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DEVELOPMENT OF PROFESSIONAL MILITARY EDUCATION IN INSTITUTIONS OF HIGHER MILITARY EDUCATION

Abstract. The implementation of Ukraine's strategic course for integration into the Euro-Atlantic security space, taking into account the current stage of development of the Armed Forces of Ukraine and their staffing with professional, motivated and educated personnel necessitates the transformation of the military education system for the training of military specialists. Modern policy in the field of military education is aimed at developing its capabilities, which ensure the acquisition of the necessary educational degrees (bachelor, master, doctor of philosophy) and levels of military education (tactical, operational, strategic) in
military educational institutions. Moreover, the introduction of updated educational programs for the training of military specialists, taking into account the experience of combat operations, training methods, NATO principles and standards, the best national traditions, is defined as one of the priority directions for the development of military education.

The key priority of the transformation of the military education system in modern conditions is the development of professional military education in military educational institutions. The priorities of the educational activity of military education institutions in modern conditions are updating the content of training, professional development of the teaching staff, and creating a favorable educational environment.

Keywords: military education system, professional military education, professional military education courses, educational process, L-courses, NATO standards.

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РОЗВИТОК СИСТЕМИ ПРОФЕСІЙНОЇ ВІЙСЬКОВОЇ ОСВІТИ У НАЦІОНАЛЬНИХ ЗАКЛАДАХ ВИЩОЇ ВІЙСЬКОВОЇ ОСВІТИ

Анотація. Реалізація стратегічного курсу України на інтеграцію до євроатлантичного простору безпеки з урахуванням сучасного етапу розвитку Збройних Сил України та їх укомплектованості професійними,
вмотивованими та освіченными кадрами зумовлює необхідність трансформації системи військової освіти та підготовки військових фахівців. Сучасна політика у сфері військової освіти спрямована на розвиток її можливостей, які забезпечують здобуття у військових навчальних закладах необхідних освітніх ступенів (бакалавр, магістр, доктор філософії) та рівнів військової освіти (тактичний, оперативний, стратегічний). Крім того, запровадження оновлених освітніх програм підготовки військових фахівців з урахуванням досвіду бойових дій, методики підготовки, принципів і стандартів НАТО, кращих національних традицій визначено одним із пріоритетних напрямків розвитку військової освіти.

Ключовим фактором трансформації системи військової освіти в сучасних умовах є розвиток професійної військової освіти у військових навчальних закладах. Пріоритетами освітньої діяльності закладів військової освіти в сучасних умовах є оновлення змісту навчання, підвищення кваліфікації професорсько-викладацького складу, створення сприятливого освітнього середовища.

**Ключові слова:** система військової освіти, професійна військова освіта, курси професійної військової освіти, навчальний процес, L-курси, стандарти НАТО.

**Statement of the problem.** One of the most important elements of ensuring the national security of Ukraine in modern conditions is the education and training of personnel in the security and defence sector. These norms are laid down at the level of the Military Security Strategy of Ukraine [1], the Strategic Defence Bulletin [2] of Ukraine, the Vision of the General Staff of the Armed Forces of Ukraine [3], other legislative and regulatory acts on national security and defence that regulate the functioning of the military system education. The specified approach provides for the close integration of the military education system with the national education system, in particular higher education, and also conditions the introduction of advanced educational trends in the development of the personnel of the security and defence sector of our country.

The key vector of the development of the military education system is integration into the European educational and Euro-Atlantic security space, as evidenced by the Strategy for the Development of Higher Education until 2032 [4]. The transformation of education in the security and defence sector in accordance with the doctrinal approaches and principles of NATO is defined as one of the priority tasks of the internationalization of higher education in Ukraine. First of all, this involves the development of professional military education as a separate component of the military education system. In particular, the Law of Ukraine “On Education” defines professional military education as specialized military education, which is obtained through educational programs at the appropriate levels of military education with the aim of improving the professional level of a military
specialist and acquiring professional competencies that ensure the performance of official (combat) functions [5]. At the same time, it is normatively established that it is within the framework of professional military education courses that the acquisition of the appropriate levels of military education (tactical, operational, strategic) is provided, on the basis of which higher education degrees (bachelor, master) can be obtained in the field 25 "Military sciences, national security, security of the state border".

That is, if the training of military specialists in the field of higher education must meet state requirements (the Law of Ukraine “On Higher Education”, orders of the Ministry of Education and Science of Ukraine and other institutions authorized by the state), the development of professional military education is connected with the functioning in compliance with state standards NATO members.

Analysis of recent research and publications. Issues of the development of the military education system are always in the focus of research by leading domestic scientists of the security and defence sector, as well as recognized experts in military affairs, such as M.I. Neshchadym, O.M. Bandurka, V.V. Yagupov, A.M. Zelnutskyi, Telelym V.M., Poltorak S.T., Rusnak I.S. etc. However, despite the presence of a significant number of studies and publications on the development of military education in general, the process of building and establishing a system of professional military education in military educational institutions has only just begun. Therefore, the study of the main approaches established by NATO's guiding and doctrinal documents to education and training, the determination of ways of implementing their provisions in the activities of military educational institutions of Ukraine for the training of military specialists, is very relevant.

The purpose of the article is to determine the main directions and prospects for the development of the system of professional military education in institutions of higher military education.

Presenting main material. The thesis that the main task of military education is the formation of a powerful personnel potential of the Armed Forces of Ukraine to ensure the national security of the state remains relevant and indisputable [6, 7]. At the same time, in modern conditions, the main vector of the reform of military education should be aimed at the professionalization of personnel. The main changes in the military education system are related to the formation of the officer training system, which will correspond to the new structure and new tasks of the Armed Forces and other defence forces [8]. An important aspect is that the system of education and personnel training should ensure the operational (combat, special) capabilities of the defence forces and compatibility with the defence forces of NATO member states. It is also emphasized the need to change the paradigm of human capital management of the armed forces and other power structures from administrative to leadership, which also fully corresponds to the approach of the armies of the leading NATO member states [9].

The policy of the Ministry of Defence of Ukraine defines priority directions for the development of military education, in particular regarding the creation of a
multi-level system of professional military education in accordance with NATO standards, best domestic and foreign practices, as well as achieving compatibility of the national system of professional military education with the relevant structures of NATO member states [10]. The expected result of the transformation of the military education system is the professional development of personnel of all branches of the security and defence forces through education and training of personnel, as well as the creation of a single unified system of personnel training taking into account the experience of NATO member states.

Thus, the introduction of the training of military specialists in professional military education courses (L-courses) is aimed at solving and overcoming the existing challenges and threats in the military education system, related in particular to the incomplete correspondence of the content of the training with the modern experience of the training and use of troops (forces) in the conditions of the armed aggression of the Russian Federation, the insufficient level of leadership qualities and practical training of graduate officers, their responsibility for making management decisions in their respective positions, the need for faster and wider implementation of NATO standards.

The outline of the officer of the future, as a result of the professional military education system, is related to the formation of a stable set of knowledge, skills and abilities in the officer, which ensure a high level of professionalism and leadership qualities [11]. According to the above model, the professionalization of military education is based on the principle of combining two main components: educational (fundamental military education for the preparation of officers for officer positions at a certain level of higher education with the awarding of the appropriate degree of higher education and the issuance of a diploma) and professional (training on leadership courses depending on the military rank and before appointment to the next position with the issuance of the appropriate departmental certificate).

Emphasis in the educational activities of professional military education courses focuses on the preparation of military personnel for the role of a leader and commander, capable of maneuvering and solving problems in uncertain situations. Usually, professional military education increases the intensity and depth of knowledge and skills as a soldier advances in his career and increases in military rank. In this way, military personnel are prepared for the difficulties associated with activities in a multinational, mutually compatible environment of NATO.

Positive developments and prospects for the use of L-courses in the system of education and training of officers of the Armed Forces of Ukraine were proven during the pilot conduct of L-courses by certain military education institutions in 2018-2021, which laid the foundations for a new concept of the functioning of military education [12].

The proposed innovative model of the military education system, built on the model of the education and training systems of NATO member countries, taking into account the peculiarities of the national legislation of Ukraine [13]. Within the
framework of the developed approach, it is possible to implement the principle of lifelong learning, the conditions for career growth of officers are ensured, their successful completion of service in the troops (forces), military administration bodies, which is combined with training in professional military education courses.

The outlined vision for the development of a defence force officer is in full agreement with the joint approach to officer training, which aims to develop joint forces officers who are able to think strategically, critically and creatively, particularly in crisis situations and a changing environment. Completing professional and motivated officers will be carried out in a single system, which will include training in the system of military education integrated into the European and global information space.

The peculiarity of the national system of professional military education being created, compared to NATO member countries, is that it is proposed to involve not only the armed forces, but also other components of the security and defence sector. This is due to the need to effectively solve problems related to ensuring the interests of national security and defence by expanding the possibilities of joint performance of tasks not only at the level of types and branches of the armed forces, but also at the level of interdepartmental interaction and coordination.

Based on the tasks defined by the state leadership and outlined in the normative legal acts on military education, the priorities of the educational activities of military educational institutions are currently:

1. The first priority is educational activity in the field of professional military education for the training of officers at the levels of military education (tactical, operational, strategic) for the defence forces. Which is primarily related to the development of L-courses in accordance with the requirements of the NATO doctrine “Education and Individual Training Directive, 075-007” [14].

The implementation of the first priority will allow to meet the needs for the training of officers for the defence forces with their acquisition of professional competences for the performance of state defence tasks.

2. The second priority is educational activity in the field of higher education for the training of military and civilian personnel at the degrees of higher education “bachelor”, “master” and “doctor of philosophy” in the field of knowledge “Military sciences, national security, security of the state border”.

The implementation of the second priority will ensure high-quality and competitive higher education in accordance with the strategic goals, indicators of their achievement and expected results, defined in the “Strategy for the Development of Higher Education in Ukraine for 2022-2032”.

That is, it can be stated that professional military education is becoming an integral part of the educational activity of military education institutions. At the same time, it is integrated into the state system of higher education. The defined approach consists in the fact that in the system of higher education, the corresponding degree of higher education (bachelor's, master's or doctor of
philosophy) is awarded based on the result of the corresponding educational-professional or educational-scientific program. While the professional qualification “tactical level officer” / “operational level officer” / “strategic level officer” is awarded exclusively in the system of professional military education based on the results of the corresponding educational program. Thus, for the possibility of assigning a professional qualification in the field of higher military education, a corresponding course of professional military education must be integrated into the master's training program.

This leads to the emergence of a number of issues that need to be resolved and settled.

First, the development of relevant educational programs of professional military education and master's programs of higher education.

NATO standards, which regulate the processes of planning and military decision-making, are the basis for the development of educational programs for professional military education courses. At the same time, each course of professional military education corresponds to a certain process. NATO’s Systematic Approach to Training (SAT) should also be taken into account when developing programs. Compliance with the specified key points will in the future make it possible to certify courses according to NATO standards and create conditions for mutual recognition of certificates obtained in military educational institutions of both NATO member states and Ukraine.

The issue of developing educational and professional (educational and scientific programs) of higher military education is a more difficult task. It is necessary to develop such educational programs that, on the one hand, take into account the competencies defined by the standards of higher education, on the other hand, by professional standards, and, on the third hand, meet the requirements of the National Agency for Quality Assurance of Higher Education, NATO standard Bi-SCD 075-007 “Education and training” and NATO’s military planning and decision-making processes. This should be done in order to be able to transfer learning results obtained in non-formal education, namely professional military education courses, to formal education. And also lay the groundwork for certification of L-courses according to NATO standards.

Secondly, it is necessary to institutionalize professional military education in the educational activities of military education institutions, in particular at the level of normative documents. The list of necessary educational and methodological support for the educational process of L-courses should be regulated, including in view of their integration into the formal education system. On the one hand, it must meet the requirements of NATO's guiding and doctrinal documents and be sufficient for the implementation of professional military education courses as an independent type of training. On the other hand, it should ensure the implementation of educational programs of higher education without increasing the volume of documentation of the military education institution. Currently, an attempt
has been made to resolve this issue only at the level of educational programs, which is very insufficient.

Thirdly, requirements for teachers (instructors) and issues of their professional development. In contrast to state requirements for licensing types of educational activities, professional education is outside the scope of the existing legal framework. At the moment, the requirement for the level of knowledge of a foreign language and the ability to teach planning procedures and military decision-making according to NATO standards are outlined. That is, these issues require standardization at the level of policy or another document, according to which criteria for the selection of academic staff should be determined, in particular on a competitive basis.

Fourth, the criteria put forward for the educational environment and types of provision of the educational process. Integration into the formal education system does not fully satisfy the requirements for providing training in professional military education courses. Since the priority for L-courses is the wide use of information and communication technologies, these positions should also be agreed by a certain regulatory document.

The issue of meaningful content of educational programs on the teaching of educational material on planning and decision-making also remains debatable. In NATO member countries, there is an established base of standards and doctrines, which allows teaching this topic on a uniform basis. The national regulatory framework on this issue is at the stage of development, approval and updating, taking into account the latest experience of the Russian-Ukrainian war. This determines the need for a certain transition period for this direction in national courses of professional military education.

Therefore, the development of the system of professional military education in accordance with the best practices of NATO member states is one of the main priorities of military educational institutions in the near future.

The directions of development in the main functional areas are:
formation of the necessary educational environment, which involves the development of new L-course programs and the necessary educational and methodological support;
selection and professional development of personnel for teaching courses - teachers and instructors who have a level of knowledge of a foreign language and have undergone specialized training, in particular, in matters of planning and decision-making procedures according to NATO standards;
the creation of appropriate material support for the educational process, which will provide the necessary conditions and material means for the organization and implementation of the educational process;
development of a favorable educational environment - development and implementation of a policy of relations between participants of the educational
process, including the daily schedule, rights and obligations of personnel and participants of the educational process;

ensuring the functioning of the system of guaranteeing the quality of the educational process in accordance with the NATO doctrine 075-007 “Education and individual training”.

A key aspect in this case is the development of educational programs for professional military education courses and the corresponding educational and methodological support

An important condition for the development of these programs is the synchronization of the training of military specialists according to the levels of military education and the integration of L-course programs into master's training programs of tactical, operational and strategic levels.

It is possible to propose an outline of a promising system of professional military education of a military education institution for the near future:

the course programs are developed using the NATO Systemic Approach to Training (SAT), the content of the classes is formed and filled with educational material, the appropriate methodology for conducting classes is used;

a selection of teachers and instructors with an appropriate level of knowledge of a foreign language, experienced in combat operations, trained in foreign military institutions and/or trained in planning and decision-making according to NATO standards;

an institute of academic personnel with a defined function to ensure the educational process (directors, mentors, organizational unit) was introduced;

a comfortable learning environment has been created for the participants of the educational process with appropriate material support, current policies and regulations ensure the training of Ukrainian and foreign officers in joint groups;

the quality management system (QMS) is organized and operates in accordance with the requirements of NATO doctrine 075-007.

A separate direction of the development of the system of professional military education is related to ensuring and guaranteeing the quality of education. As a result of the study and analysis of NATO’s doctrinal documents on the organization of professional military education and higher education, it was established that the NATO training and education system includes individual and collective training. This system is regulated by a hierarchy of governing documents - from the Policy (Education, Training, Training and Evaluation, which is issued by the NATO Military Committee) to the Directives, which are issued jointly by the two strategic commands. The specified documents are the basis for the organization and implementation of educational activities both in NATO educational institutions and in national institutions of the member states of the Alliance (Centers of Excellence) and NATO partners.

To ensure the quality of military education in NATO, an appropriate system and procedure for its measurement is being created, which includes four
components: inspection, quality control, quality assurance, and quality assurance. The key processes of the functioning of this system are: 1) monitoring and revision of education programs; 2) identification and satisfaction of the needs of interested parties; 3) provision of customer needs; 4) responsibility for quality; 5) coverage of all structural elements of the organization, involvement of all personnel of the organization; 6) detection and correction of errors; 7) a systematic approach to identifying and eliminating problems at each stage of the process.

It should be noted that the list of requirements of the education quality assurance system in Ukraine is almost completely identical to NATO requirements, which are listed in the NATO Directive 075-007 [14; 15].

In accordance with this Directive, all educational institutions that train specialists for the Armed Forces of the Alliance must undergo institutional accreditation. This imposes certain requirements regarding the compliance of the educational institution with certain quality criteria.

As a result of the comparison of the algorithms for conducting accreditation according to NATO standards and according to the national legal framework, it was established that they have a similar structure. However, there are differences: educational programs are accredited in Ukraine, while educational institutions are accredited in NATO. Although the Law of Ukraine “On Higher Education” provides for institutional accreditation, its procedure is currently being developed by the National Agency for Quality Assurance of Higher Education.

Conclusions and prospects for further research. Taking into account the above, the strategic task of military educational institutions remains to ensure a high level of military education for the effective implementation of management decisions of the highest political and military leadership of the state. Taking into account the combination of the influence of such factors as the dynamic and unpredictable strategic environment and their own internal assessment, military education institutions should continue to develop and transform their own systems of professional military education. Important aspects are the use of approaches and principles according to NATO standards, national combat experience, introduction of new ideas and approaches regarding the organization of the educational process. The ambitious goal of educational activity should be the development of own systems for ensuring the quality of education with the perspective of certification of professional military education courses and institutional accreditation of military education institutions.

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