

Leonid Oliynyk,

Candidate of Pedagogical Sciences, Senior research scientist
National University of Defense of Ukraine named
after Ivan Chernyakhovskyi
ORCID ID 0000-0002-7375-1281
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COMPONENTS OF READINESS OF MILITARY MANAGEMENT MASTERS TO RESEARCH ACTIVITY

The article reveals an essential issue of military pedagogics, namely military management masters training as the key element of military education for officers. The motivation, cognitive and operational components of readiness of military management masters to research activity are described in the article. The distinguished components are the basis of levels determination for their research activity readiness.

Key words: *military management masters; readiness; components; research activity.*

Introduction. Current tendencies aimed at the modernization of higher military education require formation of a new generation of military specialists in the sphere of research profile. Handling of such methods as self-reliant search, analysis, synthesis of processes and phenomena is obligatory condition of skilled professionals training. These skills are the content of methodological culture of military management masters.

The analysis of recent researches and publications. Mastering the logic and methods of research is carried out in the research activities of students (cadets). The system of its organization is an urgent problem in theoretical and practical aspects. The issues of students (cadets) training to research activities were considered in the following areas: conceptual foundations of professional training of future teachers to creative activities were revealed in studies of S. Goncharenko, O. Dubasenyuk, I. Zyazyun, S. Sysoeva, L. Khomych; philosophical views on these issues of research were represented in the works of V. Andrushchenko, V. Kremen.

Scientists I. Betz [1], O. Didenko [2], O. Torichnyy [5] considered the research activities of students (cadets) as an innovative system of education, which includes the development of their own ideas, their substantiation and implementation in their own careers.

The **purpose** of the article is to determine the components of readiness of military management masters to research activity.

Main material statement. To understand the essence of readiness of military management masters to research activity it is the necessary to define the components, levels and criteria of readiness.

Under the components of readiness to research activities we understand certain interrelated components, the presence and severity of which constitute an appropriate level readiness of military management masters to research activity.

After analyzing the presented research components we distinguish the following main components of readiness of military management masters to research activity: motivational, cognitive and operational. It is important to emphasize the relationship of all components of readiness, which is due to the capability's unity of military management masters to research activity. The level of development, the severity of these components and their integrity is an indicator of a certain level of their readiness to research activity.

Firstly, it is necessary to characterize the motivational component. Analysis of the motivational sphere of activities allows us to distinguish three factors of motivational readiness component: needs, as a source of activity of the individual; reasons as the cause of directional selection of activity; emotions, aspirations, desires and guidelines, as regulators of dynamics.

Cognitive needs of the individual affect the performance of the research activities of military management masters to research activity. At the initial level of display they are of spontaneous emotional nature, top level is characterized by the nature of focused activity which leads to socially significant results. Thus, there is necessity for a systematic creation and maintenance needs of the audience for purposefully engaged in research activities.

Most significant for effective research activity is the motivation caused by intellectual initiative and cognitive interests. Another effective motive is interest. Covering various aspects of personality, all kinds of interests that are within his/her knowledge, can be varied. First of all, they differ in content and belong to different branches of knowledge and activity. We are interested primarily in students' research activities. For further determination of the level of readiness of students to research activities it should be noted that according to the qualitative psychological characteristic's interests are divided into the following types: efficient, inefficient; stable, unstable; direct, indirect, deep and superficial; strengths, weaknesses; active and passive.

The features of interests of military management masters to research activity are the following: activation of cognitive processes and motivational creative efforts of students to research activities; specification of objectives and operations of research activities; expansion and deepening of knowledge in the field of research activities and development students' practical skills and abilities; a kind of emotional satisfaction, which leads to prolonged research activities. Interest in research activities should be targeted. First of all, it is necessary to represent the significance of this work for personality development (future professional).

So motive in our understanding – is prompting reason that compel students to engage in research activities. The most important motive is cognitive interest arising under the influence of needs and exists in close connection with him. Interests depend on the level and quality of acquired knowledge, methods of forming mental activities and attitudes of students to research activities.

Thus, motivational component and research activities of master of military management are interrelated in a dialectical relationship. In particular, the efficiency of research activities depends on the needs, motivations, emotions, feelings, aspirations, desires, and attitudes of the individual; on the other hand, intellectual and

cognitive motives, emotions, which are the basis of intrinsic motivation, emerge in the process of research activity. In this regard, there is a need for a system of research activity that will take into account the motivational and emotional experience of military management masters, create the future development of personality motivation.

The cognitive component. Motivation is closely related to the efficiency of cognitive activity. Scientists determine the process of knowledge mastering as cognition, which combines information processes and motivation, students' selective activity, which is aimed at acquiring and processing of information. Theory of processing and storage of data is based on the account of the cognitive style of students' activity. According to Levchenko T. I. this approach is common in modern didactics [4, P. 109]. Thus, the main component of the cognitive component is knowledge.

It can be distinguished two levels of knowledge according to completeness, comprehensiveness and depth of coverage of knowledge: empirical and theoretical. Empirical knowledge consists of facts obtained directly from observations and experimental activities, i.e. from practical experience. Theoretical level reflects the object from its relationships and patterns that derived not only from experience but by abstract thinking.

In this study, we define the following groups of knowledge that are part of the cognitive component of military management masters: theoretical knowledge of military and special disciplines; knowledge about the specific research activities of students; knowledge of the research activities of students.

The cognitive component of readiness of students to research activities, especially closely related to the motivational component. Theoretical knowledge (information that a student receives from various sources: tutorials, books, manuals, courses, lectures issues, workshops, special seminars) enable students to choose the right information to manage motivational processes. Getting information causes changes state entity of subject and affects its motivation. Finally, the cognitive component provides an integrated system of mastering knowledge. Particular group knowledge leads, in practice, to the low level of development of military special competence.

The operational component. According to V. Zahvyazynskyi operational component provides a gradual complication and formation of research skills necessary for successful tasks performing [3, P. 72-73]. The basis of the research activities are different research ability of students to carry out psychological and pedagogical research. Therefore, the ability to carry out scientific research refers to operational readiness component of military management masters. Under skills we understand the students' ability to carry out scientific research based on theoretical knowledge acquired system of military and special disciplines and expertise of the organization of research activities and skills. Habits, in its turn, the ways to perform research work.

Operational component of readiness of military management masters to research activity involves the formation of Gnostic skills, design and organizational skills.

Ability to analyze the philosophical, psychological, pedagogical, sociological and other literature with the aim of understanding the theoretical and methodological aspects of the problem can be referred to Gnostic skills;

Designing skills. Under designing skills, we consider an imaginary future construction process which is based on the selection of a technology and its adaptation to specific conditions. Designing skills include research activities for the entire period of student's study, taking into account their interests, ability to design methods of research activities.

Organizing skills include successful performing of goals and outlined plan; initiating of the organization of research activities; providing of executive culture and individual responsibility for the performance of research activities.

State of readiness is complex organization, built on the principle of transformation and interaction of components, criteria in structural level. Characteristics of each component of readiness of military management masters to research activity allowed defining levels and readiness criteria.

The mentioned above components are the basis for determining the level of readiness of students to research activities. This will identify gaps in training of military special subjects and concluded the need to improve (correct) learning process of students.

Criteria of readiness of military management masters to research activity we define as a performance according to which we can determine the level of preparedness for research activities (or) to determine the level of formation of each component of readiness. Thus, the main criteria of readiness of students to research activities are the first criterion - the degree of motivation. This criterion describes the relation of the individual to research activities; the second criteria - the degree of students' mastering of knowledge necessary or sufficient to carry out scientific research; the third criterion – the number of students in the formation of the Gnostic, design and organizational skills.

According to the mentioned components and readiness criteria it can be determined the level of readiness of military management masters to research activity.

The low level is characterized by lack of students' cognitive needs, external training grounds, unstable, indirect, superficial, weak and passive interests, the presence of low levels of students' knowledge of special military subjects, lack of knowledge about the features of the research activities, low level of knowledge of the research activities, the lack of research skills and abilities.

Sufficient level. Cognitive needs are in the nature of focused activity, the presence of both external (understanding the value gained in the research of experience for future careers) and internal motives (desire to acquire knowledge and to engage in research activities in order to identify intellectual activity). It foresees high level of students' knowledge of special military subjects, knowledge of the specific psychological and educational research; knowledge and logic stages of research, availability of Gnostic skills.

High level is characterized by formed need purposefully engaged in research activities, presence of external and internal motives, strong interest in research

activities, and presence of positive emotions to research activities. The presence of an integrated system of knowledge, a high level of empirical and theoretical knowledge, including military and special disciplines, knowledge about the specific research activities, knowledge of optimal choice of the sequence of search steps, based on the nature of the problem, the subject, objectives and logic of research, availability of Gnostic, design and organizational skills etc.

Conclusion. Characterized components and criteria will experimentally determine the readiness of military management masters to research activities. Commitment and effectiveness of readiness of military management masters to research activities depend on how efficiently and methodically research activities will be organized.

Directions of the further investigations: Further direction of research will be focused on highlighting aspects of self-study as the basis for scientific activity of military management masters.

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АНОТАЦІЯ

Леонід Олійник,
кандидат педагогічних наук, старший науковий співробітник
Національний університет оборони України
імені Івана Черняхівського

Компоненти готовності до науково-дослідної діяльності магістрів військового управління

У статті досліджуються мотиваційний, когнітивний та операційний компоненти готовності магістрів військового управління до науково-дослідної діяльності. Виокремленні компоненти є підґрунтям для визначення рівня готовності магістрів військового управління до науково-дослідної діяльності.

Метою даної статті є привернення уваги суб'єктів освітнього процесу, зокрема науковців до проблематики щодо компонентів готовності магістрів військового управління до науково-дослідної діяльності магістрів військового управління. Для з'ясування в

педагогічній теорії та практиці стану досліджуваної проблеми використано методи аналізу, синтезу, порівняння, систематизації і узагальнення.

Запропоновано під ефективністю науково-дослідної діяльності розуміти взаємопов'язаність мотиваційного, когнітивного та операційного компонентів, наявність та вираженість яких утворює відповідний рівень готовності магістрів військового управління до науково-дослідної діяльності.

Обґрунтовано критерії готовності магістрів військового управління до науково-дослідної діяльності: ступінь розвитку мотивації до науково-дослідної діяльності, оволодіння слухачами системою знань, необхідний або достатній для здійснення наукового дослідження, сформованість у слухачів низки гностичних, проектувальних та організаційних умінь. Відповідно до означених компонентів та критеріїв визначено рівні готовності магістрів військового управління до науково-дослідної діяльності.

Встановлено, що компоненти та критерії дозволять експериментально визначити рівень готовності магістрів військового управління до науково-дослідної діяльності. Відповідно до кваліфікованої та методично виваженої організації науково-дослідної діяльності суттєво залежить цілеспрямованість і результативність навчання військово-спеціальних дисциплін магістрів військового управління. Подальший напрямок дослідження буде спрямований на висвітлення аспектів організації самостійної роботи як основи науково-діяльності магістрів військового управління/

Ключові слова: магістр військового управління, готовність, компоненти, науково-дослідна діяльність.

РЕЗЮМЕ

Леонид Олейник,

кандидат педагогических наук, старший научный сотрудник
Национальный университет обороны Украины
имени Ивана Черняховского

Компоненты готовности к научно-исследовательской деятельности магистров военного управления

В статье исследуются мотивационный, когнитивный и операционный компоненты готовности магистров военного управления к научно-исследовательской деятельности. Выделенные компоненты являются основой для определения уровня готовности магистров военного управления к научно-исследовательской деятельности. Целью данной статьи является привлечение внимания субъектов образовательного процесса, в частности, ученых к проблематике компонентов готовности магистров военного управления к научно-исследовательской деятельности управления. Для выяснения в педагогической теории и практике состояния исследуемой проблемы использованы методы анализа, синтеза, сравнения, систематизации и обобщения. Предложено под эффективностью научно-исследовательской деятельности понимать взаимосвязанность мотивационного, когнитивного и операционного компонентов, наличие и выраженность которых образует соответствующий уровень готовности магистров военного управления к научно-исследовательской деятельности. Обоснованы критерии готовности магистров военного управления к научно-исследовательской деятельности: степень развития мотивации к научно-исследовательской деятельности, овладение слушателями системой знаний, необходимой или достаточной для осуществления научного исследования, сформированность у слушателей ряда гностических, проекторочных и организационных умений. В соответствии с указанными компонентами и критериями определены уровни готовности

магистров военного управления к научно-исследовательской деятельности. Установлено, что компоненты и критерии позволяют экспериментально определить уровень готовности магистров военного управления к научно-исследовательской деятельности. Соответственно от квалифицированной и методично взвешенной организации научно-исследовательской деятельности существенно зависит целеустремленность и результативность изучения военно-специальных дисциплин магистров военного управления. Дальнейшее направление исследования будет направлено на освещение аспектов организации самостоятельной работы как основы научной деятельности магистров военного управления.

Ключевые слова: магистр военного управления, готовность, компоненты, научно-исследовательская деятельность.