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PEDAGOGICAL FOUNDATIONS OF MILITARY PROFICIENCY

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Abstract. This article analyzes the pedagogical foundations for the formation of military proficiency, the development of professional competencies in the teaching–learning process, and issues related to ensuring the moral-ethical, psychological, and physical preparedness of military personnel. In addition, the significance of modern pedagogical technologies and innovative approaches in military education is highlighted.

Keywords: military proficiency, military pedagogy, professional competence, military education, discipline, moral and ethical education, psychological preparedness.

Military proficiency is an integrated complex of a serviceman's professional knowledge, skills, abilities, physical and psychological preparedness, as well as high moral and ethical qualities. Contemporary security challenges, technological advancement, and the increasing complexity of military activity necessitate the improvement of pedagogical approaches in the training of military personnel. Therefore, providing a pedagogical rationale for the process of forming military proficiency is one of the most pressing issues today.

From a pedagogical perspective, military proficiency includes the following components:

Theoretical knowledge – fundamentals of military science, tactics, strategy, technology, and weapons systems;

Practical skills and abilities – execution of combat actions, command and control, and decision-making;

Psychological stability – stress resilience, self-regulation, and rapid thinking;

Moral and ethical qualities – patriotism, responsibility, discipline, and devotion to duty.

These components are formed consistently and systematically through the pedagogical process.

In the military education process, it is important to adhere to the following pedagogical principles:

1. Systematicity and consistency – step-by-step organization of training activities;
2. Unity of theory and practice – reinforcing acquired knowledge through practical training;
3. Consciousness and activity – ensuring the active participation of servicemen in the learning process;
4. Individualization – taking into account individual psychological and physical characteristics;





5. Unity of education and upbringing – integrating professional training with moral education.

The following pedagogical methods are considered effective in developing military proficiency: practical training and field (range) exercises; situational exercises and simulators; group and individual assignments; problem-based learning and modeling; psychological training sessions and role-playing games. Modern information technologies, simulators, and interactive methods increase the effectiveness of military education.

Military pedagogy focuses not only on imparting knowledge and skills but also on shaping the individual. Educating servicemen in the spirit of patriotism, loyalty to the military oath, and a responsible attitude toward the collective are among the key pedagogical foundations of military proficiency. Through educational activities, willpower, determination, and dedication are cultivated in military personnel.

In conclusion, the pedagogical foundations of military proficiency require the scientifically sound organization of the military education and upbringing process. The integration of theory and practice, the application of modern pedagogical technologies, and the priority of moral and ethical education enhance the quality of military personnel training. Military proficiency formed on this basis serves as an important factor in strengthening a country's defense capability.

