagogical modeling of the leadership competence formation of IPES in the process of professional and pedagogical training in higher education institutions is an urgent pedagogical problem that will help to solve one of the pedagogical conditions, without which it is impossible to obtain the desired final result.

Conclusions and research perspectives are the development of the author's comprehensive contextual methodology for the formation of leadership competence of IPES in the process of professional and pedagogical training in higher military education institutions as a methodological tool for the implementation of our pedagogical model.

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