FORMATION OF THE FUTURE OFFICER'S PERSONALITY AS A PEDAGOGICAL PROBLEM

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ABSTRACT

The article justifies the topicality of the issue of personality. Different aspect of pedagogical interaction have been presented. The issue of shaping the future officer's personality has been studied as a pedagogical problem. The principles of pedagogical process have been delineated. The concepts of individuality and personality have been comparably analyzed.

Keywords: personality, officer, pedagogical problem, teacher, cadet.

The main purpose of education in Azerbaijan is to develop personality, as stated in the "Law on education": "The main purpose of education is to prepare independent and creative citizens and personalities who realize their responsibility for Azerbaijan, respect the national traditions, the principles of democracy, human rights and their freedom, adhere to the ideas of patriotism and Azerbaijanism.

Who is personality? - The question is still the main object of discussion in psychology. And in most cases this problem is perceived as a philosophical problem. This problem has been thought by philosophers, psychologists, teachers and thinkers over the centuries and has become the subject of their research. These studies focused on important issues such as personality, its activity, its formation, its structure, and differing views on the essence of personality. If we look at the theories on personality, we can see that in the context of different sciences, personality has been privatized and a plethora of definitions have been provided according to the methodological principles of each science. However, none of these definitions conveys the essence of personality in its entirety.

Currently, there is no uniform definition that is accepted by all researchers. However, the following definitions are distinguished by their compactness and specificity:

"Personality" is a set of features that characterize individuality, or a man, person or face "from the point of view of his character, ethics, position in society, and so on" (1).

Personality traits definitely have a use when it comes to predicting job performance in many occupations. On the other hand, their use has been found to be somewhat limited for the so-called high-risk occupations. The military is a typical high-risk organization and in personnel serving in these organizations are said to have high-risk occupations. A high-risk occupation means an occupation where personnel may have to face unpredictable, difficult and stressful situations in their daily work. Said differently, the personnel must be able to handle situations that occur suddenly and surprisingly, with an unknown content, where outcomes of actions characterized by a low degree of predictability (i.e. the unforeseen) (2).

In order to form the conceptual basis of any research, it is first necessary to identify its central categories. The central element in this study is the categories of officer and personality. It is not possible to speak about the nature of the officer's personality without defining their essence.

The understanding of military pedagogy defers from one country to the other. This is because the education and national philosophies are different, and thus give rise to different emphasis of what military pedagogy is. As acutely summarised by van Ree, pedagogy strongly reflects national and cultural practices that determine the thoughts and values. Each country owns at least one higher education provider for its future defenders. In comparison to other higher learning institutions, not many writings are done on military education and pedagogy. As such the learning environment and experience becomes such an interesting idea to be studied (3).

As suggested by Jowati Juhary, military pedagogy is the concept used to educate future intellectual leaders of characters for academic and military purposes. It is used to build the personality of the future leaders (3).

The officer's personality varies according to his specific requirements. The officer must have integrated qualities. One of the most important aspects of the officer's personality formation is the creation of motivation. Thanks to the motivation, an officer can build his or her career more professionally and competently. Teachers play a great role in this process. The teacher of a higher military educational institution whose mission is to shape the future officer's personality should be an example himself. In addition to mastering theoretical and methodological training and pedagogical skills, he must also have exemplary behavior, high ethics and aesthetics, plain and coherent speech, broad outlook, and clear judgment. In addition, the teacher must be a skilled psychologist who is able to treat each cadet individually, to earn their respect and confidence, his trust and love, and to identify his good qualities.

In the training process, cadets and future officers should be treated both as objects and subjects of the pedagogical process during out-of-class activities. He should know that the future officer, as a teacher, is an equal member of the pedagogical process. From this point of view, it is necessary to implement the following principles:

−the formation of the officer's personality should be taken as a structural element of the overall personality formation, and the methodological basis for the development of the necessary qualities should be identified;

−self-awareness, self-appraisal and self-assertive orientation should be identified for the realization of the qualities and potential possibilities of the officer's personality, and the creation of an environment conducive to the formation of stable qualities;

−the personality of the officer should be viewed not as a separate category, but as a personality in the context of reciprocal relationships, in the joint activities, in the field of interpersonal relations.

In connection with the problem, I.E. Shafieva states: "The main structural element of the officer's activity is his motives" (4, p. 16). The motives that motivate officers are:

−military-patriotic views and beliefs;

−moral feelings (citizen duty, officer responsibility, conscience);

−motives for collectivism;

−military-professional motives;

−motivation for constant self-improvement or self-improvment;

−pragmatic motives for success (4, p. 16).

If we apply this aspect to the formation of the officer's personality, we can conclude that the officer is at the core of his management activity. Only then does the officer realize his "I" as the subject of his leadership, and directs his subordinates towards the issues of combat training and economic activities. The officer plans, systematizes, regulates the activities of both himself and his subordinates, makes decisions, controls and helps (4, p. 17).

On the other hand, personality formation begins primarily with the individual. When an individual becomes a personality, he or she also has individuality. The concepts of individuality and personality are relatively close to the content. While the concept of individuality incorporates unique features and originality of a person, the concept of personality expresses one's personal image, his independence, his determination, his ability to make decisions in difficult situations.

The individuality of the officer is based on his character, temperament, abilities, mental attitude, emotional state and the motives of communication, and so on.

In the process of personality formation, first and foremost it is paramount to identify strategies that are based on certain integrative features, tactics of teacher and cadet interactions. It is necessary to clarify these key features of interrelationships. Let's consider the following principles on this issue, based on the study of scientific literature:

The first principle is that, the interrelationship of personality reflects a generalized manifestation of something. Therefore, interactions of personality can only be considered in the context of such concepts as personality pedagogy, personality paradigm and personality development.

The second principle assumes a personality approach as the basis of all "personality manifestations", which is one of the methodological principles in pedagogy (cultural, historical and other approaches).

According to the third principle, the personality approach has a certain value. This value is subjective, while value in the approach to the activity is considered objective.

The fourth principle emphasizes the need for a holistic conceptual approach to the personality, which should be a leitmotif of pedagogical research, starting with theoretical and methodological development of personality interactions.

The fifth principle focuses on the fact that the whole approach to the development of personality, as well as the personality interaction is fragmented. That is to say, as a rule, only one aspect of the personality approach is reasonably designed. It is necessary to integrate the individual approach and the complete development of the synthesis of the material.

The sixth principle is related to the notion that the interrelationships of personality are characterized by different aspects in the scientific literature.

The seventh principle deals with management and targeting components (5, p. 215).

The best option for the pedagogical process is to have the teacher take on a functional role and personal interaction. In this case, his personality traits are manifested through his role-playing behavior. The similarity ensures the transfer of the teacher's not only public experience, but also personal experience. In this case, when interacting with the cadet, the teacher transfers his or her individuality by realizing his / her needs and personality, as well as forming appropriate requirements and skills in the cadet.

The personality and role of the teacher are reflected in his or her acts of conduct, but the advantage of any of these stimulates the particular effect on the personality of cadet. Here are two strategies for interaction (Figure 1 and 2):
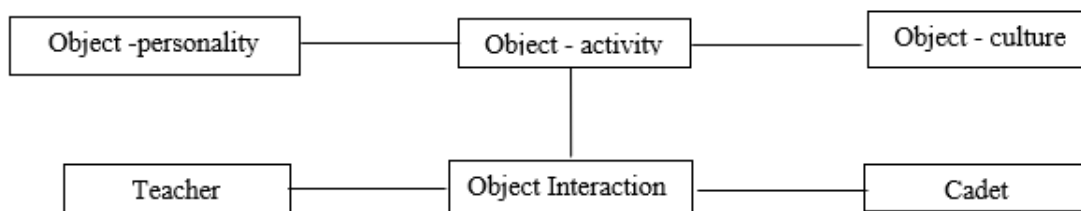
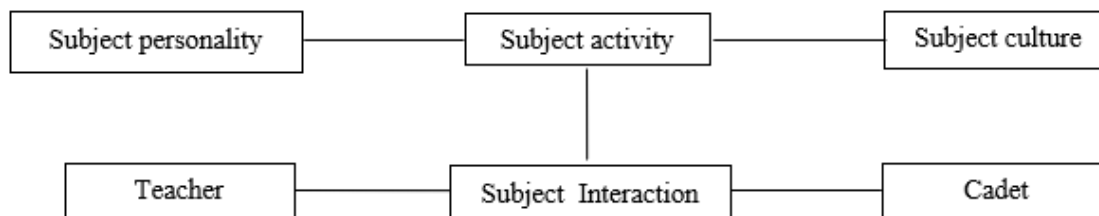*Figure 1. Objective aspect of pedagogical interaction*

Figure 2. Subjective aspect of pedagogical interaction

The teacher becomes an object of identity by offering his or her subjective examples to other people, either deliberately or unintentional ly, first of all, to those who are being taught, and putting himself/herself in the place of others. If officer-teacher and teacher are not referent for cadets, no matter how high their personal and functional role-playing parameters are, their influence will not have the necessary modifying effect (6, p. 61-63).

The functional role of pedagogical interaction is primarily aimed at changing the cognitive field of cadets. In this case, the success of the cadets in accordance with the appropriate ethical standards is considered to be the benchmark for teacher success. This type of interaction, teachers tend to adapt to external standards of behavior.

As cadets in classrooms and groups work together, the relationship develop among them. In social psychology, these relationships are treated as interpersonal relationships. This type of relationship is the reciprocal relationship between the cadets during joint activities and communication.

In modern science, there are two strategies of interaction: cooperation and competition. Cooperative interaction envisages the possible contribution of each of its participants to the solution of a common problem. Here, the means of bringing people together is what happens in the course of a joint relationship. The "density", which is an important indicator of cooperative interaction, is the degree of inclusion of all process participants, determined by the value of their participation. As for the other strategy of interconnection - competition, its peculiarity is the struggle for priority in the conflict in the most striking way. Since there is an assumption that each conflict has a negative value, a number of specific studies are not accepted today. Interpersonal relationships arise when cadets understand each other. This means that these relationships are related to the direction, tendency, expectation, stereotypes, etc. that they perceive and value in each other.

Conclusions

Summarizing the abovementioned fact, wemay conclude:

– the process of shaping the future officer's personality depends on one hand, his psychological, emotional, and cognitive systems, and on the other hand, the level of training activities and reciprocal relations;

– although a number of factors have been explored in the formation of a future officer's personality, there is, in fact, a disorganization in this area. Lack of programs and technical means, especially in the educational process, directly aimed at the formation of personality complicates this work;

– there has been no systematic study of the establishment of a mechanism of interaction through the strengthening and clarification of the mechanism of interaction, as well as the formation of personality in the communication process and activities;

– studies have shown that although there are different approaches to personality, they do not go beyond their theoretical and philosophical explanations. Although psychological and pedagogical theories underlie various factors in personality formation, the weight of these factors remains undefined and poses a number of methodological difficulties;

– the functional role of the teacher's interaction with the cadets is related to the objective conditions of the pedagogical process and the control of the cadets' performance. In this case, the personality of the teacher goes beyond the boundaries of interaction.

The concept proposed in the study has a significant impact on the development and enrichment of pedagogical theory as well as the theory of interaction as a whole.

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ВОЗМОЖНОСТИ ЭЛЕКТРОННОГО КУРСА ДЛЯ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

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АННОТАЦИЯ

В статье рассматривается вопрос о необходимости организации интенсивной самостоятельной работы студентов в соответствии с требованиями федерального государственного образовательного стандарта. Авторы полагают, что для эффективности данного процесса вузам необходимо формировать электронную образовательную среду, куда должны входить электронные курсы по различным дисциплинам. В статье приводятся примеры работы на электронном курсе по учебной дисциплине "Иностранный язык".

ABSTRACT

The article deals with the problem of organizing self-dependent work of students in accordance with the requirements of the federal educational standard. The authors believe that to achieve this goal universities should form the innovative electronic educational environment that will include numerous electronic courses on different subjects. The article contains examples of the electronic course on the subject "Spoken English".

Ключевые слова: самостоятельная работа, ключевая компетенция, электронный курс, встроенные ресурсы, английский язык

Key words: self-dependent work, key competence, electronic course, built-in resources, the English language

Самостоятельная работа студентов - это вид учебного труда, осуществляемый без непосредственного вмешательства, но под руководством преподавателя, а также средство вовлечения студентов в самостоятельную познавательную деятельность.

Новый федеральный государственный образовательный стандарт определяет самостоятельную работу студентов как важный элемент всего учебного процесса, занимающий по объему не менее 50% учебной нагрузки при очном обучении и более 70% при заочной форме обучения. В ходе организации самостоятельной работы студентов преподавателем решаются следующие задачи:

углублять, расширять профессиональные знания студентов и формировать у них интерес к учебно-познавательной деятельности;

учить студентов овладевать приемами процесса познания;

развивать у них самостоятельность, ответственность, инициативность;

развивать общие интеллектуальные способности будущих специалистов.

Вся система организации самостоятельной работы студентов должна быть направлена на развитие у них самостоятельности как ключевой компетенции; способности к постоянному обновлению своих знаний в течение всей трудовой деятельности, что является обязательным условием повышения уровня конкурентоспособности и востребованности специалиста на рынке труда.

На современном этапе открылись дополнительные возможности для организации самостоятельной работы студентов благодаря внедрению в учебный процесс электронного образования и разработке преподавателями электронных курсов по разнообразным учебным дисциплинам. Стандарт (ФГОС ВО) предусматривает наличие инновационной электронной образовательной среды вуза. Такие курсы доступны студентам 24 часа в сутки семь дней в неделю, содержат интерактивные элементы, что делает процесс обучения более интересным и обеспечивают оперативную обратную связь, что повышает эффективность самостоятельной работы студентов.

В ФГБОУ ВО "Поволжский государственный технологический университет" активно внедряется электронное обучение студентов. В системе Moodle преподаватели ПГТУ разрабатывают электронные учебные курсы, которые решают такие задачи, как передача студентам учебной информации; закрепление и проверка знаний с помощью тестов; взаимодействие студентов между собой и с преподавателем посредством форумов и чатов;