

Перспективи подальших досліджень убачаємо в розробленні практичних моделей упровадження адаптивного менеджменту в закладах загальної середньої освіти, визначенні критеріїв оцінювання його ефективності та обґрунтуванні цифрових інструментів підтримки адаптивних управлінських рішень.

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ПЕДАГОГІЧНА МАЙСТЕРНІСТЬ ВІЙСЬКОВОГО ВИКЛАДАЧА

PEDAGOGICAL ACTIVITY OF MILITARY EDUCATOR

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One of the interesting topics of military pedagogy is the professional competence of a military educator. It should be noted that the work of a military teacher is in demand for Ukraine in modern conditions. The ATO and the full-scale invasion of Russia into Ukraine led to an increase in demand for military teachers and military psychologists. After the war, the state will need to adapt many military veterans to peaceful life. Specialized research institutes are being created dedicated to the problems of military psychology and pedagogy. Also, certain universities provide professional training for military

psychologists and military educators. These theses will examine Pedagogical activity of military educator.

The pedagogical activity of a military teacher is multifaceted and involves the application of theoretical and methodological provisions of pedagogy, psychology and professional teaching methods in the process of solving professional tasks - pedagogical, scientific, methodological. Like every type of human activity, the structure of military pedagogical activity consists of: 1. Motivation. 2. Pedagogical goal and tasks. 3. Subject of pedagogical activity (organization of educational activity aimed at mastering socio-cultural experience). 4. Pedagogical means (educational literature, computer technology, etc.) and methods of solving the tasks set (explanation, demonstration, joint activity, practice). 5. Product and result of pedagogical activity (Individual experience formed in servicemen in the entire set of axiological, emotional-semantic, objective, evaluative components. In this regard, the most important tasks of modern military pedagogy include improving pedagogical skills). The founder of the scientific theory of pedagogical skill is the Ukrainian scientist and teacher I. A. Zyazyun, who formulated the definition of this pedagogical category as follows: "Pedagogical skill is a complex of personality properties that ensures self-organization of a high level of professional activity on a reflective basis." Scientists call the most important characteristic of pedagogical skill a humanistic orientation – a focus on the personality of another person, the affirmation of the highest spiritual values, moral norms of behavior and relationships by word and deed. This is a manifestation of the teacher's professional ideology, his value attitude to pedagogical reality, its goal, content, means, subjects.

I. A. Zyazyun was deeply convinced that only under the condition of great love for students does a teacher's professional skill begin to form. The humanistic orientation of the teacher's personality determines his pedagogical beliefs and pedagogical thinking, on the basis of which motives are formed – internal drivers that encourage the teacher to professional activity, value orientations that allow him to develop his own professional self-concept aimed at self-affirmation in the profession, self-improvement and self-development. The goal of pedagogical activity is achieved through the solution of various pedagogical tasks.

Based on the features of the teacher's pedagogical activity, the logical conditionality and sequence of his actions, V. O. Slastyonin identifies the following groups of pedagogical tasks: analytical-reflective – tasks for the analysis and reflection of the holistic pedagogical process and its elements, subject-subject relations, and difficulties that arise; constructive-prognostic – tasks for building a holistic pedagogical process in accordance with the general goal of professional pedagogical activity, developing and making a pedagogical decision, predicting the results and consequences of the pedagogical decisions made; organizational and activity - tasks for the implementation of optimal options for the pedagogical process, combining various types of pedagogical activity; evaluation and

information - tasks for collecting, processing and storing information about the state and prospects for the development of the pedagogical system, its objective assessment; correctional and regulatory - tasks for adjusting the content and methods of the pedagogical process, establishing the necessary communication links, their regulation and support.

N. V. Kuzmina identifies five levels of productivity of pedagogical activity: Level I – (minimum) reproductive; the teacher is able to tell others what he knows himself; unproductive; Level II – low (adaptive), the teacher is able to adapt his message to the characteristics of the audience; unproductive; Level III – (average) locally models; the teacher has strategies for teaching students in individual sections of the course (i.e., is able to formulate a pedagogical goal, report to himself on the result, select a system and sequence of including students in educational activities; medium-productive; IV level - (high) system-modeling; the teacher has strategies for forming the necessary system of knowledge, skills and abilities of students in his subject as a whole; productive; V level - (highest) system-modeling: the teacher has strategies for transforming his subject into a means of forming the student's personality, his needs for self-education, self-education, self-development; highly productive. Teachers who are at the first two levels do not have pedagogical abilities. Only when moving to the third level do they have opportunities for carrying out effective activities and solving pedagogical tasks. Effective teaching is impossible without the presence of internal resources that ensure the teacher's theoretical and practical readiness to effectively implement the main functions. At the current stage, researchers distinguish two groups of functions: 1. Goal-setting functions (orienting, developmental, stimulating, informational). This group of functions correlates with the didactic, academic, authoritarian, communicative abilities of the individual. 2. Organizational-structural group (diagnostic, constructive, organizational, communicative, gnostic). This group of functions involves the development of analytical, prognostic, design and reflective skills in the teacher.

In the studies of N. V. Kuzmina, the following pedagogical abilities are distinguished: pedagogical observation, pedagogical imagination, pedagogical tact, distribution of attention, organizational abilities. I. A. Zyazyun has the following classification of pedagogical abilities: 1) communicativeness - a professional ability of a teacher, characterized by the need for communication, readiness to easily make contact, evoke positive emotions in the interlocutor and feel pleasure from communication; 2) perceptive abilities – professional insight, vigilance, pedagogical intuition, the ability to perceive and understand another person. 3) personality dynamism – the ability to actively influence another person; 4) emotional stability – the ability to control oneself, maintain self-control, and exercise self-regulation in any situation, regardless of the strength of external factors that provoke an emotional breakdown; 5) optimistic forecasting – forecasting the development of a personality with an orientation to the positive in it and the transformation of the entire structure of the personality through the influence on positive

qualities; 6) creativity – the ability to be creative, the ability to generate unusual ideas, depart from traditional schemes, and quickly resolve problem situations [Гурковський, Романенко, Налбалець, Семененко Л., Дужий, Семененко 2025, с. 66-82; Замотаєва 2021, с. 275-285; Красницька 2020, с. 116-123; Плахута 2024, с. 4-6].

Having conducted the research, we came to the following conclusions. Pedagogical activity of military educator is the achievement of a model of professional pedagogical activity, characterized by experience and perfection of pedagogical actions, the presence of an author's "handwriting". This is the formation of professional knowledge, skills, qualities, pedagogical techniques and pedagogical culture on the basis of a stable pedagogical orientation and constant self-improvement, which ensures the teacher's solution of military-professional tasks at the "master" level.

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