

FORMATION A NEW GENERATION OF MILITARY LEADERS IN HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS

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Summary

The war requires changes in the approaches to the training of military leaders. The article proposes a model for the formation of leadership qualities of future officers, leaders of the new generation, in higher educational institutions. It is based on the value-competency approach to military leadership. The formation of leadership behavior, according to the authors, is achieved through the observance of values, the formation and development of professional and personal competences, and the acquisition of experience. The basis of this model consists of interrelated blocks: educational process, practical experience, mentoring, self-management.

The authors emphasize that the new military culture of leadership must be based on national culture and universal human values. The formation of a new style of military leadership takes place in the process of transformation of professional culture based on Euro-Atlantic principles, using the experience of combat operations, training methods, NATO principles and standards.

The article describes the formation of leadership competencies of cadets during the educational process. The important place of this formation is given to problematization and reflection of training. Attention is drawn to the fact that the combat experience of servicemen acquired in battles with the Russian aggressor is included in the content part of educational disciplines, when developing cases, situational tasks, and exercises.

When gaining practical experience in the process of everyday activities, internships in command positions, cadets develop organizational and communication skills, taking responsibility for management decisions, such qualities as: stress resistance, initiative, creativity, humanity, determination, ambition, mobility are manifested.

Mentoring is considered as an element of the transferring of positive life, military, combat experience, which allows cadets to form their life position.

An important place in the development of modern leaders is occupied by cadet self-government and self-development, which is designed to teach cadets to achieve their goals, and enables them to feel themselves active participants in management.

The implementation of this model must ensure a continuous process of formation, development and self-improvement of military leaders based on values, professional and personal competencies.

Key words: leadership competencies, educational process, mentoring, practical experience, self-management.

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1. Introduction

In today's conditions, approaches to the formation of a new generation of military leaders are changing. Russian aggression against Ukraine raised the importance of the human factor in modern warfare to a new level. Deterring Russian aggression would be impossible without effective military management and motivation of personnel to perform tasks related to the defense of the state.

Managers at all levels faced the unheard-of horrors of war and were forced to react quickly, make correct, effective decisions to fulfill combat tasks and save personnel. The issues of drawing attention to what requirements a manager-leader must meet in conditions of martial law and what qualities must be formed in future officers are becoming relevant. It means that the management first of all needs to realize the needs of personal changes, as well as to change approaches to personnel management in accordance with new threats and risks.

We are talking about the formation of leaders of a new generation, who must have a system of moral values based on the desire to serve the people of their country, readiness to protect them. There is a need to find a model for the formation of a leader who is able to sense changes in the environment and respond to its challenges, who is able to form a combat-ready team that shares his values and motives.

The leaders of the new formation must understand that leadership is not a position or a title – it is the ability to unite people and together overcome difficulties, uncertainty, survive on the battlefield and win, be in a circle of like-minded people who respect you, follow you and are grateful to you for mentoring. Leadership is the joy of team victories.

The new military culture of leadership must be based on national culture and universal human values. The formation of a new style of military leadership, the transformation of professional culture based on Euro-Atlantic principles, using the experience of combat operations, training methods, NATO principles and standards, prompts the rethinking and improvement of existing approaches to the study of military leadership in the military education system and the training of a new generation of military leaders of the Armed Forces of Ukraine.

One of the key components of ensuring the professional activity of servicemen of various categories and military administration bodies during the performance of tasks related to the protection of the state is military leadership, which forms values, traditions, motivation, professionalism, discipline and interaction in all military units, and brings victory closer.

Therefore, at the current stage of education development, one of the main tasks is the formation of leadership competences among applicants of higher education, taking into account their abilities, competences, business and personal qualities.

2. The state of scientific research of the problem

Sufficient attention is paid to the problems of leadership and the formation of leadership competence, as evidenced by scientific sources and research.

In his monograph, O. Boyko explored the scientific basis of the methodology of formation of leadership competence of officers of the Armed Forces of Ukraine. Subject-activity, competence, context and value approaches of professional pedagogy in the formation of leadership competence of officers are considered in the work. Military leadership is substantiated as a valuable and contextual basis of the professional competence of officers of the Armed Forces of Ukraine (*Boyko O., 2020*).

In their article, T. Hraban and O. Silko made an analysis of the priorities of the leadership competencies of future officers, through their assessment of the value of behavioral standards for the effective performance of the mission and improvement of the military formation structure. The conducted research allows us to state that one of the priority leadership competencies is the one that manifests itself in the ability to force others to go beyond their personal interests and work for the team's benefits (Hraban T., O. Silko, 2021).

Zaruba O., Krymets L., Makovskyi O., Tyurina V., devoted their works to the issue of the need to form a leader in the military sphere and other. Thus, the subject of Zaruba's O. research is the models and programs of training leaders in higher military educational institutions, Krymets L. considers leadership as a special form of power in the modern military-professional environment, Makovsky O. considers the issue of the formation of leadership qualities of future officers, Tyurina V. studies leadership competence and the level of their formation in cadets.

The purpose of the article is to analyze approaches to the model of formation of a new generation of military leaders in higher military educational institutions and its main components.

3. Presenting of main material

The modern experience of training future officers requires innovative methods and technologies of training, upbringing and psychological training, development of a modern model of formation of their leadership competence in higher education institutions and substantiation of all its components. There is a need for unified approaches to the vision of a consistent, cyclical training program for military leaders of officer and sergeant ranks.

The methodical system of training classes in higher military educational institutions must be reoriented to the formation of the personality of a leader, not an executor (*Strategy for the development of military leadership*, 2023). Leaders must raise leaders.

In modern conditions, approaches to the formation of a new generation of leaders are changing. The opinions of Willink D. and Babin L., officers of the American Navy, about new challenges to modern military leaders are interesting. They cite the principles that make combat commanders successful: the ability to stay calm and identify the highest priority tasks; the ability to implement discipline in the team that would promote flexibility, adaptability and a creative approach; the ability to convey a strategic picture to the team and the habit of quickly making decisions and adapting to changes; the ability to find one's own balance between extremes (*Extreme responsibility. People. Leadership and management. Culture*, 2024).

Therefore, we can conclude that the war requires changes in the approaches to the training of leaders, for which the interests of society and teams become higher than their own. In order to form the personality of the leader of the new generation, it is necessary to fill the educational process with modern universal, national and military-professional content, which involves determining the methodology of forming the leadership competence of future officers, specification of values, tasks, content, methods and forms of professional training of future officers, creation of a single educational information environment that ensures exchange of military professional experience of officers with cadets, formation of future officers professionally important qualities and values as a military leader, understanding and acceptance of standards by them (attributes) of leadership behavior and activity in the military-professional environment, etc.

Scientists emphasize the "importance of establishing an algorithm for the formation of leadership qualities in military specialists. It is meant to improve the models of cooperation of leaders with those who share their views, who follow the rules and norms of behavior. A leader is defined by leadership behavior, the experience of which should be formed during the period of training in an educational institution; the quality of interpersonal relationships is important for a successful leader, so it is necessary to focus on the development of the emotional intelligence of a young person; leaders must be sensitive to the needs of society, so public activity is important, in which it should be purposefully involved (Yatsenko O., Gorbunov M., 2018).

At the same time, and this is important, researchers Makovoz O., Yatsenko O., Gorbunov M. note that there are differences in terms of requirements for leaders in peacetime and wartime. It was determined that the emphasis is currently on personal qualities, helping others, the ability to maintain a team, the desire to change the situation for the better (Makovoz O., Yatsenko O., Gorbunov M., 2023).

Based on the study of scientific and official sources, we determine that the formation and development of a new generation of military leaders in Ukraine should take place on the basis of the synergy of values, professional and personal abilities (competencies) and the acquired unique military experience (*Strategy for the development of military leadership in the Armed Forces of Ukraine, 2023*).

Therefore, as a basis for the development of military leadership, a model is proposed – the formation of leadership behavior, which is achieved through the observance of values, the formation and development of professional and personal competences, and the acquisition of experience (combat experience). The combination of four factors of the model ensures the implementation of a value-competency approach to military leadership (*Doctrine of military leadership in the Armed Forces of Ukraine, 2024*).

It is proposed to include four blocks in the basis of this model: educational process, practical experience, mentoring, and self-governance.

During the educational process, the formation of leadership competence takes place during the study of the educational discipline Military leadership, which is taught according to unified curricula within the framework of professional military education courses L1A (Basics of military leadership, 2 credits), L1B (Development of military leadership, 2 credits) for a bachelor. Preparation of the masters includes the course L1C (Military Leadership: The Leader's Influence on the Team, 3 credits). All courses are integrated into the educational process. This approach makes it possible to systematize the study of leadership issues.

The main measures of the educational process, as mentioned above, are aimed at the formation of leadership and general competencies of cadets, based on the synergy of values, professional and personal abilities (competencies) and the acquired unique combat experience.

Taking into account the research related to the problems of the formation of leadership qualities in higher education students, the following psychological and pedagogical conditions can be identified:

- consideration of individual and psychological characteristics, as well as development of leadership motivation of students of higher education;
- work on the development of responsibility, as one of the foundations of leadership;
- creation of a developmental personal-oriented environment in the real and training educational interaction of higher education students, characterized by such relevant indicators as problematic, activity content, reflection, etc.;
- guaranteeing the development of leadership qualities thanks to the organization of the collective, its self-management, as well as through the involvement of various interactive forms, including role-playing games, various trainings and others (*Kurytsia A., 2014*).

In the works of McGregor M., leadership competencies are considered as a set of general personal characteristics that are characteristic of leaders and contribute to exceptional achievements. Among such characteristics, the author includes the leader's understanding of his role, learning the tools of influence and power, the ability to take responsibility and make decisions, serve as an example for imitation, etc. (*MacGregor M.G., 2013*).

Thus, the formation of leadership competence involves the development of new and improvement of innate qualities that determine the leading position of a person in a group. Cumulative signs that indicate the presence of leadership qualities in an officer are special characteristics of the level of his professional and psychological competence.

Researcher Zhukova A. believes that the leadership qualities of higher education applicants are a dynamic professional and personal formation that is formed during professional training in higher educational institutions. This education includes three main competencies. The first is individual leadership competence, which is manifested in the ability of an individual to realize his natural gifts and in the ability to present himself, while mobilizing his individual potential.

The next competency is managerial and leadership, which consists in influencing others, being able to set goals and determine the ways and methods of achieving them. Communicative and prognostic competence is characterized by the ability to build productive business and emotional relationships, realizing both one's own potential and the potential of others (*Zhukova A., 2024: 351*).

This opinion is a confirmation of the importance of disciplines of the humanitarian block, tactical-special disciplines and leadership courses in the formation of leadership competencies of cadets in the process of organizing the educational process.

During classes, an important place is given to problematization and reflection in the process of preparation. The combat experience of military personnel acquired in battles with the Russian aggressor is included in the content part of educational disciplines, when developing cases, situational tasks, exercises.

During classes, problematic situations based on real combat operations are created. As a rule, in a problem situation, standard ways of solving it are not enough, there is a need for analytical understanding, critical thinking, putting forward certain hypotheses as possible solutions to problems. It is necessary to use personal potential: from intuition to logic and critical thinking. Each problematic situation contains awareness of its integrity and reflection as an analysis of this situation from the point of view of the activity goal.

Therefore, we agree with the opinion of some researchers regarding the organization of the educational process according to the scheme: practical activity – problem situations with elements of an extreme nature – awareness of the problem – analysis of the situation – modeling of ways to solve the problem situation and their implementation, this will contribute to the formation of the cadet's leadership qualities. Since there is a process of learning to make a decision, this is important for the future officer as a leader (*Zhuravlyov V., Miroshnichenko V., 2022*).

Solving cases, situational tasks, and exercises by cadets forms the following personal competencies: intellectual (ability to carry out strategic, analytical, critical thinking, decision-making), emotional (ability to manage oneself and social interaction), communicative (apply social skills, communicative, stress-communication), management (ability to effectively manage personnel, motivate, lead).

The next block of formation of leadership competencies is practical experience in the process of everyday activities, internships in command positions.

Internship of cadets in the positions of commanders of departments and groups, which makes it possible to develop leadership skills. Performing the duties of a manager, a cadet develops organizational and communication skills, taking responsibility for management

decisions, such qualities as: stress resistance, initiative, creativity, humanity, determination, ambition, mobility are manifested. This enables the intern to apply his own approaches in solving the assigned tasks, to "consider" the options for alternative solutions, to evaluate his own capabilities.

The practical performance by cadets of the duties of a unit commander, deputy platoon commander (internship in sergeant positions) enables:

- identify positive and negative character traits and the level of leadership potential of the future officer;

- to acquire primary experience of leadership behavior, to evaluate and self-assess the formation of relevant leadership skills and abilities;

- feel the level of responsibility, initiative, independence in decision-making (Boyko O., 2020: 34).

An important place in the formation of leadership behavior and ethical consciousness is occupied by mentoring, as an element of the transfer of positive life, military, combat experience.

We agree with the researcher Zyazyun I. that education and education sometimes lose their humanistic spirit and there is confusion regarding the content, forms, methods of education of Ukrainian youth, the importance of a mentor with a high level of national self-awareness, based on the principles of "freedom" and mutual respect, which in the facilitative format of educational activity fills individuals with spirituality, tolerance, and respect for other people (Zyazyun I., 2010).

Researchers single out the micro-pedagogy of the teacher-mentor and his open environment, in which an experienced specialist presents and by his own example helps to form examples of models of behavior and personal position, teaches to "read" and "interpret" cognitive contexts, broadcasts examples of assimilation of cultural norms and values, conveys values science in the formation of an applicants' scientific style of thinking (Seminog O., 2016: 46).

As noted by researcher L. Shymanovska-Dianich, a mentor is a person who has rich life and spiritual experience, is a professional in many spheres of life, has analytical skills, wants and has the ability to help people solve complex problems in life, business and career (Shymanovska-Dianich L., 2011: 225).

Mentors are chosen from military personnel and university graduates, which makes it possible to build more direct and open relations between cadets and mentors and makes it possible to form leadership behavior and value orientations of cadets. It should be noted that in communication with the mentor, ethical values and moral ideals are formed, the value orientations of the future military leader and the character of her life reflections are manifested.

Thus, in our opinion, mentoring is an integrating, complex, systematic and continuous cooperation between a mentor and a cadet, which contributes to his constant professional and personal development.

An important place in the development of modern leaders is occupied by cadet self-government and self-development, which is designed to teach cadets to achieve their goals, enables them to feel themselves as active participants in management and, at the same time, understand how important and responsible it is to make decisions regarding the organization and implementation of certain projects.

As it was noted by a number of researchers, the domestic and foreign experience of introducing self-management models in educational institutions of various levels confirms the interest of young people in learning leadership behavior, the desire for self-education,

improvement of leadership qualities, and the desire to conduct independent practical socially beneficial activities (Yagodnikova V., Hrynyova M., 2021).

Educational institutions use such forms of extracurricular activities as artistic self-activity, scientific and technical circles, leadership schools, sports sections, which ensure the development of the leadership potential of students.

One of the effective organizational forms of self-management work, which ensure the formation of leadership qualities of cadets, can be considered the creation of the "Cadet Corps", which is similar to German student organizations. Its commanders are chosen once a year from among the best cadets. In the Cadet Corps, cadets receive honorary titles, participate in the preparation and conduct of extracurricular activities such as quizzes, sports and cultural events.

4. Conclusions

Thus, modern warfare makes new demands on the leaders-managers that future officers should be. There is a need for new approaches to the formation of military leaders. Therefore, a method based on the educational process, practical experience, mentoring, and self-management is proposed for the education of future officer-leaders. The formation of leadership behavior is achieved through the observance of values, the development of professional and personal competences, and the acquisition of experience. The combination of these factors ensures the implementation of a value-competency approach to military leadership.

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