



## ANDRAGOGY АНДРАГОГІКА

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### CONTEXTUAL METHODOLOGY OF OFFICERS' PROFESSIONAL INTEGRITY DEVELOPMENT IN ADVANCED TRAINING SYSTEM

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*The article is dedicated to the theoretical analysis of the contextual methodology for the development of professional integrity of officers of the Armed Forces of Ukraine (hereinafter – officers) in advanced training courses. The author analyzes the scientific views on the concept of "methodology" and proposes the author's own definition of the concept of "methodology for developing professional integrity of officers". In particular, the author defines methodological approaches to the methodology of its development, as well as the main stages, purpose, tasks, content, methods, types of training sessions, and means.*

*The author reveals the following main stages of the methodology: diagnostic and motivational stage, which is aimed at determining the formation of professional integrity of officers before advanced training, clarifying the problems and difficulties they "face" in their professional activities, as well as developing values and positive motivation to develop their professional integrity and further self-development; theoretical and practical, which is targeted at the development of theoretical knowledge and improvement of practical skills and abilities of integrity behavior and activities of qualified officers, including through a special course by creative use of contextual active types of training in the system of their improvement; evaluation and result, which is aimed at determining the development of officers' professional integrity as a result of their professional growth.*

*The proposed methodology will contribute to the development of values and motivation, activation and deepening of theoretical knowledge, improvement of practical skills, abilities and capabilities of officers' integrity behavior and activities.*

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**Keywords:** professional integrity, development, contextual methodology of development, officer, stages, methods, types of training sessions.

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## КОНТЕКСТНА МЕТОДИКА РОЗВИТКУ ПРОФЕСІЙНОЇ ДОБРОЧЕСНОСТІ ОФІЦЕРІВ У СИСТЕМІ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ

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*Стаття присвячена теоретичному обґрунтуванню контекстної методики розвитку професійної доброчесності офіцерів Збройних сил України (далі – офіцерів) на курсах підвищення кваліфікації. Проведено аналіз наукових поглядів щодо поняття "методика" та запропоноване авторське визначення поняття "методика розвитку професійної доброчесності офіцерів". Зокрема визначено методологічні підходи щодо методики її розвитку, а також основні етапи, мету, завдання, зміст, методи, види навчальних занять, засоби.*

*Розкрито такі основні етапи методики: діагностувально-мотиваційний етап, який спрямований на визначення сформованості професійної доброчесності офіцерів перед підвищенням своєї кваліфікації, з'ясування проблем і труднощів, з якими вони "зустрічаються" у фаховій діяльності, а також на розвиток цінностей і позитивної мотивації до розвитку своєї професійної доброчесності та подальшого її саморозвитку; теоретико-діяльнісний – цілеспрямований розвиток теоретичних знань і вдосконалення практичних умінь і здатностей доброчесної поведінки та діяльності офіцерів кваліфікації, у тому числі за допомогою спецкурсу шляхом творчого застосування контекстних активних видів навчальних занять у системі підвищення їх; оцінно-результативний – спрямований на визначення розвиненості професійної доброчесності офіцерів за результатом підвищення своєї кваліфікації.*

*Запропонована методика сприятиме розвитку цінностей і мотивації, активізації та поглибленню теоретичних знань, вдосконаленню практичних навичок, умінь і здатностей доброчесної поведінки та діяльності офіцерів.*

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**Ключові слова:** професійна доброчесність, розвиток, контекстна методика розвитку, офіцер, етапи, методи, види навчальних занять.

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**Introduction of the issue.** In the context of the russian war against Ukraine and the courageous struggle of the Armed Forces Ukraine (AFU) and the entire nation of Ukraine against the russian invaders, there is a growing necessity for officers of a new type – military leaders who are primarily distinguished by professional integrity, team spirit and true military professionalism. For them, the most important thing is military and professional honor and dignity. "In the military environment, an officer's leadership is an integrated manifestation of their professionally important moral and mental qualities as a modern military leader – competent, mobile in the face of constant changes in the development of methods of armed struggle, quickly adapting to new circumstances, oriented in information flows, able to optimally solve pedagogical problems, and take responsibility in a military unit for certain, primarily the most responsible decisions and actions. An officer's leadership is an actualized

professionally important phenomenon that has an integrated character of manifestation in behavior, communication and professional activity in the informal as well as official plane of relations between servicemen in the military environment" [1: 4-5].

In order to form and develop the personality of such an officer, it is reasonable to clarify methodological approaches, theoretical foundations and modern methods of training officers, including system of advanced training. It should be mentioned that the level of formation and development of the officers' leadership competence determines the quality of their military professional and professional types of readiness to perform both everyday and combat missions, the integrated manifestation of which is primarily their professional integrity, which means that there is a direct interrelation and interdependence between them, which implies that an officer, as a military leader, cannot be professionally dishonest.

This problem is becoming increasingly relevant in the Ukrainian Armed Forces' commitment to NATO standards in all aspects, including the behavioral patterns and operational sphere of officers. However, it should be noted that the current situation indicates a contradiction between the need for officers as the leaders with true moral and ethical qualities and the lack of a sufficient number of such officers in the Armed Forces of Ukraine. This disturbing fact is even emphasized at the level of the Law of Ukraine, which sets out state requirements for ensuring integrity in the defence and security sector. In particular, the following:

3.6.1. Problem. Non-transparent and inefficient use and disposal of defence lands, real estate in the defence industry, as well as excessive movable military and intellectual property; uncontrolled consumption of fuel purchased for the needs of the Armed Forces of Ukraine...

3.6.2. Problem. The procurement of defence goods, contracts and services is carried out under conditions of excessive classification and has a low level of competition, which contributes to abuse and unjustified spending of budget funds...

3.6.3. Problem. Ineffective model of control of the defense products in the production process does not allow timely and full prevention of the supply of defective weapons and military equipment...

3.6.4. Problem. Inefficient use of budget funds and abuse in the provision of housing for military personnel...

3.6.5. Issue. Corruption risks in the formation and implementation of personnel policy in the field of defence, during conscription (admission) to military service, admission to higher military educational institutions, education and service outside the country, organizational and staffing activities, awarding state awards" [6].

In practice, the law defines the content of professional integrity of officers as subjects of various types of support for the troops' functioning,

which needs to be creatively and, at the same time, contextually adapted to both military professional training of officers and their advanced training. This requires higher military educational institutions to provide substantiation of modern contextual methods for their professional training, which would contribute to the formation and development of professional competence of officers as subjects of different levels of military command. This problem is especially important in times of war, when every officer is required to behave and act in a virtuous manner.

Thus, based on the analysis and synthesis of pedagogical theory and practice on the professional training of officers in the system of military education and the systematization of scientific sources on the study of the formation and development of their professional integrity, clarification of its content, we were convinced of the need to develop a contextual methodology for its development in the system of professional development.

**Current state of the issue** and its generalization allows us to emphasize that, on the one hand, there is no pedagogical research on the problem of formation and development of professional integrity of specialists, and on the other hand, there are certain studies. In particular, the following:

– the philosophical and pedagogical heritage of antiquity regarding the category of "integrity" [9], including in the ethical aspect [8];

– the legal research on the professional integrity of law enforcement officers [5] and judges [3];

– research in the field of ethics of civil service employees and prevention of conflicts of interest in the process of realization of their official competencies [2].

However, the pedagogical phenomenon of officers' integrity and the disclosure of the structure of their professional integrity have been left out of the attention of scholars, since the analysis and generalization of scientific sources shows that there is practically

no or no pedagogical research in this aspect. And the problem of their professional integrity and its formation and development should, in our opinion, be substantiated and solved in the pedagogical aspect. And this aspect is very relevant, because in the process of acquiring military professional education, future officers should form their professional integrity, and then develop it in advanced training courses.

**Outline of unresolved issues brought up in the article.** Thus, the problem of formation and development of professional integrity of officers remains outside the attention of pedagogical science and, accordingly, there is no methodology for its development.

**Aim of the research** is to theoretically substantiate the contextual methodology for the development of professional integrity of officers in the system of advanced training.

**Results and discussion.** The concept of professional integrity of officers, as their integrated professionally important moral and ethical quality, determines the nature and specificity of manifestations of their moral and ethical behavior and legal culture in the military and professional context, i.e. directly affects the culture of management of financial, material, managerial, human and other resources at their disposal. It implies that they, as subjects of military-professional management, are aware of their own moral, psychological and professional portrait or image in Ukrainian society, which is multi-vector, since their military-professional activities are extremely multi-vector, especially in the context of organizing and conducting combat operations. These are the following vectors:

**"me and Ukrainian society"** (behavior and activities of an officer as a citizen of Ukraine);

**"me as a professional (representative of the Armed Forces of Ukraine) subject"** (behavior and activities of an officer as a military professional - a representative of the Armed Forces of Ukraine);

**"me and the military environment**

(a specific military professional subject, for example, a battalion or brigade commander, etc.) **in the Armed Forces of Ukraine";**

**"me and the state"** (an officer as a representative of Ukraine in the international military community).

Thus, the professional integrity of officers is diverse and should be taken into account in the content of the methodology for its development, which means that it should be unambiguously contextual. Researchers have reasonably emphasized that "In the modern system of professional training, the contextual approach is the basis that allows taking into account the needs of students, teachers, employers and preparing future professionals for real-life situations of professional activity in the most complete and high-quality manner. An important characteristic of the contextual approach to the training process is that it is based on the use of interdisciplinary learning, problem-based learning, and the use of external contexts for learning. By applying a contextual approach to the study of various disciplines, students get a real perspective on the use of acquired competencies, as they see the feasibility and necessity of knowledge and skills in current or future situations of professional activity" [7: 95]. These methodological provisions are the leading ones for us, because they define, first, the leading idea of our methodology, that is, its military-professional orientation and consideration of the official purpose of each officer as a student of advanced training courses; second, the basic principles upon which our methodology is based; third, the main ideas concerning the methodology of students' learning activities as its subjects.

The notion of "methodology" in pedagogy is substantiated by scholars in different ways. In the process of developing a contextual methodology for the development of professional integrity of officers in the system of advanced training, the recommendations of many leading scholars – S. Honcharenko, N. Nychkalo, V. Yahupov – were followed.

Thus, according to V. Yahupov, the methodology is "specific forms and means of using methods by which an increasingly deeper knowledge of various pedagogical problems and their solution is carried out" [10: 357]. At the same time, we agree with the opinion of S. Goncharenko, who interpreted the concept of "methodology of an academic subject" as a branch of pedagogical science that studies the patterns of studying a particular academic subject. The content of the methodology as a partial didactics includes: establishing the cognitive and educational value of the subject and its place in the education system; defining the objectives of studying the subject and its content; development, in accordance with the objectives and content of training, methods, teaching aids and organizational forms of training" [4: 206].

Some researchers reasonably believe that a methodology is an educational and methodological system: "The methodology for the development of professional competence of the organizers of the MPE at the stage of operational and tactical training is an educational and methodological system consisting of a set of goals, a hierarchy of tasks, contextual principles, methods and types of training, organizational forms of training and means of developing their professional competence, which will contribute to the systematization and deepening of theoretical knowledge of military and professional orientation, development of professional and professional skills, abilities and abilities, professionally important qualities as subjects of specific military and tactical training.

Thus, taking into account the opinions of leading scholars and the specifics of our scientific research, we can conclude that the contextual methodology for the development of professional integrity of officers in the system of advanced training is a set of leading methodological provisions in accordance with the requirements of axiological, competence, systemic, contextual and subjective-activity approaches to its development,

principles and methods, methodological techniques, means of training and education of officers at the main stages of its development in the system of advanced training, which A few remarks on contextuality. Thus, C. Hudson and W. Wiesler emphasize that contextual learning is carried out using certain strategies that form the basis of the learning activities of the learners. In particular, the following strategies:

1) the strategy of the need to solve a problem;

2) the need for learning and teaching to take place in a variety of settings - at home, in communities, in the workplace;

3) the strategy of control and self-control: teaching learners to control and direct their own learning activities so that they become self-regulated subjects;

4) experience strategy: to consolidate students' practical actions in various life contexts;

5) teamwork strategy: to encourage them to learn from each other and together;

6) strategy of objective diagnosis of learning outcomes: use authentic assessment.

Researchers propose three types of learning scenarios in the contextualized learning: project-based, targeted, and research-oriented [13].

Thus, our methodology involves taking into account the following educational, developmental, and improvement aspects:

- as a purposeful, organized sequence of three consecutive methodological stages of its development in the system of professional development, which is based on the leading ideas of modern methodological approaches to professional training of officers;

- as subjects of development and self-development in the system of in-service training, since the achievement of the goal involves the achievement of a hierarchy of such goals: development of the educational subjectivity of officers as subjects of educational activity; positive perception of the requirements of professional integrity by officers as subjects of military professional activity

and its purposeful development in creative educational and quasi-professional activity; becoming subjects of self-education, self-education and self-development as subjects of military professional activity.

The development of officers' professional integrity should, in our opinion, go through several stages, which contributes to its purposeful development as an integrated professionally important moral and ethical quality. It has a certain logical sequential educational and developmental trajectory: subject of own mental activity – educational subjectivity or subject of educational activity – subject of educational and quasi-professional activity – subject of military professional activity in certain parts of military administration.

The purpose of the methodology is to target the contextual development of officers' professional integrity in the system of professional development, which is achieved through creative solutions to the tasks of its development.

In accordance with the leading provisions of modern methodological approaches to its development, when developing the author's methodology, we have identified the following research tasks:

1) development of values and motivation for the development of professional integrity of officers in the system of professional development;

2) systematization, specification and deepening of theoretical foundations of professional integrity as subjects of various types of life support for military personnel;

3) targeted improvement of the system of skills and abilities of professionally virtuous behavior and activity as subjects of military management through contextual and problem-situational methods of teaching;

4) development and improvement of professionally important ethical and moral qualities as subjects of various types of ensuring the life of servicemen; in particular, the following:

– moral qualities that characterize him/her "as a social (specific personality)

and professional (representative of the Armed Forces of Ukraine) subject";

– moral qualities that characterize him/her "as a representative of the military environment (military and professional subject - an officer)";

– moral qualities that characterize the officer's attitude "to the state".

We perceive these tasks as a whole, because, on the one hand, they are all interconnected and interdependent, and on the other hand, they all directly affect the development of officers' professional integrity. However, the fourth task is the most difficult among them, and it is very difficult to solve, but we should try to solve it creatively.

In order to implement the tasks of our methodology, it is advisable to adhere to the basic provisions and requirements of systemic, competence, axiological, subjective and contextual methodological approaches to improving their qualifications, pedagogical rules of general didactic and specific principles of military education. In particular, these are the following principles:

– the principle of scientificity and accessibility: requires adherence to the rules of "ease" and "from simple to complex", "from known to unknown", "from narrow to broad", as well as taking into account the levels of formation and development of individual and age characteristics of officers as students;

– the principle of systematicity and consistency: requires that knowledge, skills and abilities are developed and improved systematically, in a certain order, so that each component of the educational material is consistently and logically linked to the other, and the acquired knowledge is based on the new and creates a basis for the acquisition of the following knowledge;

– the principle of contextuality and military-professional orientation: provides for the conduct of training sessions and educational activities that directly take into account the need to develop their professional integrity in accordance with their professional duties and position;

– the principle of consciousness and activity: provides for the development of a positive attitude to their profession, interest in the educational material taught, conscious development of their professional integrity, etc.;

– the principle of visibility: promotes the conscious involvement of all the senses of students in learning activities, fosters observation, attentiveness, develops practical thinking and promotes a holistic visual perception of the educational material and its assimilation;

– the principle of the strength of knowledge acquisition and the development of practical skills and abilities: provides for the consolidation of the acquired military professional and professional knowledge by officers, their memorization in combination with what they have learned, highlighting the main ideas during repetition, the use of various methods, organizational forms of training and types of training sessions;

– the principle of emotionality of training activities – provides for the personal, personal and professional influence of the teacher on the development of officers' professional integrity as a military professional;

– principle of subject-subject interaction – ensures the formation of subjective orientation of their training in advanced training courses and stimulation of subjective behavior and activity of officers; the methodology should stimulate the actualization of the subjective factor of conscientious activity of teachers and students in advanced training courses, support their subjective activity, behavior and activity, as well as creative establishment and maintenance of subject-subjective relations between them as subjects of pedagogical and educational activities; for this purpose, we will:

– clearly formulate for officers, as students in advanced training courses, the goals of developing their professional integrity as a requirement of time in ukrainian society, as an ethical basis for their military professional activities, as a minimum requirement for any military

specialist or a typical standard of behavior for every military personnel in NATO countries, the standards of to which the Armed Forces of Ukraine are guided;

– make the officer himself a creative subject of learning activities in the process of advanced training by stimulating his creativity, autonomy, independence in learning activities, and making him personally responsible for his own results of advanced training;

– provide officers with the necessary educational material, which they have to master creatively and at the same time contextually;

– clearly organize the learning activities of the trainees and facilitate their joint learning activities, stimulate the exchange of experience, their problems, etc.

**The methodology is implemented in three stages.** The first – diagnostic and motivational – stage is aimed at determining the formation of professional integrity of officers before advanced training, finding out the problems and difficulties they "face" in their professional activities, as well as developing values and positive motivation to develop professional integrity and further self-development as a subject of military professional activity and a certain level of military management.

The main tasks of the stage are as follows: to promote awareness of the values of their military professional activity as a military professional; to develop a positive attitude to their profession, the desire to develop professional knowledge, purposefully develop professional integrity as a subject of military professional activity; motivation to active learning activities in the process of advanced training.

The methodological techniques for solving these problems are as follows: educational conversations, discussions, encouragement, instructive stories based on the teacher's experience and the specifics of the russian-ukrainian war.

The main types of training sessions with officers at this stage are lectures, group and seminar lessons.

The second stage – theoretical and practical – involves the targeted development of theoretical knowledge and practical skills and abilities of officers' integrity in the system of professional development, including through a special course by means of creative use of contextual active types of training.

The main tasks of this stage are as follows:

- development of military professional and professional knowledge in accordance with the specifics of military professional activity;

- systematization and deepening of their theoretical and practical knowledge on the theory and methodology of ensuring the life support of troops and organization of their military professional activities;

- familiarization of officers with the norms and rules of Ukrainian legislation related to integrity of behavior and activities;

- enhancing the flexibility and criticality of practical thinking as officers, developing the ability to manage the activities of an officer – a subject of integrity in the process of performing functional duties.

The main methodological techniques are educational discussion, educational training, educational role-playing and business games, showing and demonstrating positive examples, personal example of the teacher, watching video materials, control and self-control of officers, independent work, studying special literature, educational and cognitive games, presentations, educational conversations and discussions, testing, self-control, self-assessment.

The types of lessons at this stage are lectures, group, seminar, practical and independent classes.

The third stage, the evaluation and assessment stage, is aimed at determining the level of professional integrity of officers based on the results of their professional development.

The main task of this stage is to evaluate and self-assess the development of officers' professional integrity as a result of advanced training.

Thus, the contextual methodology for the development of officers' professional integrity in the system of professional development ensures its gradual development according to the sequence we have defined. It is represented by a set of various organizational forms of training, teaching methods, types of training sessions, methodological techniques and teaching aids that are necessary to achieve the goals of professional development. The main teaching methods include the following: oral presentation of educational material; its discussion and consolidation; demonstration; practical classes; independent work; control and self-control, and the main types of classes include lectures, seminars and practical classes, individual and independent work, as well as presentation, explanation, conversation, discussion, business and role-playing games, panel discussions, solving situational tasks, searching for information on the Internet, preparing multimedia presentations, sharing experience, tests, exams, so on.

**Conclusions and research perspectives.** The development of professional integrity of officers in the system of advanced training is an important task of the advanced military education, to solve this task we have developed the corresponding author's contextual methodology as a set of conceptual ideas of its development, principles and methods, methodological techniques, means and organizational forms of training and education of officers at the main stages of its development in the system of advanced training, which will contribute to the development of value and motivational attitudes, theoretical knowledge and practical skills and abilities, professionally important moral and ethical values.

The developed author's methodology is implemented in three stages – diagnostic and motivational, theoretical and practical, and evaluation and results.

The prospect of further research is to conduct a pedagogical experiment.



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