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Results of Study of Special Competence of Special Subjects Lecturers in Higher Military Educational Institutions

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Abstract

The article deals with the essence of special competence of lecturers of special subjects in higher military educational institutions as a multidimensional integral formation, which is a structural complex of professional qualities, abilities and approving of a lecturer as a pedagogic activity subject, that enable him/her to realize successfully certain pedagogic functions as a pedagogic activity subject in the military education system. There were substantiated and experimentally verified the organizational and pedagogic conditions increasing the productivity of development of special subjects lecturers' special competence.

Keywords: military education, lecturer, special subjects, competence, special competence, result

Introduction

Modern military education should provide the training of military specialists able to perform professionally the tasks within demanding environment of combat activity. Regarding this the educational process in higher military educational institutions should be organized on the basis of modern principals and approaches to their military and professional training, we shall improve its content and structure, forms and methods by implementation of modern technologies, methods and means of studying, education and psychological training. Improvement of education quality is possible under the condition of professional and special competence of military lecturers of special disciplines.

In studies on issue of lecturer's competence development the scientists achieved the following conclusions:

- professional and pedagogical competence is a system of knowledge and skills of a pedagogue which show themselves while solving on practice professional pedagogic tasks (Kuzmina, 1972);
- the content of professional competence of a pedagogue includes the knowledge of a subject, of it's teaching methods, of pedagogics and psychology and the level of professional self-consciousness, individual typical features

and professionally important qualities (Ziazium, Kramushchenko, Kryvonos, 1997);

Pedagogue's competence – it is the amount of his/her theoretical and practical readiness to perform pedagogic activity, that reveals itself via the structure of pedagogic skills: ability to “transform” the context of the objective pedagogic process into the certain pedagogic tasks; to make and realize the complete pedagogic system; to define and fix interrelations between the components and factors of pedagogic process, to bring them in action; to consider and evaluate the results of pedagogic activity (Slaktionin, Isaiev, Shyianov, 2000).

Some scientists believe the subjective, professional and special types of competence to be the main indexes of pedagogue's professionalism that enable him/her to act successfully in pedagogically difficult conditions (Yahupov, Bekirova, 2018).

The given examples brightly show the differences in understanding of context of pedagogue's competence, and as a result – differences in approaches to its development, that does not favour its targeted development.

The aim of the article is to define the context of special competence of special subject's lecturers and to describe the organizational and pedagogic conditions providing its development.

Own studies

The analysis of the above mentioned scientific opinions on definition of special competence has shown that is considered as the professional fitness for the activity; a set of knowledge and skills in the sphere, while the important subjective and professional aspects of specialist's readiness for activity are not paid attention - these are the sphere of value and motivation, professional experience and subjective treatment of professional activity. In order to consider in complex all the mentioned qualities and all components of a specialist's competence we take as the basis it's definition as a systemic integral phenomenon towards a subject of professional activity, which includes not only its professional and special knowledge in the field, skills, professionally important qualities, professional and special experience, that provide the successful realization of positional competences, but also the motivational readiness and positive attitude to goals, tasks, content, methods, technologies, means and results of his/her professional activity (Yahupov, 2013).

As far as a special competence of military pedagogues – lecturers in special subjects concerns the pedagogic activity considering the specificity of a subject they teach, we substantiate it as a constituent part of their military professional competence.

Special competence of special subjects lecturers in higher military educational institutions is to our mind an integral professionally important formation,

which characterizes their proficiency as of special subjects lecturers and manifests itself in ability and readiness to perform pedagogic activity on the basis of knowledge and skills in both pedagogy and correspondent special subject, values and motives gained in the process of military professional training, and military service experience, as well as subjective treatment of pedagogic activity and constant self-improving. We may see from the essence of this definition, that special competence is a multi-dimensional integral formation, which is a structural complex of professional qualities, abilities and approving of a lecturer as a pedagogic activity subject, that enable him/her to perform successfully certain pedagogic functions as an activity subject in the military education system.

Essential characteristics of special competence of special subjects lecturers give an opportunity to outline the following of its structural components:

- value and motivation component, which is characterized by a positive attitude to pedagogic profession and reflects in inner motivation in pedagogic activity; its indexes are: professional interests (being interested in a profession, in work with people), needs (to self-improve as a military specialist and pedagogue), motives (realizing the need in a socially significant professional pedagogic activity aimed to professional training of future officers) and values (humanistic mind, tolerance and positive attitude towards pedagogic activity and students (cadets));

- cognitive – includes the intellectual sphere of military pedagogue, his/her general scientific erudition and proficiency in professional military sphere, systemic psychological and pedagogical knowledge;

- component of emotions and will – shows itself in a self-determination and self-regulation of one's own activity and different mental processes; ability to perform pedagogic actions in a previously planned direction by one's own initiative coming out of realised necessity, to organize own mental activity and manage it; in an ability to restrain by will the visual showing of emotion or even show the contrary one.

- subject and activity component – defines the practical ability to perform successfully one's functional responsibilities in the process of pedagogic activity; it reflects first of all pedagogic experience, culture and style of pedagogic activity, ability to act successfully as a special subjects lecturer;

- reflexive and subjective component – characterizes the ability of a special subjects lecturer to self-assessment and realizing of own special competence level, one's professional qualities, one's own activity and oneself as a subject of pedagogic activity in a military pedagogical environment.

Pedagogic activity of special subjects lecturers as a complex dynamic system has also its specific structure, which includes the numerous elements of activity that form it. Content constituent parts of its special competence are deemed methodical, educational, scientific, psychological, didactic, managerial and diagnostic ones.

At the same time, the complex studying of their practical efficiency for pedagogic activity enabled us to define a range of topical issues that require the theoretic elaboration and development basing on the latter of correspondent methodical recommendations concerning its development.

The research was held based on four higher educational institutions of Ukraine in 2016. 216 special subjects lecturers took part in this research. Defining of level of their special competence was realized by self-assessment via the author-developed questionnaire. To provide the validity and reliability of the questionnaire its expert evaluation was held. Generalized results of the study of their special competence levels are given in the table 1.

Table 1. Levels of special competence of special subjects lecturers (previous study)

Levels	Number of lecturers	% of lecturers
High	32.	14.8.
Average	96.	44.4.
Low	88.	40.8.

The results of our own research

The levels of special competence given in the table are as follows: high $\geq 90\%$, $90\% > \text{average} \geq 60\%$, low $< 60\%$ of reference level.

The research held enabled us to find out that: only 17% of the questioned lecturers have pedagogic training, nearly 29% have a scientific degree and more than 46% have less than 5 years of pedagogic service. It should also be mentioned that nearly 70% of the questioned lecturers indicated that they feel the need to improve their special competence. Herewith the essential number of the questioned lecturers (about 73%) mentioned the high motivation and excitement by pedagogic activity, 55% mentioned that they get satisfaction from their work with students (cadets). It gives reasons to consider the potential for development of special competence of special subjects lecturers to be quite high.

The questionnaire allowed establishing the directions of military lecturers' activity, in which they feel the need to improve the most acute, namely organization of scientific studies and conducting of pedagogic diagnosing. The highest level of their competency respondents assessed in the following directions: teaching discipline and teaching methods.

The one more task of the research were to find out the factors influencing the development of special competence of special subjects lecturers. In particular, we managed to identify the following factors, which were mentioned by most lecturers. About 88% of the respondents highlighted that self-development of special competence is impossible not realizing the requirements (the amount of professional qualities and abilities) as to a competent special subjects lecturer; 86% emphasised that the development of special competence is a continuous process which should constantly go on and combine all the available forms, 85%

stated that a systemically organized studying process allows to develop special competence more effective, 83% mentioned that the content, forms and methods of qualification improvement should comply with the actual level of their special competence, interests and needs.

Taking into consideration the results of our own empirical study and the requirements of modern pedagogic methodology, we have singled out the range of factors as minimally necessary and reasonable organizational and pedagogic circumstances that hypothetically should have favoured the increase of performance of special competence development of special subjects lecturers. Such factors are the organizational and pedagogic conditions: motivation of special subjects lecturers; for development and self-development of professional competence and provision of their subjectivity; integration of forms of course (intramural) and inter-course (distant) improvement of pedagogic qualification – their continuous improvement, self-improvement and self-development; pedagogical modelling of development of their special competency in the system of postgraduate education; differentiation of education content according to levels of their special competence development, pedagogical length of service, scientific degree.

This hypothesis needed to be verified. During the years 2017-2018, we have organized and held a pedagogical experiment aimed for verification of this hypothesis. For the said purpose on the basis of qualification courses for military lecturers at the National Defence University of Ukraine named after Ivan Cherniakhovskiy, there was formed a control (23 lecturers) and experimental (24 lecturers) relevant groups. Experimental group's studying was held with implementation to the educational process of the proposed organizational and pedagogic conditions based on author's experimental method. The control group had being studying by a traditional method and no experimental influence was made. There were mentioned no other factors that could affect the research.

Diagnosing of levels of special competence of special subjects lecturers at the beginning of the experiment enabled us to get the following results (table 2).

Table 2. Levels of special competence of special subjects lecturers at the beginning of the experiment

Levels	Number of lecturers		% of lecturers	
	Control group	Experimental group	Control group	Experimental group
High	1	0	4.4	0
Average	9	10	39.1	41.7
Low	13	14	56.5	58.3

The results of our own research

The received results enabled to find out that the results in the control and experimental group are equitable; differences lie within the statistical discrepancy. Moreover, comparison with the results of the previous research (table 1)

witnessed the absence of statistically essential difference on the level ($p \leq 0,05$). In such a way, it allows us further to extrapolate the research results according to sampling to general number of people under research.

Methodology for experimental studying consisted of: definition of clear goals basing on profессиographic description of a special subjects lecturer, which served for them as a guide and image of “Professional Me” as a motivator of professional self-development, self-education and subjective attitude to pedagogic activity; differentiation of the content and methods of qualification improvement depending on the levels of development of special competence of special subjects lecturers (for lecturers with a low level there dominated reproductive methods, for ones with average level - partially-searching methods, for lecturers with high level there were creative methods); integration of forms of qualification improvement (combining intramural education at the qualification courses and distant education with help of author’s course “Special competence of special disciplines lecturers”); stage-by-stage passing from the studying (traditional in-class lessons) to quasi-professional (interactive and game technologies, cases) and further to teaching and professional activity (practical exercises, pedagogic practice with detailed analysis).

Implementation of such complex of organizational and pedagogic conditions allowed to get statistically essential results (table 3).

Table 3. Levels of special competence of special subjects lecturers at the end of the formation experiment

Levels	Number of lecturers		% of lecturers	
	Control group	Experimental group	Control group	Experimental group
High	5.	9.	21.7.	37.5.
Average	13.	12.	56.5.	50.0.
Low	5.	3.	21.7.	12.5.

The results of our own research

From the given data we see, that implemented innovations made it possible to achieve essential differences in the results of control and experimental groups according to the number of lecturers with high and low levels of special competence, that show the higher productivity of experimental group studying. Statistical analysis of diagnosing by methods of descriptive statistics with the help of criteria of definition of statistical importance of grades slippage (Wilcoxon T-test, Mann-Whitney U-test) in a correspondent sampling gives reasons to state on the productivity of implemented organizational and pedagogic conditions of development of special competence of special subjects lecturers.

Conclusions

The conducted research of special competence of special subjects lecturers allowed to define the essential features of a competent lecturer of higher military

school, to give its systemic and clear definition. It gave the opportunity to develop a professional description as a systemic complex of professional and personal qualities of a special subject lecturer.

The described experimental research allowed to define the actual condition of the issue and favoured the search of its adequate solutions. The given empiric data confirm the necessity of systemic and constant development of lecturers' special competence. Substantiated and experimentally verified organizational and pedagogic conditions will favour increasing of productivity of this process. The main idea is in realization by the lecturers of the desired and available result of their development and self-development – the high level of special competence; the defined individual strategies of improvement considering the actual condition of special competence development, personal faculties, interests, needs; provision of constant development process by way of combining different forms of qualification improvement, that includes formal, non-formal and informal education; definition of the set result and modelling of the integral systemic process of the achievement of the desired goal.

Pedagogic experiment allowed to confirm the proposed hypothesis that implementation of substantiated organizational and pedagogical conditions favours the increase of productivity of the special competence development of special subjects lecturers.

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