

Oleg BOYKO

Ground Forces Academy, Ukraine

Subject-activity model in forming officer's leadership competence in the Academy of Ground Forces of Ukraine

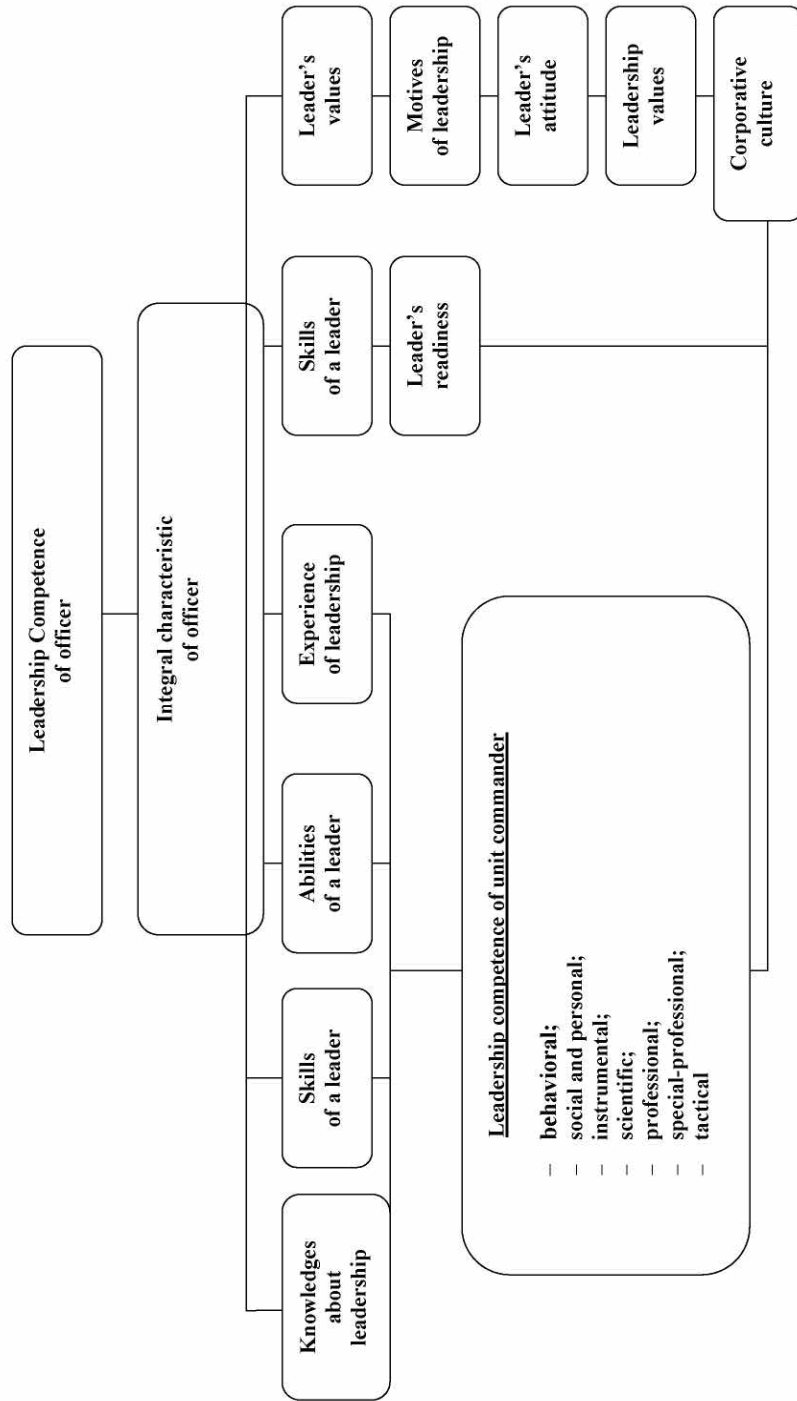
No one can be considered a leader if his position has not been established in the hearts and minds of subordinates. The idea that one can lead through inspiration has deep historical roots. However, only recently have sociologists and other observers begun to codify this practice into principles.

The problematic issue for Ukrainian soldiers is hidden in their mentality. Contemporary understandings of effective leadership produce such exhortations as „Leadership – it's a lifestyle!” and „If not me, then who?” Conversely, even the best traditional Ukrainian attitude is represented by, „You'll do it because I told you to”. All too often, attitudes are even worse; represented by „This is none of my business!” or, „How can I maximize my personal gain from this position?” These are signs and features of the national character and they do not contribute to the emergence of effective leadership in the Armed Forces of Ukraine.

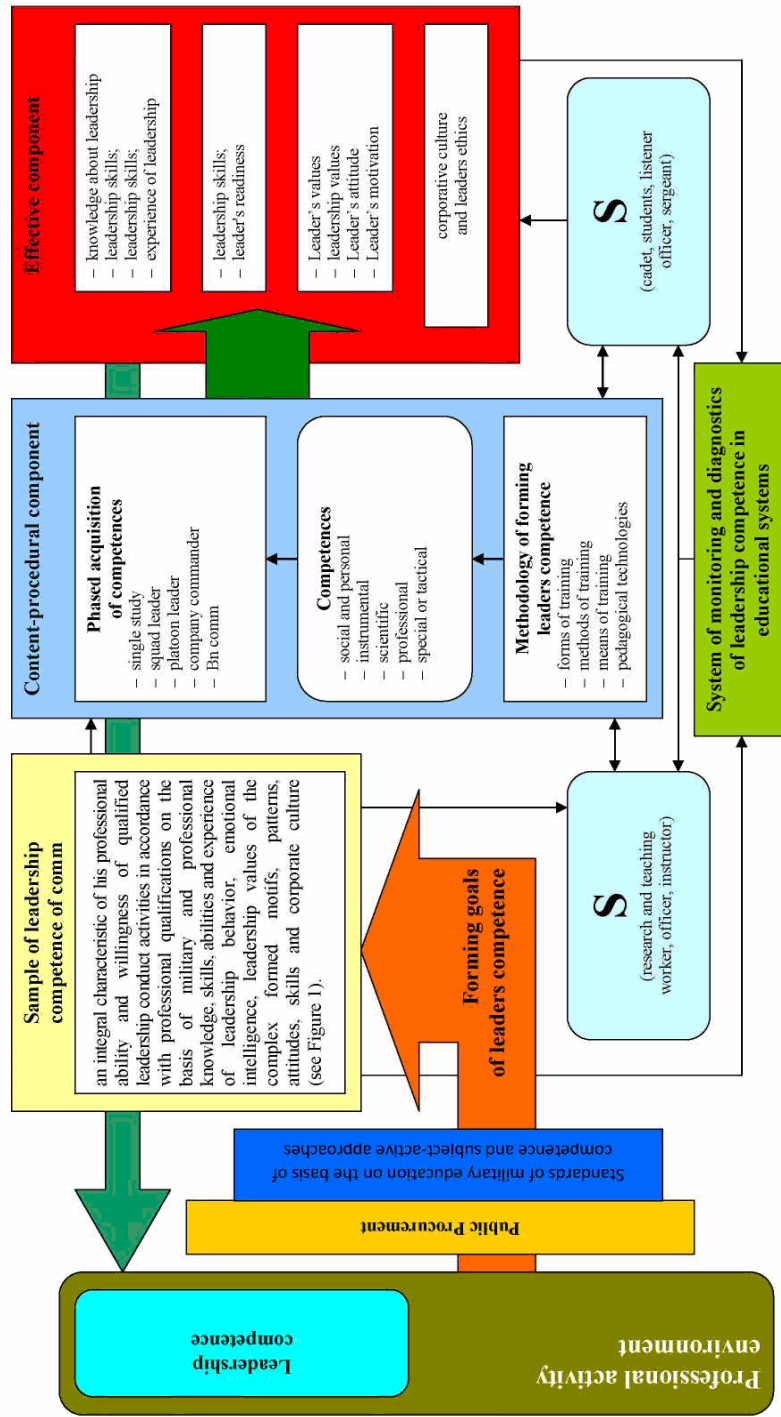
Ukrainian military higher educational establishments face two difficulties as they seek to teach, inspire, and instill effective leadership techniques and practices in their cadets and students:

1. They train their students to focus on the current activities and status of their own units with little appreciation for the critical importance of all other factors of military operations. These other factors include: the effect of time on operations; the activities and status of adjacent and higher headquarters; the intentions, dispositions, and actions of the enemy; the attitudes and importance of the civilian populace; and, most importantly, the purpose of the military operation as defined by commanders' intents one and two levels up.
2. The stark contradiction between the old Soviet sense of competence of military experts, as defined in state and industry standards of higher military education, and the requirements of modern concepts about the formation of leadership in future officers; concepts exemplified by world-class military educational institutions.

We note that the research and publication of results of backing teaching models in scientific sources have not yet made a coherent theory and do not provide a scientific basis for solving practical pedagogy – teaching, training, development and psychological training for future professional activities.



Scheme 1. Leadership Competence of officer



Scheme 2. The model of leadership competencies of military leaders

Interesting for our study are the works on military leader philosophy of such foreign scientists: J. Adair (2006), G. Kennedy (2002), K. Neilson (2002), L.R. Donnithorne (1994), M.D. Matthews (2012), J.H. Laurence (2012), V. Nissinen (2001), D. Crandall (2007), T.A. Kolditz (2007), P.J. Sweeney (2007).

Significant contribution to the disclosure of the nature and content of the basic provisions on teaching model of training military specialists in higher educational establishments have been made by such scientists as M.I.Neschadym, V.V.Yahupov [Нешадим 2003; Ягупов 2007: 3–8].

D.M. Kotseruba (2000), O.H. Romanovsky (2001), H.H. Shevchenko (1996) – have studied leadership in military team; O.K. Makovskiy (2002) – formation the leadership of future officers; A.Y. Vyday (2002) – formation of leadership focus of future officers and others.

However, there has been no basic or applied research to develop models of leadership competency in the training of military specialists. There have most certainly been none that would take into account modern requirements for their implementation in line with the humanistic philosophy of education, subject-activity training future officers of Armed Forces of Ukraine.

Our research objective is to reveal the essence of leadership competency and model its components. This model can be applied to leader development in the future officers in the Hetman Petro Sagaydachnyi Academy of Armed Forces in Lviv.

We have determined that *leadership competency of the military officer* – is a characteristic of his ability and willingness to conduct qualified leadership activities in accordance with professional qualifications on the basis of military and professional knowledge, skills, abilities and experience of leadership behaviour, emotional intelligence, set of formed leadership values, motivations, standards, attitudes, skills and corporate culture (see scheme 1).

In the standards of the national military education is defined competency approach to training military specialists. Model of formation and development of leadership competence of officers in this system just have started its development – this is a sample, the standard of didactic system that provides conditions display leadership behaviour of future officer in the educational process of higher military education.

A model of any process, phenomena, in our opinion, consists of major components that must reveal its essence. For example, I.A. Zyazyun and H.M. Sahach emphasize that the didactic design – a system of action that ensures adequate absorption (understanding) simulated properties, relations and recognizable relations and the transformed object (natural or socio-cultural). Natural and artificial systems are the objects of didactic simulations, and the human mind itself – is a subject [Педагогічна... 1997].

The subject-activity approach to learning has been formulated in the mid 80-ies of the 20th century. It has been developed as a subject-oriented organization

and management of training activities. Teachers provide students specially organized training activities (tasks) of varying complexity and issues. They develop not only professional and specialty competence of the officer, but also as a person, as a subject of vital functions. This subject-oriented activity explores the duality of subject-oriented activity approach: from the perspective of the teacher and from the perspective of the student. Such an approach is based on the results of long-term studies (B.H. Ananyev, A.V. Brushlinsky, D.B. Elkonin, B.F. Lomov, A.K. Markova, O.B. Orlov, V.D. Shadrikov, I.S. Yakyman-ska and others), which proved cogency importance not only of the control, but also specific disclosure of the process of preparing a set of psychological characteristics of the learner (pupil, student, cadet, attendee): motivation, adaptation, capacity and mental processes and states, communicative, level of aspiration, self-esteem, cognitive style and more.

The main components of the future officer training are: *subject – need – motive – goal – action – way – result*. Awareness of activity all aspects of the development of leadership competencies is important for its successful implementation.

Literature

- Педагогічна майстерність* (1997): Підручник/І.А. Зязюн, Л.В. Крамущенко, І.Ф. Кривонос та ін.; За ред. І.А. Зязюна. – К.: Вища шк., 349 с.
- Нещадим М.І. (2003), *Військова освіта України: історія, теорія, методологія, практика*: монографія/М.І. Нещадим. – К.: Видавничо-поліграфічний центр „Київський університет”, 852 с.
- Ягупов В.В., Свистун В.І. (2007), *Компетентнісний підхід до підготовки фахівців у системі вищої освіти*/Наукові записки НаУКМА. Серія „Педагогічні, психологічні науки та соціальна робота”, т. 71, с. 3–8.

Abstract

Thus, we defined the essence of leadership competency of the future officer and exposed parts of didactic model of its formation, based on the concept of subject-activity training of military specialists and implemented in the educational process of the Academy of Armed Forces named after hetman Petro Sahaydachnyi (see scheme 2).

Prospects for further researches can be: justification and development of methods of leadership competence formation of officers in schools and experimental verification of its effectiveness.

Key words: „subject-activity model”, „leadership of officers”, „leadership competence of future officers”.