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Features of training pedagogical staff for military educational institutions

This article discusses the training of military educators in conditions for reforming the system of military education. Studied and presented features of training teachers in the educational system of military universities, allowing them to carry out pedagogical activities at a sufficiently high qualified level. It is also described that the consistency and quality of pedagogical training of teachers of military universities are one of the decisive factors in achieving the success of the educational activities of military educational institutions, in the training of highly qualified officers for the Armed Forces, other troops and military formations of the Republic of Kazakhstan

It is concluded that it is necessary to reform the system of training teachers for military universities and it is proved that the basis of successful pedagogical activity is thorough pedagogical training, pedagogical competence, pedagogical culture and skill, knowledge of the theory and methodology of professional pedagogy.

Key words: cadet, education, officer, military institute, pedagogical excellence.

Introduction

In modern conditions of reforming the military education system of the Republic of Kazakhstan, the key issue is the training of teaching staff for work in a military university, whose professionalism largely determines the quality of training and education of future officers. The practice has long been established in the world when a specialist, including a military man, constantly improves his knowledge and skills as he advances in his career. To do this, he goes through various levels of advanced training and retraining courses, which is a very effective lever for strengthening human resources.

In the Armed Forces of the Republic of Kazakhstan, a multi-level system for training military personnel has been created, covering the entire vertical of positions from a sergeant (squad commander) to senior officers on the basis of a typical career development scheme for military personnel. This made it possible to create conditions for the recruitment of senior positions and the consistent alternation of officers in the service. This ensures the transfer of personnel from command positions in the troops to service at headquarters and from headquarters positions back to command. The history of the development of world civilization convinces us that an important component of the military power of modern states



in peacetime is the mobilization reserve, which is determined precisely by the presence and functioning of an effective reserve training system.

Methodological basis

During collecting data of research we used mostly theoretical methods of research. Such as analysis the oretical analysis is a method based on the process of decomposing an object into its component parts.

Main body

The maintenance of the reserve, as domestic experience shows, requires less expenditure than the maintenance of a regular or professional army, and with the reform and reduction of the total number of the Armed Forces in our state, the need for a well-trained reserve increases even more. The existing system of training military personnel in civilian universities has still retained the scientific and pedagogical potential, traditions and experience inherent in Kazakh education and, in general, allows a military specialist to perform official duties in primary positions in accordance with the military registration specialty (VUS) and realize the opportunities received by him fundamental knowledge in army conditions, if the direction of training coincides with the specialty obtained at the university. In recent years, as real practice shows, firstly, there has been an outflow of teachers of military personnel from military educational institutions. Secondly, the number of officers leaving the Armed Forces before they reach the age limit for military service is increasing. At the same time, at least 60% of the positions of the teaching staff of military educational institutions of the Armed Forces of the Republic of Kazakhstan must be staffed by scientists, and in fact the proportion of teachers with academic degrees or academic titles does not exceed 30%. In his message to the people of Kazakhstan, the head of state said that the quality of higher education must meet the highest international requirements. To achieve the set goals, and also taking into account the trend in the development of means of armed struggle, command and control of troops and weapons, the increasing role of the information component in modern wars and armed conflicts, the personnel training system is constantly being improved. Thus, the Ministry of Defense has developed new state education standards and revised curricula, which have increased the practical orientation for working with personnel. Educational institutions are provided with modern teaching aids. A multi-service information and educational environment (MIOS) has been created in military educational institutions, uniting them into a single information circuit, which made it possible to equip almost half of the classrooms with interactive equipment. The educational process is constantly monitored and the quality of education is managed. In order to improve the system of training military personnel for the armed forces, an analysis of training specialties in military educational institutions in Kazakhstan and in the CIS countries was carried out, the results of which eliminated duplication of training. New specialties were opened at the Military Engineering Institute of Radio



Electronics and Communications "S-300PS anti-aircraft missile systems", "Short-range anti-aircraft missile systems of air defense of the ground forces", at the Military Institute of the ground forces - "Officer of educational structures". All this will make it possible to independently solve the issues of recruiting specialists for the armed forces and at the same time reduce the level of Kazakhstan's dependence on foreign countries in the training of military personnel. Thus, the training of military teachers has begun at the National Defense University. These are our future teachers, who, in my opinion, will raise the quality of educational and methodological work to a new level. For the training of scientific and scientific-pedagogical personnel, a doctoral program was created at the NEI last year. In accordance with the instruction of the President of the country to attract highly qualified foreign specialists to the country's universities to increase the scientific potential of higher military educational institutions, foreign scientists, doctors of sciences from Russia and Belarus, who are also members of the doctoral dissertation council for the defense of candidate and doctoral dissertations, were hired. For the training of military-trained personnel and maintaining their skills at the proper level, a coherent system has been created by law, including pre-conscription initial military training of young people, training in special and higher civilian educational institutions, service in the Armed forces and training and assembly training for military personnel.

Thus, the activities carried out by the Ministry of Defense are aimed at improving the system of personnel training. They correspond to the development of the Armed Forces and allow the implementation of the tasks set by the head of state to bring the system of military education to a qualitatively new level that meets international standards.

The teacher is the leading figure in the educational institution. In Soviet times, there was no special system for training teachers for higher education. In fact, a teacher of higher education is not a specialty and not a qualification, but a position of an employee. Since the proclamation of the state sovereignty of Kazakhstan, the system of training and certification of scientific and scientific-pedagogical personnel has experienced cardinal changes. At the present stage of reforming education, as before, remains an urgent problem, the problem of training scientific and pedagogical personnel at the level of modern requirements of society. It should be noted that one of the main forms of systematic training of scientific, pedagogical and scientific personnel for higher military educational institutions is postgraduate studies. The purpose of the article is to consider the main problem of training young scientific and pedagogical personnel specifically in postgraduate studies for higher military educational institutions.

The main goal of pedagogical education is the training of specialists capable of ensuring the versatile development of a person as a person and the highest value of society, its mental, physical and aesthetic abilities, high moral qualities, and, consequently, enriching the intellectual, creative and cultural potential of the people on this basis. This goal can only be realized by scientific and pedagogical workers who are characterized by spirituality, high morality, culture, intelligence, professional competence, creative pedagogical thinking, humanistic orientation.



The fundamental changes that have taken place in the socio-economic conditions of society have contributed to putting forward the requirements for the introduction of evidence-based training of scientific and pedagogical personnel for higher education. Such training provides not only a deep knowledge of the subject area to which the academic discipline belongs, but also the scientific foundations of teaching. The first step, according to the Bologna process, to pedagogical activity, is studying at the magistracy. However, the majority of scientific and pedagogical workers who aspire to obtain academic degrees, as a rule, bypass the educational qualification level “Master”. Prior to the introduction of the Bologna process, there was no “Master” educational qualification level in the CIS countries at all.

The problem of postgraduate education is the orientation of the training of applicants as researchers for research centers, and not enough attention is paid to the level of training as teachers. In the CIS countries, the profession of "teacher of a higher military educational institution" was not constitutional: there is no state document for the right to teach in higher education; the requirements for special knowledge, skills and methods of activity of a teacher of higher education were not specified; groups of specialties were not defined, from which the pedagogical corps of various higher military educational institutions could be formed; there were no special educational subsections that would provide preparation for teaching activities in these institutions. In the conditions of student-centered studies, postgraduate graduates, i.e. young teachers should learn to see a student's personality, understand the complexity and versatility of his world, find his hereditary and acquired abilities and prospects, create the most favorable conditions for development, distinguish the essence of deeds and actions, feelings, emotions and motives. Only under such conditions will a young teacher be able to effectively manage the process of learning, development and education of a student as a person, control this process, and make appropriate incentives and adjustments. Unfortunately, postgraduate graduates do not possess these properties, since many aspects of training in it are purely formal. Adequate activity of a scientific and pedagogical worker of a higher military educational institution is an important psychological prerequisite for the effectiveness of the educational process. The teacher should not only transfer knowledge and professional skills to the student, but also involve him in the heritage of culture, human communication.

Methods of research

Thus, under the current conditions, the existing educational structures for the training of teaching staff for work in the military educational institutions today are not able to compensate for the entire volume of teachers dismissed from military service, especially those with academic degrees and titles. The current situation is being resolved so that experienced military teachers are being replaced by:

- teachers from civilian universities who have pedagogical experience, in some cases an academic degree, but do not correspond to the profile of education



at a university and often do not possess knowledge, skills and competencies in the military sphere;

- officers from the troops who have military experience, higher military, but not pedagogical education, sometimes a degree;

- commanders of training units, who often have neither pedagogical education, nor military experience, nor military professional training;

- postgraduate graduates with academic degrees, pedagogical and military training, but, unfortunately, there are not so many of them.

The above conditions and designates the problem of insufficiency of teaching staff in military educational institutions, which is being solved by attracting an increasing number of teachers with less than five years of experience to teaching, knowledge and experience which are clearly insufficient for them to carry out effective, pedagogical activities and conduct scientific research of a pedagogical orientation.

Analysis of the psychological and pedagogical literature of a military orientation [1; 2; 3; 4] and real practice allowed in the existing system of military professional training of the teaching staff of the higher military educational institutions of the Ministry of Defense of the Republic of Kazakhstan to highlight a number of features, which we will present below.

The main feature is that in the designated.

The educational system does not have specialized military pedagogical educational institutions, which affects the further postgraduate education of teachers in postgraduate studies, in retraining and advanced training units. We must not forget that a military teacher is a profession, the acquisition of which in the preparation of future officers should also be given great importance, as well as the training of the command and engineering staff of the Armed Forces.

The second feature is that the management of existing educational structures is included in the overall command and control scheme of the Armed Forces and is carried out by the relevant military command and control bodies, which are often not prepared for high-quality professional solution of pedagogical problems. Consequently, there is a steady decline in the level of military-pedagogical training of teaching staff. To solve this problem, currently there are retraining and advanced training courses for teaching staff, internships for teachers in the army or in departments of universities, which, unfortunately, are often of a formal nature. But the most effective pedagogical training of future teachers of military universities is carried out in the postgraduate course, where they acquire knowledge, skills and abilities for the further organization of educational, scientific and methodological work.

The third feature is that the existing system of training teaching staff for universities must meet the new military, political, socio-economic and other realities of the Republic of Kazakhstan.

Results



Consequently, the problems of training military specialists for pedagogical activity are fully justified. To assist in the rapid and effective overcoming of these difficulties can and should the department, where the newly appointed.

The teacher takes the first steps of military-pedagogical formation. Thus, the personal responsibility of the teacher for the results of his work increases. A military teacher must not only have deep knowledge of his subject, but also be well versed in matters related to the military-political situation in the country and the world. At the same time, possess sufficient knowledge in the field of psychology and pedagogy in order to understand personality traits of a cadet, to be an example of military bearing for students, and also to engage in their development and education. In recent years, special attention has been paid to such professional characteristics of military educators as pedagogical culture high school teacher, oratory, pedagogical skills [5; 6]. At present, due to the imperfection of the system for training military teachers, they are going through a difficult, unreasonably laborious path of their professional development.

So, for example, novice teachers master the methodology of teaching a certain academic subject in the process of observing the work of more experienced colleagues, and hone their own pedagogical skills in the course of direct teaching through trial and error. They could be avoided if the pedagogical activity of novice teachers was supervised by more experienced teachers or mentors, whose work would be financially encouraged by the university, and not act as a social burden.

Beginning teachers, in addition to the educational work, which consists in preparing classes and conducting them, conducting consultations with students, also master methodological work, which involves writing class notes, developing methodological materials, visual aids. They must combine all this with scientific work, which also requires the development of certain knowledge and skills in teachers in this area. The main obstacle to solving this problem is insufficient material and technical base of military universities, where there is no access to modern information technologies, local and global information and analytical systems. Thus, the article is aimed at drawing attention to the problem of teacher training in the context of modern realities of military education, which, in our opinion, is relevant. Features outlined in it training of teaching staff for military educational institutions require its consideration on the basis of a systematic and competence-based approach.

In our opinion, additional requirements should be placed on teacher education and postgraduate studies: the creation of an effective system of pre-professional training of young people for pedagogical activity; creation of a system of educational and pedagogical institutions capable of ensuring the formation and development of the personality of a teacher-educator in conditions of continuous pedagogical education through training, retraining and advanced training of teaching staff; ensuring the training of graduates of pedagogical educational institutions as teachers-researchers, bearers of the cultural and historical heritage of the people, training in a market economy of competitive specialists at the level of



world standards; ensuring a rational correlation of social, public, general cultural, psychological, pedagogical and special education

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Особенностей подготовки педагогических кадров для военно-учебных заведений

В данной статье рассматривается подготовка военных педагогов в условиях реформирования системы военного образования. Изучены и представлены особенности подготовки преподавателей в образовательной системе военных вузов, позволяющей осуществлять им педагогическую деятельность на достаточно высоком квалифицированном уровне. Также описано, что системность и качество педагогической подготовки преподавателей военных вузов являются одними из решающих факторов в достижении успешности образовательной деятельности военных учебных заведений, в подготовке высококвалифицированных офицеров для Вооруженных Сил, других войск и воинских формирований Республики Казахстан.

Делается вывод о необходимости реформирования системы подготовки педагогических кадров для военных вузов и доказано, что основой успешной педагогической деятельности является основательная педагогическая подготовка, педагогическая компетенция, педагогическая культура и мастерство, знания теории и методики профессиональной педагогики.

Ключевые слова: курсант, воспитание, офицер, военный вуз, педагогический мастерства.

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Әскери оқу орындарына педагогикалық кадр дайындаудың ерекшеліктері

Бұл мақалада әскери білім беру жүйесін реформалау жағдайында әскери мұғалімдерді даярлау мәселелері қарастырылған. Әскери жоғары оқу орындарының оқу жүйесінде педагогикалық қызметті жеткілікті жоғары біліктілік деңгейінде жүзеге асыруға мүмкіндік беретін оқытушыларды даярлаудың ерекшеліктері зерттеліп, ұсынылған. Сондай-ақ, әскери жоғары оқу орындары оқытушыларының педагогикалық даярлығының жүйелілігі мен сапасы әскери оқу орындарының оқу-тәрбиелік қызметінің



табысты болуына, Қарулы Күштерге, басқа да әскерлерге жоғары білікті офицерлер даярлаудағы шешуші факторлардың бірі болып табылатыны сипатталған. Әскери жоғары оқу орындары үшін оқытушылар даярлау жүйесін реформалау қажеттілігі туралы қорытынды жасалды.

Кілт сөздер: курсант, тәрбие, офицер, әскери жоғарғы оқу орны, педагогикалық шеберлік.

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