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CORE COMPONENTS OF PROFESSIONAL COMPETENCE OF A RESEARCHER OF A HIGHER MILITARY EDUCATIONAL INSTITUTION: SCIENTIFIC AND PRACTICAL ANALYSIS AND CHARACTERISTICS

The article presents the results of the analysis of scientific works, characterizing research activities in modern conditions of rapid scientific and technological progress, continuity of theoretical scientific thought, as well as the reflection of practical results of research of the range of issues concerning the core components of professional competence of a researcher of a higher military educational institution. The comparative characteristic of the new type of an employee defines its main components, namely mobility and professional integrated knowledge of the specialty.

The conducted comparative analysis of scientific definitions of «professional competence» and «researcher's competence» gives grounds to formulate the authors' definition of professional competence of a researcher of a military research institution.

The professional competence of a researcher is a holistic ability that is acquired through training and consists of knowledge, experience, values, and attitudes that can be fully put into practice; consists of three core components – competence of the military research organization itself, competence of the researcher, and competence of the head of the military research organization. In addition, the competence of a researcher of the research department of a higher military educational institution and scientific institution is the level of qualification that allows to successfully solve the outlined tasks taking into account the specifics of military service for an officer and the specifics of the military organization for an employee of the Armed Forces of Ukraine.

The content of the professional profile of the head of a military science department is revealed as a competency consisting of the following components: decision-making culture, language culture, culture of business communication, physical culture, psychological and pedagogical culture, moral culture and the moral foundations of an officer. As for the AFU officers themselves, special attention is paid to personal physical training.

Key words: professional competence; core components; higher military educational institution; research department; analysis; Armed Forces of Ukraine.

1. INTRODUCTION

Problem statement. In modern conditions, the reform and integration in accordance with the world standards of NATO and partner countries of the Armed Forces of Ukraine (AFU) include both military armament and training of military specialists of the appropriate level. It, in turn, requires a scientific approach and implementation of world experience, taking into account the specifics of combat operations. Given the fact that Ukraine has been in a state of hybrid warfare for seven years, the research designed to form and develop modern military science is a particularly important subject of scholarly activity. The indisputable fact of researcher's effectiveness is their professional competence, which consists of a system of specific professional qualities. These can be called the researcher's competencies. Competencies acquired by a researcher in the course of professional training (postgraduate (adjunct) studies, doctoral studies, dissertation defense) cannot be relevant throughout the researcher's professional career. Therefore, there is a need to update the knowledge, skills, and abilities of the researcher and increase the level of ability to apply them in professional activities. It will, in turn, help the researcher to adapt to the conditions of the dynamic development of the modern world and the rapid technological progress, which is fashionably called the scientific and technological revolution.

Considering the above, **the aim of the article** is a scientific and practical analysis of the professional competence of a researcher of a higher military educational institution, defining its core components and characteristics.

2. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

In modern conditions of aggravation of the situation inside the country (Joint Forces Operation) and foreign policy situation, complex processes of reforming the military and scientific system and integration of Ukraine into the European cultural space the problem of research in the military sphere in accordance with world standards is actualized. At the present time, in conditions of a continuing external military threat to Ukraine, both scientific developments in the technical military sphere and the development of new methods of training military specialists have become the subject of special

attention of the state leadership. Scientists V. Kremin [3], V. Astakhova [1], M. Rudenko [8] and some others have repeatedly drawn their attention to the scientific problem of the competence of specialists.

3. RESEARCH RESULTS

As V. Kremin notes, taking into account the current socio-economic and political realities, we need a worker of a «new type» – professionally and socially mobile, with in-depth professional knowledge of integrated professions, with technical, legal, pedagogical knowledge of technical and social creativity and self-improvement. Such an employee is ready for various forms of labor and business organization in a competitive environment [3].

The Encyclopedia of Education edited by academician V. Kremin defines the concept “professional competence” as an integrative feature of business and personal qualities of a specialist, reflecting the level of knowledge, skills, experience, sufficient to achieve the goal in a certain type of professional activity, as well as the moral position of the specialist [3, p. 722].

According to the Law of Ukraine on Higher Education, scientific and pedagogical employees can improve their professional competence at the following levels of education [4]:

- master’s level of higher education, which results in a master’s degree;
- educational and scientific level of higher education, which results in the degree of Doctor of philosophy;
- scientific level of higher education, which results in the award of the degree of PhD;
- education for Adults, including postgraduate education, which may result in partial qualifications of the appropriate level.

Let’s identify which components of a researcher’s education can enhance professional competence. Classification by type of activity:

- scientific activity (writing scientific works: articles, monographs, participation in scientific conferences) – provides improvement of scientific level, general cultural level (specialization; professional development; internship; self-education); practical experience;
- methodological activity (improvement of existing and development of new principles, forms, methods of organization of the scientific process,

based on scientific developments of practical complexes of tasks and tasks in academic subjects, didactic materials, teaching and visual aids used in training sessions). This type of activities provides improvement of scientific skills, general cultural level in the direction of providing unity of scientific and educational processes (advanced training; probation; self-education; practical experience);

research activities (obtaining new knowledge and/or finding ways to apply it), the main types of which are fundamental and applied scientific research; ensuring the unity of the system of scientific and technological processes. Such activity assumes improvement of scientific qualification (training under programs of the third (educational-scientific) and scientific levels of higher education, obtaining scientific qualification outside of post-graduate and doctoral studies, scientific internships, self-education).

Competence, from Latin *competentia*, means the range of issues in which one is knowledgeable, has knowledge and experience. Competence is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, attitudinal and civic qualities, ethics and moral values, which determine the ability of a person to successfully carry out professional and further educational activities and are the result of learning at a certain level of higher education.

Professional competence is a complex of professional knowledge, skills, and professional qualities of a person. The main characteristics of a specialist with professional competence: a high level of professional activity in a particular area; the ability to design their professional development; the ability to communicate professionally; the ability to take professional responsibility for the results of their work [1, p. 181].

According to another definition professional competence is the quality of action of the employee, ensuring the effectiveness of the solution of professional scientific problems and typical professional tasks arising in real situations of scientific activity. In addition, it depends on qualifications, generally accepted values of morality and ethics, knowledge of educational technology, pedagogical diagnostic techniques (questionnaires, individual and group interviews) and psychological correction, life experience, continuous improvement and putting the ideas of modern science into practice [5].

As an alternative, competence is an integrated human ability acquired through learning, which consists of knowledge, experience, values, and attitudes. The competence of a research scientist at a higher military educational institution and research institution has three main components: the competence of the scientific military organization itself, the competence of the research scientist, and the competence of the head of the scientific military organization (department).

The competence of a military and scientific organization is the range of specific powers of a military and scientific institution (department), which unites the range of issues of military service and scientific activity, in which a serviceman has to conform to the specifics of service (carrying out military service, respectively, as an officer of the AFU). As well as an employee of the AFU as a participant of the military organization process, which has its specifics, unlike a civil research institution, and both an officer of the AFU and an employee of the AFU are persons having certain powers, knowledge, experience to the extent assigned to them.

Competence of a researcher of the research department of a higher military educational institution and scientific institution is the degree of their qualification that allows them to successfully solve the tasks facing them, taking into account the specifics of military service for an officer of the AFU and the specifics of the military organization for an officer of the AFU.

Competence of the head of a military research department is the effectiveness and efficiency of actions of a military leader and scientist in one person in accordance with the AFU Statute, goals, strategies and objectives of a military research organization (department). This officer observes the norms of military etiquette of the team. S/he is a model of behavior for a subordinate. A high level of culture and unwavering priority of life values characterize them. In addition, the head of a military unit as an officer of the AFU has to be proficient in modern management technologies and has a high level of legal, economic and psychological and pedagogical preparedness. Honesty, integrity, decency, compassion and responsiveness, generosity and nobility should be the moral principles of the head of the military science department of the AFU officer. These qualities exclude the possibility of bureaucracy, rudeness, boorishness, callousness, and disregard

for subordinates [8]. As numerous studies of the competence of a military leader (head of a military research department) demonstrate, such competence has the following components: culture of decision-making, language culture, culture of business communication, physical culture, psychological and pedagogical culture, moral culture and moral principles of an officer.

The culture of decision-making, which consists in a preliminary analysis of the problem situation, thorough preparation and comprehensive justification of possible solutions, predicting the likely results of their adoption of a particular option, is important in ensuring effective management of the head of a military and scientific unit [6]; [7].

Linguistic culture is a broad enough concept, which includes not only the clear and correct construction of phrases, although this is also very important. Linguistic culture is a rich vocabulary that is not limited to professional vocabulary, indicating an officer's broad outlook and erudition; it is a wide range of both verbal and non-verbal means of communication.

The culture of business communication is a peculiar indicator of managerial relations and leadership style in a military training unit, which can also be a manifestation of general culture, emotional-will qualities, life values and attitude of an officer to the specific personnel of an academic military unit, where AFU officers serve and AFU employees work. A special feature is the association of the military team with civilian personnel of the AFU. The purpose of such an association is to coordinate the actions of military personnel and AFU personnel to quickly and efficiently perform the tasks assigned to the research military organization.

Physical culture is a part of professional culture, since it is considered an integral attribute of an officer's professional skills. The specifics of military service for all categories of personnel require them to be in excellent physical shape and maintain a healthy lifestyle. Forming an attitude to a healthy lifestyle and maintaining a stable moral and psychological state of subordinates is one of the priorities of an officer at any managerial level, including a military research department.

Psychological and pedagogical culture and its importance are explained by the following. First, an officer needs to be a psychoanalyst, understand the reaction of a subordinate to his/her words, actions and intentions, ade-

quately respond to it, control his/her emotions, and be resilient in stressful situations. Secondly, they should understand the mental state of the interlocutor and choose a style of communication in accordance with it. Thirdly, an officer needs to manage the moral-psychological climate in the unit, to contribute greatly to the effective activity of the personnel [4].

Moral culture of an officer is determined by her/his general culture, which includes moral principles and beliefs, life values, an officer code of honor, professional ethics, ideological positions, and patriotism.

Moral principles are considered a special form of individual and social consciousness of people, which generally reflects a set of ethical requirements of the society to the individual in the field of his/her communication and relations with other individuals and the society as a whole. Based on these requirements, the possibility of actions and deeds of a particular person is limited to certain limits in order to subordinate his/her behavior to some mandatory generally accepted norms. The presence of such restrictions is not a restriction of the will in general, but only a socially recognized form of the possibility of its manifestation. Disregard for society's universal moral norms corrupts and spiritually devastates the individual [7].

The competence of a researcher in a military science department is such a degree of qualification that allows the researcher to successfully meet the challenges he or she faces. It determines the ability of the researcher to perform their functions qualitatively and correctly both in regular and in extreme conditions, to successfully master new things and to adapt quickly to changing conditions.

The following types of researcher competence are distinguished:

1. Functional (professional) competence. It is characterized by professional knowledge and the ability to implement them. The requirements for professional competence largely depend on the level of management and the nature of the position. Today the importance of special knowledge and skills, communication abilities, leadership of workers, ability to perceive and interpret information is decreasing for top managers while the role of methodical and social knowledge and skills is increasing.

Behind the professional competence of a researcher there is a professional suitability, which is a set of mental and psycho-physiological features of the person, necessary for the implementation of effective professional activity.

In the conditions of the modern stage of scientific and technical development there is a clear tendency of fast obsolescence of knowledge and experience of scientific personnel, expressed in the lag of individual knowledge and experience from the modern requirements for the position and profession of a scientist.

2. Intellectual competence. It is expressed in the ability to think analytically and to implement a comprehensive approach to the performance of their duties.

3. Situational competence – the ability to act according to the situation.

4. Temporary competence. It reflects the ability to rationally plan and use working time, which means an adequate assessment of time costs (“sense of time”), the ability to build a program to achieve the goal in the time continuum (space), to correctly determine the time costs.

5. Social competence assumes the presence of communicative and integrative abilities, the ability to maintain relationships, influence, make things happen, correctly perceive and interpret others’ opinions, express attitudes toward them, conduct conversations, etc.

The detailed notion of social competence of a research employee deserves research attention. It is the interactive abilities of an employee of a military and scientific institution (department), the culture of business communication both vertically “supervisor-subordinate” and horizontally “employees of the same level”.

The social competence of a researcher contains the following knowledge and skills of:

ethics of business communication;

prevention and relatively peaceful handling of conflicts;

conveying information quickly and correctly;

establishing communication;

formulating tasks clearly and concisely and motivating workers accordingly;

pointing out shortcomings tactfully, making correct remarks, inspiring confidence, etc.

Such knowledge and skills are necessary for all servicemen, and especially for scientists in the military sphere, because in today’s AFU the suc-

cess of achieving the set goals in general depends largely on the coherence and harmony of relations in the military unit.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The change in the role of research workers of research department of higher military educational institutions and research institutions and the nature of work under the conditions of information society forces a new look at the problems of personal development of a research worker, modernization of their professional knowledge and improvement of methodological skills. Such elements of their professional competence as constant striving to improve the quality of their activity, effectiveness of methods of research work, self-improvement are considered today not just achievements of individual researchers, but requirements for professional competence of a researcher.

The core component in the structure of the professional competence of a researcher is the effectiveness of formation of his/her personal competences in the process of carrying out research work. The basis of this formation is constant professional self-improvement, accumulation by the researcher of corresponding knowledge and experience of communicative interaction on their actualization for realization of intellectual work in the field of researches.

The components of competence of a researcher of research department of a higher military educational institution and research institution are the following: competence of the research military organization itself, competence of the researcher, competence of the head of the research military organization (department).

It is considered that the prospects for further scientific research are the determination of possible ways to improve the qualifications of a scientific researcher of a higher military educational institution with the determination of the necessary conditions for achieving this goal.

Рижиков В., Горячева К., Прохоров О., Сніца Т. Ключові компоненти професійної компетентності наукового співробітника вищого військового навчального закладу: науково-практичний аналіз і характеристика

У статті представлено результати аналізу наукових праць, що характеризують дослідницьку діяльність у сучасних умовах стрімко-

го науково-технічного прогресу, наступності теоретичної наукової думки, а також відображено практичні результати досліджень кола питань, що стосуються ключових компонентів професійної компетентності наукового співробітника вищого військового навчального закладу. Порівняльна характеристика нового типу працівника визначає його основні складові, а саме: мобільність та глибокі професійні інтегровані знання за спеціальністю.

Проведений порівняльний аналіз наукових визначень понять “професійна компетентність” і “компетентність дослідника” дає підстави для формулювання авторського визначення професійної компетентності наукового співробітника військово-наукового навчального закладу.

Професійна компетентність дослідника – це цілісна здатність, що набувається у процесі навчання та складається зі знань, досвіду, цінностей та установок, які можуть бути повністю реалізовані на практиці; складається з трьох ключових компонентів – компетентності самої військово-дослідної організації, компетентності дослідника, компетентності керівника військово-дослідної організації. Крім того, компетентність наукового співробітника науково-дослідного відділу вищого військового навчального закладу та наукової установи – це рівень кваліфікації, що дозволяє успішно вирішувати окреслені завдання з урахуванням специфіки військової служби для офіцера та специфіки військової організації для співробітника Збройних Сил України.

Зміст професійного профілю начальника військово-наукового відділу розкривається як компетентність, що складається з таких компонентів: культура прийняття рішень, мовна культура, культура ділового спілкування, фізична культура, психолого-педагогічна культура, моральна культура та моральні засади офіцера. Щодо самих офіцерів ЗСУ, то особлива увага приділяється особистій фізичній підготовці.

Ключові слова: професійна компетентність; ключові компоненти; вищий військовий навчальний заклад; науково-дослідний відділ; аналіз; Збройні Сили України.

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