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Laboratory Pedagogical Workshop in Military Education as a Factor in Developing

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Abstract

Currently, in accordance with the implementation of federal state educational standards of higher education, it is necessary to train a military specialist who not only develops the necessary knowledge base for the implementation of professional activities, but also has the ability to quickly replenish and update knowledge, process an increasing flow of information. In this regard, the actualization of the developing capabilities of the organization of self-education of cadets in the process of teaching pedagogy is of particular importance.

The aim of the article is to develop a technology for organizing self-education of cadets in the process of teaching pedagogy in the integration of intersubject connections with professional discipline as a complex of didactic conditions, providing not only the development of already manifested abilities and personal growth of students, but also the development of the methodological readiness of cadets for organizing self-education in higher military education.

Research methods: analysis of the theory, design of a laboratory workshop on pedagogy in the integration of intersubject communications.

The research results are presented by the developed program of a laboratory workshop on pedagogy, the substantive and methodological support of which promotes the ability to motivate, consciously and independently realize previously acquired professionally significant knowledge and skills of targeted action of activating self-cognitive activity, both in familiar and in altered conditions (quasi-professional), manifested in the methodological readiness of the course nt to the organization of self-education on the basis of the development of their individual strategy of self-cognitive activity.

Keywords: military higher education, readiness for self-education, individual strategy of self-cognitive activity, cadet, laboratory workshop on pedagogy, developing the capabilities of pedagogy.

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Introduction

Today, in a huge stream of information, in the rapid updating of technologies, the ability of cadets of military institutes to possess information and knowledge acquired mainly as a result of self-education as a key methodological competency is becoming a priority. The formation of this competency among cadets, the basis of which is theoretical knowledge, planning methods, organizations that allow to reveal the essence and features of the flow of technological processes of self-education, is carried out in the process of studying pedagogy.

However, the program of the discipline «Pedagogy», which is studied in the first courses of training of cadets, does not include methodological readiness for organizing self-education. This causes difficulties for cadets in the methodically competent management of self-education (the ability to learn, organize productive self-education, taking into account time schedules, information orientation, etc.), as an analysis of the practice and surveys of officers, teachers of military institutes showed.

Consequently, by Darbinyan (2017), there is a need to enhance innovative approaches in teaching pedagogy for cadets. The scientifically-based organization and implementation of teaching pedagogy in interdisciplinary relations can serve as a means of creating readiness for the organization of self-education of cadets on the basis of self-assessment of their own achievements and setting goals for further professional self-development.

Purpose and objectives of the study

The purpose of the study is to theoretically substantiate the effectiveness of a laboratory workshop on pedagogy in the formation of methodological readiness of cadets for self-education in the context of interdisciplinary integration in the military institute.

Literature review

According to scientists of Durai-Novakova (1983) and Pligin (2008), one of the priority tasks of modern higher military education is to improve the cadets' training process for methodological readiness for

organizing self-education, manifested in cognitive activity, the ability to independently acquire knowledge. According to Gromtseva (1983) «self-education» is a systematic cognitive activity that is determined by the personality itself with the aim of developing education.

Based on the analysis of research by educators Dautova and Khristoforov (2003), we came to the conclusion that, from the point of view of pedagogical science, «self-education» can be represented as an independent cognitive activity directed to achieve certain personally significant goals.

These guidelines indicate the need for higher military education on the integration of special knowledge with pedagogical. Therefore, the developing capabilities of the discipline «Pedagogy» in interdisciplinary communications are of particular importance.

In this case, particular attention is required to the characterization of the concept of «developing opportunities for pedagogy in interdisciplinary connections», which was based on the «theory of possibilities» by Gibson (1988). Gibson (1988) introducing the category of opportunity, connects, on the one hand, the needs of the individual, and on the other hand, the physical (spatial and other) properties and relations of the world as being in a mutually complementary relationship. According to Bordovskay (2013) «opportunity» is determined by the properties of the subject himself, and therefore is revealed through the study of these properties. The scientist focuses on the active principle of the subject, mastering his living environment, which can be attributed to the educational process at the stage of cadet training: «the more and more fully the subject – the student uses the capabilities of the educational environment to meet his needs and realize his personal potential, the more successfully happens his free and active self-development» by Bordovskay (2013).

In the opinion of scientists Durai-Novakova (1983) and Serezhnikova (2015), the technology of developmental education, which allows revealing the individual zone of actual (achieved) and nearest development (with strategic guidelines) in independent cognitive, is of particular importance in this case cadet activities.

The main idea formulated within the framework of this approach is the analysis of pedagogy in intersubject communications as such a complex of factors and conditions that ensures not only the development of already manifested abilities and personal growth of students, but also the disclosure of interests and abilities that have not yet manifested in accordance with each individual's natural inclinations - independent cognitive activity. This attaches particular importance to the interdisciplinary integration of the discipline «Pedagogy» with special disciplines «organizing ties of this nature that would provide a set of opportunities for personal self-development of all subjects of the educational process» by Pligin (2008). The educational process, organized in accordance with this criterion, may reflect the developing capabilities of pedagogy in intersubject communications.

Methodology

Theoretical analysis, teaching experience at a military institute convinces us that the problem of developing opportunities for organizing self-education of cadets in the process of teaching pedagogy is relevant and requires the development of methodological aspects.

By the developing capabilities of the discipline «Pedagogy» we mean the internal driving force and innovative in content and direction driving force, manifested in progressive changes in the substantive and methodological support of pedagogical activity on the way to achieve the methodological readiness of students for organizing self-educational activities.

In the study of this problem, a comparative analysis and expert evaluation of the work programs of the disciplines «Pedagogy» and «Moral and psychological security of official activity» was carried out in order to determine the meaningful support for the formation of key competencies that facilitate the training of cadets in organizing self-educational activities.

The questionnaire and survey of teachers, cadets and officers contributed to the determination of the component of the cadets' methodological readiness for organizing self-education and the development of the methodological content of the module «Laboratory pedagogical workshop».

Discussion

The theoretical analysis of scientific research allowed us to determine that cadets' self-education is an active and active state of the personality, manifested in the activation of independent cognitive activity by Gupalov (2013), focused on improving the cultural, educational and professional levels, regulated by individual strategies for independent selection of relevant knowledge and transforming them into the military-professional sphere. The self-education of a cadet is the activation of his independent cognitive activity at the level of methodological competence.

An analysis of the normative documents regulating the educational process at a military institute made it possible to further define methodological competence as a willingness to use pedagogical foundations for information retrieval, analysis and assessment of the ability to carry out systematic work in organizing self-educational activities by Margaryan (2019): to set didactic goals and motivate; plan and design; organize (choosing technologies, techniques and learning tools); to control (evaluating and predicting the results of their activities) self-educational activities.

And the theoretical premises of Tsykuna (2010) allowed us to define the individual strategy of independent cognitive activity as a general, detailed plan of independent cognitive activity inherent in a particular cadet, covering a long period, or as a personal way to achieve a complex goal.

Therefore, the self-education of cadets in modern conditions is of particular importance, requires the organization and management of self-educational activities at a new qualitative level. This makes it necessary to intensify the methodological training of cadets, focused on increasing their methodological readiness for the organization of self-education.

Research of Nagoyeva (2019), made it possible to determine the cadets' methodological readiness for self-education as a complex integrative quality of a personality, encompassing relevant knowledge, skills, abilities, qualities and values, positive motivation and a mood for individual self-activity in self-improvement and in the effective fulfillment of professional duties. At the same time, an analysis of the curricula and work programs of the disciplines made it possible to establish that 55-60% of the total number of hours is allocated for independent work of cadets, and the educational and methodological support of the process of organizing the independent work of cadets and the formation of their methodological readiness for organizing self-education needs to be improved.

The theoretical analysis allowed us to determine that the developing capabilities of the discipline «Pedagogy» can contribute to teaching cadets the ability to learn independently, to develop the needs for independent cognitive activity, forming the methodological readiness of cadets for self-education. Revealing the developing possibilities of the discipline «Pedagogy» in interdisciplinary communications, our interest was attracted by practical and laboratory studies, contributing to the need to significantly combine scientific theory with practice, activating an independent search and research among cadets.

Nagoyeva (2019) indicates, that scientists repeatedly emphasize the ever-increasing role of laboratory studies in the training of future specialists, pointing out the need to develop the content and structure of laboratory workshops.

So, the analysis of theory and practice indicated that higher military education requires modernization changes in the field of methodological preparation of cadets for the organization of self-education by Zolotovskaya (2015) and Serezhnikova and Margaryan (2019). The creation of an integrative educational space of interdisciplinary connections between the disciplines «Pedagogy» and «Moral and psychological security of official activity» can be effective in forming the methodological readiness of cadets for organizing self-education if laboratory classes in pedagogy are activated. The laboratory pedagogical workshop, in our opinion, will play a significant role in the integration of the two leading factors in the development of professional consciousness, their complementarity and mutual reinforcement.

By the methodology of the module «Laboratory pedagogical workshop» we mean activities based on pedagogical diagnostics and systematically implementing its components (goal, objectives, content, forms, results and their correction). In this connection, the substantive and methodological support of the module «Laboratory pedagogical workshop» is presented in the form of unifying blocks, the components of which are: pedagogical knowledge, pedagogical skills, creative activity, motivational-value attitude to military

professional practice. So in the module «Laboratory pedagogical workshop» were integrated in one lesson: the topic of pedagogy, which reveals the issues of upbringing, the technology of situational modeling and the topic «Moral and psychological security of official activity» (for example, the general theme - Dynamics of pedagogical values (the topic of pedagogy – Designing a system of moral education; situational modeling technology – Educational resource (moral education as the basis for personality formation); «Moral and psychological security of official activity» – Organization of individual educational work in the unit).

Conclusion

The technology of situational modeling in the formation of the methodological readiness of cadets for the implementation of self-education consists in the possibility of familiarizing themselves with real military-professional conditions within the framework of an educational audience (quasi-professional situation) in the context of solving situational problems, cases, contributing to the development of critical thinking, independence and creativity. At the same time, among the key ones, we determine: the presence in the text of the problem of a contradiction or problematic situation that needs to be solved, the presentences of the material presented and its interest for cadets. At the same time, the basis for situational modeling was taken as the situation for practical training in the discipline «Moral and psychological security of official activity», which was enriched by knowledge from the subject area of pedagogy.

The situational modeling technology in the methodological support for the formation of cadets' readiness for self-education is presented as a set of interactive teaching methods (business games, situational tasks and cases that reproduce real and really possible professional situations).

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