

Self-educational technologies of the commanders of cadets' units of higher military educational institutions in the field of physical training and sports

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Abstract:

The topicality of the research based on the presence of contradictions between the high demands which are put on the knowledge, skills and abilities of the commanders of cadets' subunits of HMEI in physical training and sports and the lack of scientifically developed technology of educational guidance by their self-education in this field. The research objectives were to determine the regular dependence of officers' self-development in the self-educational activity in the field of physical training and sports and to justify the educational guidance technology of the commanders of cadets' subunits self-education at HMEI in the field of physical training and sports. The quality of educational guidance by officers' self-education is based on the ranking of educational conditions which are necessary to improve. The educational guidance technology of the commanders of cadets' subunits self-education at HMEI in the field of physical training and sports is grounded and tested and it consists of such stages as: "preparatory", "organizational," "active" and "analytical". The results show the high efficiency of the developed technology. The dynamics of changes in the level of self-education of the commanders of cadets' subunits in the experimental group (EG) was significantly higher than in the control group (CG). At the end of the pedagogical experiment the level of the EG self-development was $3,98 \pm 0,10$ points, and significantly less was in CG $3,68 \pm 0,11$ points ($t = 2,018$; $p < 0.05$).

Key words: motivation, commanders of cadets' subunits, physical training and sports, educational technology.

Introduction

The changes which take place in modern society have led to a paradigm shift in education that requires its modernization and development of a new model of higher military schools. Thereby the main purpose of the military professional education is to train highly competent officers capable of professional promotion and professional mobility in terms of social informatization. In the materials of military education modernization the competence approach is proclaimed as one of the important conceptual standings to update the content of military education. The concept of "key competencies" is putted forward as the central concept and it joins knowledge, abilities, skills and intellectual component of education. At the same time it is given a great consideration to self-education as the main component of specialists' competence improvement (O.G. Piddubnyi, O.M. Olhovyi, G.G. Lysak, B.P. Smirnov, 2004).

Due to the changing paradigm of military education and increasing emphasis on self-educational activities an integral part of the officer's professional competence becomes his competence in the field of physical training and sports. The formation of self-educational competence of officers' material is the task that remains valid, despite the fact that the self-educational problem is under sufficient attention. The works dedicated to self-educational problem in the field of officers' physical training weren't found (Y.A. Borodin, S.V. Romanchuk, V.M. Romanchuk, 2006). Self-educational activity of the commanders' of cadets' subunits of HMEI in the field of physical training and sports is crucial for improving of cadets' physical preparedness level (S.V. Romanchuk, 2007). Unlike most of the civilian HEI where the main forms of physical training are assigned to the teachers of an appropriate department, these duties are assigned to the commanders of cadets' units at HMEI. They participate both in training classes with the cadets and in the organization of sports events (S.I. Glazunov, 2007).

In printed copies the attention is paid to the insufficient level of methodical preparedness of the commanders of cadets' subunits and it is determined the need to find new educational technologies which will be aimed to improve the system of educational guidance by self-educational activity in the field of physical training and sports (O.D. Gusak & S.V. Romanchuk, 2011).

The topicality of this research is specified by the presence of contradictions between the high demands which are made on the knowledge, skills and abilities of commanders of the cadets' subunits of HMEI in physical training and sports and the lack of scientifically developed technology of educational guidance by their self-education in this area (M.S. Korolchuk, 2002).

Material & methods

1. The analysis of methodical and scientific literature.
2. Teaching methods (observation, questionnaires).
3. Experiment.
4. Methods of Mathematical Statistics.

The research work lasted from 2013 till 2015 years at the Army Academy named after hetman Petro Sahaydachnyi. It was divided into several stages. In the first stage (September - December 2013) it has been analyzed the latest research in the field of self-education and physical training of servicemen. The questionnaire was hold to determine the motivation level of the commanders of cadets' subunits (n = 26) and teaching staff of the department of physical education, special physical training and sports (n = 20) as for self-education. The second stage (January - May 2014) grounded educational guidance technology of the commanders of cadets' subunits of HMEI in the field of physical training and sports, which was divided into stages: "preparatory", "organizational", "active" and "analytical". The third stage (June 2014 - April 2015) tested the efficiency of author's technology, the control (n = 21) and experimental (n = 18) group were formed by such method as equivalent pairs. A mathematical analysis was made on the results and resumes of the research.

Results

The conducted analysis of the commanders of cadets' subunits self-educational activity in the field of physical training and sports shows that the educational guidance of the process should be directed at developing of coarse officers' inner motives to self-education, to form the aim of self-educational activity, to define the main ways of self-education and self-preparation, the development of confidence in one's knowledge and skills during the process of self-education.

The highest correlative connection was made between firm motivation to self-education of the course officers in the field of physical training ($r=0,65$; $p<0,05$) and the efficiency of the well-handled sports events with cadets ($r=0,59$; $p<0,05$) (table 1).

Table 1. Correlative connection of efficiency of professional activity with the major components of readiness of the commanders of cadets' subunits self-education of HMEI in the field of physical training and sports

The components of readiness for self-education in the field of physical training and sports	Efficiency of commanders' professional activity
Firm motivation to self-educational activity in the field of physical training and sports	0,65
Focus on finding more effective new decisive ways of professional tasks in the field of physical training and sports	0,59
The level of knowledge, skills and abilities development to conducting the classes on physical training	0,43
Confidence in knowledge and abilities in the process of self-education	0,41

A special survey of instructors and commanders of cadets' subunits was conducted with the participation of 46 people in order to determine the conditions which are necessary for improving the quality of educational guidance by self-education of course officers. The survey allowed to ground and rank the pedagogical conditions which are necessary for improving the quality of educational guidance by self-education of the commanders of cadets' subunits of HMEI in the field of physical training and sports (table 2).

Table 2. Ranked structure of conditions which are necessary for improving the quality of educational guidance by self-education of the commanders of cadets' subunits of HMEI in the field of physical training and sports

Rank	Conditions which are necessary for improving the quality of educational guidance by self-education	Factor's contribution, %
1st	Officers' firm inner motivation to self-education in the field of physical training and sports	18,7
2nd	Time which is required for officers' self-education in the field of physical training and sports	11,3
3rd	The maximum realization of officers' personal capabilities in self-education	10,2
4th	Positive attitude and teachers' methodical support of the department of physical education, special physical training and sports to officers' self-development	9,8
5th	Mentoring of experienced teachers of the department of physical education, special physical training and sports in respect to course officers	8,8
6th	Sports traditions of HMEI and spreading of good experience in conducting of sports events with cadets	8,7

7th	The teachers' interest of the department of physical education, special physical training and sports to self-education of course officers and readiness to interact with them	8,6
8th	Methodical recommendations as for self-learning guidance and independent work of the commanders of cadets' subunits	8,3
9th	The high level of skills mastery in officers' independent work	8,2
10th	Carrying out the activities on forming officers' confidence in the process of the self-educational activities	7,4

The technology was tested in the course of pedagogical experiment. The results show the high efficiency of the developed technology of educational guidance of self-educational activity of the commanders of cadets' subunits of HMEI in the field of physical training and sports. The dynamics of changes in the level of self-education of commanders of cadets' subunits was significantly higher in the experimental group (EG) than in the control group (CG). At the end of pedagogical experiment the level of self-development in EG was $3,98 \pm 0,10$ points (on a 5-point scale), and in the CG was significantly less than $3,68 \pm 0,11$ points ($t = 2,018$; $p < 0.05$). Pedagogical skills formation and stability of self-educational activity during physical training of cadets in course officers in EG was significantly higher than in CG.

Discussion

The structure of readiness to self-education which consists of three levels during the process of the research and the analysis of self-educational activity of the commanders of cadets' subunits in the field of physical training and sports are set.

The 1st level forms the readiness to "copy" activities. The external motivation to self-education and low level of self-control predominate among the officers. They consciously imitate, copy the actions of teachers of the department of physical education, special physical training and sports of HMEI during sports activities with cadets.

The 2nd level forms the readiness for reproducing activity with preservation of external motivation predominance. At this level officers can reproduce methodical mode which was studied with the teacher of physical education, special physical training and sports and use it in similar conditions.

The 3rd level forms the readiness to self-educational activity. The given level of readiness is characterized by internal motivation of officers to self-education and a high level of self-control.

Based on research it was developed and scientifically based educational guidance technology of self-education of the commanders of cadets' subunits of HMEI in physical training and sports consisting of such stages as: "preparatory", "organizational", "active" and "analytical".

On the "preparatory" stage it was rated the output level of officers' preparedness in the field of physical training, the presence of deliberated need in self-educational activity and its motives, the degree of formation of officers' skills and abilities to independent work in the field of physical training.

On the "organizational" stage it was developed objectives and content of independent work, determined the difficulties of individual tasks based on officers' personal capabilities, gave instructions before performing independent work.

The "active" stage provides methodological assistance to officers in the performance of individual tasks and emerging difficulties; promptly the measures were taken to improve the quality of cadets' physical training.

On the "analytical" stage the self-education of the officers was controlled, adjustments were made to the process of self-education based on new requirements which were set in the guideline in the field of physical training and sports; the degree of professional skills increase and achieving of the goal of officers' self-education in the field of physical training and sports were analyzed.

The analysis of self-educational activity of officers allowed to determine a number of regular dependencies in their self-development. Firstly, the level and orientation of motivation development of course officers influences on the quality of self-education. The obtained research results indicate that a high level of self-development reaches only those who have developed steadfast social and domestic motives: assurance of the need to improve the quality of physical education of cadets; the desire to bring the greatest benefit by self-educational activities; to be not worse than others; to gain colleagues authority, etc.

The motives of social identity prevail among the officers who have the middle level of self-development and those who have low level of self-development and their motivation isn't aimed at achieving results and on how to avoid punishment, criticism from the leaders. The officers whose internal social motives based on motives of social identity are more resistant to the influence of unfavorable factors.

Secondly, the content and direction of education depend on professional training and hobbies of officers. The process and the results of experimental work has shown that the process of self-development as a rule starts with search of methodic modes to ensure the successful conduct of educational trainings with cadets and then it covers organizational and semantic aspects of learning and lastly, it is spread into educational tasks solving. As the development of professional skills of officers in the search of "their style" they understand the educational role of sport.

It was also determined that the officers who have an analytical mind achieve great success in updating of the self-educational content. At the same time the officers who have humanitarian tendencies display themselves in developing of self-educational means. The officers who have the "technical streak" prefer to use technical means while learning.

Thirdly, the increase of the self-development level depends on the aimed self-educational activity of the officers. The practice shows that the officers who have the skills of independent work are more effectively involved in the creative search of new techniques, methods and organization of training classes, bring more semantic and meaningful proposals to educational and training process updating in cadets' physical training of HMEI.

Studying special literature allowed to discover the content of self-education of the commanders of cadets' subunits of HMEI in the field of physical training and sports as purposeful systematic cognitive activity. Self-education goes on the basis of officer's individual initiative according to his individual capacity, peculiarities of organization and conducting of physical training, sports events with cadets of HMEI.

Conducted researches have shown that the aims of self-education are to extend the knowledge, skills and abilities of officers in the field of physical training and sports; personal improvement, based on self-control; mastery of knowledge of the theory and methodology of physical training organization based on deep, prospective internal motives and their own initiative.

Conclusions

Thus educational guidance of officers' self-education is a relatively long process that includes several stages. The dynamics of this process depends on the individual particulars of the officer's personality, his professional pedagogical readiness, development of motivation, organization of independent work. A number of features and dependencies, knowledge and its records which appear in self-development allow more efficiently use the educational guidance technology by this process.

The perspective of the further research is the study of cadets' motivation who study at command's specialties for self-educational activity in the field of physical training and sports and foundation of educational guidance technology of self-improvement while studying at HMEI and further service.

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