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EDUCATIONAL ENVIRONMENT POTENTIAL TO IMPROVE CADET TRAINING QUALITY

Yu.D. Verkhoturtsev

The article considers various conceptual approaches to the conceptualization of educational environments. Its main components are considered. Directions and indicators influencing the improvement of the quality of education are highlighted. Prior directions in the educational environment of military educational organizations of higher education (military education organizations) influencing the quality of military-professional education are defined. Attention is focused on the fact that understanding its main components and the relationships between them will allow us to develop and implement effective strategies for improving the quality of training for military personnel. It is concluded that it is necessary to constantly monitor and study the educational environment to timely adapt its components to modern life conditions that affect the quality of military professional education.

*The **purpose** of the article is to identify the components of the educational environment of military educational institutions, the development and improvement of which will lead to the improvement of the quality of military professional education.*

***Method and methodology.** The research is based on the methods of studying and analyzing scientific publications, systematizing the studied information, and searching for optimal solutions.*

***Results.** The components of the educational environment of a military educational organization, which have a direct impact on the quality of military professional education, are described. Attention is paid to the necessity of continuous improvement and development of the components*

of the educational environment of a military educational organization, taking into account its variability and dependence on economic, political, and social changes in society.

***Scope of application of the results.** The obtained results can be applied to the didactics of higher military education in order to improve the quality of military professional education.*

***Keywords:** education; military professional education; educational environment; higher education; cadets; quality of education; military education organizations*

Научная статья | Методология и технология профессионального образования

ПОТЕНЦИАЛ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА ПОДГОТОВКИ КУРСАНТОВ

Ю.Д. Верхотурцев

В статье рассмотрены различные подходы к осмыслению образовательной среды и представлены ее основные компоненты. Выделены направления и показатели, влияющие на повышение качества образования. Определены ключевые аспекты образовательной среды военных образовательных организаций высшего образования, влияющие на качество военно-профессионального образования. Акцентировано внимание на том, что понимание ее основных компонентов и взаимосвязей между ними позволит разработать и реализовать эффективные стратегии повышения качества подготовки военнослужащих. Высказана идея, что большое значение для оценки и улучшения качества обучения имеет восприятие обучающимися образовательной среды. Сделан вывод о необходимо-

сти постоянного мониторинга и изучения образовательной среды с целью своевременной адаптации ее компонентов к современным условиям жизни, влияющим на качество военно-профессионального образования.

Целью статьи является выявление компонентов образовательной среды военных учебных заведений, развитие и совершенствование которых приведет к повышению качества военно-профессионального образования.

Метод и методология проведения работы. Основу исследования составляют методы изучения и анализа научных публикаций, систематизация изученной информации и поиск оптимальных решений.

Результаты. Описаны компоненты образовательной среды военной образовательной организации, которые оказывают непосредственное влияние на качество военно-профессионального образования. Акцентировано внимание на необходимости постоянного совершенствования и развитии компонентов образовательной среды военной образовательной организации, учитывая ее изменчивость и зависимость от экономических, политических и социальных изменениях в обществе.

Область применения результатов. Полученные результаты могут быть применены в дидактике высшего военного образования с целью повышения качества военно-профессионального образования.

Ключевые слова: образование; военно-профессиональное образование; образовательная среда; высшее образование; курсанты; качество образования; военная образовательная организация

Introduction

Education is an integral element of society's development. It plays a connecting role in the formation of social institutions, socialization and the formation of values in society, and the creation and development of

a fully educated personality. In today's rapidly changing post-industrial world, which is in need of highly qualified personnel, the question of the quality of their education and training is becoming increasingly relevant. Highly qualified specialists are needed in all spheres of society, including in the military sphere, which acts as a guarantor of public security and protection of the country's sovereignty.

Object of study

Social, political, economic, cultural, and demographic changes in the country and the world influence the processes taking place in higher education, and therefore, the criteria and indicators of the quality of education vary with the needs of society in a certain historical period. Therefore, the issues of improving the quality of education are in a constant process of study and analysis by scientists and researchers. The issues of education quality have been studied both by domestic scientists V.I. Andreev, A.S. Basyuk, N.N. Belova, A.G. Bermus, Yu.N. Gordeev, K.F. Zavershinskiy, N.F. Efremova, V.I. Zvonnikov, M.P. Karpenko, L.G. Milyaeva, V.G. Navodnov, S.F. Fedorova; and others, and foreign scientists H. Dejean, J.-R. Cytermann, J. Newton, S. Schwarz, L. Endrizzi, and others.

In search of opportunities and specific indicators to improve the quality of training of qualified specialists in the system of higher military professional education, let us define the main directions of research to avoid subjective evaluation and possible substitution of concepts.

The complexity of determining the object of quality assessment in the system of higher military education lies in the fact that, due to historically established processes, military professional education is an authoritarian institution, and the monopoly on regulating the educational process, including the assessment of the quality of military professional education, belonged to the state. However, due to the ongoing economic, political, and social processes in the modern world and society, there is a tendency towards education becoming open and accessible to a wide range of individuals. Thus, the existing long-standing administrative model of authoritarian control of the educational environment was to be changed. The goal of military professional education in the

modern world is to prepare a highly qualified, well-rounded officer with the necessary competencies that will be relevant throughout their entire career. The educational environment directly influences the formation and acquisition of the necessary knowledge, skills, and abilities during a cadet's training in military higher education.

Traditional emphasis in military higher education on discipline and centralized management contradicts the emphasis of modern educational requirements on the independence and initiative of learners, as declared in the key program documents guiding the development of the system of higher military professional education.

To solve this problem, it is necessary to make changes in the educational environment that will contribute to the modernization of the educational process on the basis of humanization and humanitarization in military professional education. Studying the possibilities for improving the quality of the educational environment will directly impact the development and formation of a competent and professionally prepared officer. The correct perception of the educational environment is the basis for finding ways to improve it. A close relationship is established between a positive perception of the learning environment and learners' high orientation towards mastering the learning material [14].

Literature analysis

By focusing attention on the study of the educational environment, we see that the issue of its study is relevant. Such scientists as A.I. Artyukhina, L.V. Bayborodova, A.V. Bessonova, S.V. Butsyk, O.A. Volkova, Ya. Korchak, A. Livandovskaya, A.S. Makarenko, Yu.S. Manuylov, I.V. Nepokorkina, E.V. Ogryzko, V.V. Rubtsov, S.V. Tarasov, Yu.S. Shintyapina, M.S. Yakushkina, V.A. Yasvin, etc., foreign scientists A. Saykili, M. Baeten, J. Salmi, R.H. Moos, I. Abualrub, and others have been involved in the development of this issue.

Let us consider in more detail the positions of some authors on issues of the educational environment that can be implemented or improved in the educational environment of military educational institutions to enhance the quality of military vocational education.

In her studies of the educational environment, L.V. Kozlova emphasizes the study of the development of the professionally oriented potential of the individual, goal-setting is considered a fundamental ability to achieve the desired result in a rational way, so that professional orientation in the future profession contributes to the development and formation of professional orientation in education [4].

Much attention is currently paid to the issue of studying the introduction of digital technologies into the structure of the educational environment. Modern scientists are actively developing this problem in order to find the optimal solution for adapting education to the modern trends of the time. The works of A.A. Vornavskoy, T.G. Tedoradze, E.E. Dmitrievoy, A.S. Erdniev, E.V. Lukiyanchina, K.L. Polupan, I.V. Krakovetskaya, T.S. Mospan, M.M. Abramskiy, O.V. Mikhaleva, and others are devoted to this issue. Studies in this area emphasize the key use of digital industry achievements to create, as I.V. Krakovetskaya emphasizes in her work "platform interaction between universities and a wide range of stakeholders" [5]. Digital technologies are necessary to promote innovation in the higher education system, especially when preparing future specialists for work in a digital educational environment. The opinion of A. Balyer is of interest to us. He notes that educators should understand the process of digital adaptation of infrastructure [12]. Modern digital technologies expand students' access to knowledge, make them not only consumers but creators and distributors of information thus transforming their role in the educational process. Students' activity in the production and dissemination of information plays a key role both in the academic sphere and in public life [15].

Research conducted recently years allows us to operate with the concept of educational environment safety. The ecological safety and comfort of the educational environment are the constituent elements. The interrelation of indicators of comfort and safety feelings on the quality of education and psychological health of a student is considered. The generalized criterion of comfort is considered through psychological, physical, and intellectual components. Increasing the indicators of these criteria contributes to the improvement of the quality of education [6].

O.A. Volkova reveals the formation of value-meaning competencies through a communicative educational environment. She emphasizes that the communicative educational environment has a broader conceptual apparatus than the information environment and includes the use of media technologies in the educational space. A kind of symbiosis of automated learning processes with the use of electronic libraries, websites of educational organizations, and the information environment of higher educational institution [3]. Applying such an approach in education focuses on the formation and development of specific competencies in students that are necessary for their effective professional activity and personal growth. Assessing the formation of competencies in graduates serves as an indicator of the quality of their training.

V.I. Slobodchikov emphasizes the joint activity of subjects. He points out that the educational environment is not predetermined. It arises in the process of interaction and communication between trainees and trainers. In this environment, they jointly form and structure its elements, using it as a tool and resource for their educational activities. It is formed as a result of multifaceted interactions between different participants in the educational process [7]. The Belgian scientist M.Baeten also emphasized that teachers play a huge role in the assimilation of material depending on the degree of their involvement and orientation with students [11]. Close to the military specificity of the educational paradigm are the ideas of A.S. Makarenko, who considered education through the collective as a significant form of personal development.

A.I. Artyukhina considers the educational environment as a pedagogical phenomenon of complex nature: multifactorial, interrelated with the educational, scientific, and socio-cultural environment of the region and the world. In her research, she comes to the conclusion that "the study of educational environments in higher schools, differing in their personal and professional-developmental functions, has shown that only educational environments that combine the diversity of life situations and professional orientation of educational and extracurricular spheres of development of participants in the educational process, seem to meet the needs and goals of modern education" [1, p. 11].

An interesting approach to the study of the educational environment is presented by V.A. Yasvin, who proposes to consider it from the position of influence and conditions of personality formation, according to a certain pattern and the possibility of its development using the spatial-subject environment. [10].

A versatile approach to the search for scales to assess the quality of learning was undertaken by Portuguese scientists C.F. de Brito Santiago and A.B.da Silva [13].

Thus, we conclude that the scientific literature considers the definition under study from different positions. All these studies are united by the fact that the educational environment of a higher education institution, both natural and artificially created, is used to ensure productive activities for the quality training of a future specialist.

Results of the analysis

Analyzing various concepts and approaches to the study of the phenomenon of the educational environment, as well as the specifics of military vocational education, let us formulate what we will understand as the educational environment of the military education organizations. The educational environment of a military educational organization represents a set of influences and conditions formed in the professional-service, training, educational, communicative, and everyday activities of a military educational organization that have a comprehensive impact on the personality and professional development of cadets throughout the educational process and contribute to their formation as highly qualified military specialists.

In the system of influences and conditions contained in the educational environment of the Military Academy, we consider the professional-service component to be system forming, since it is during the training process that cadets actively participate in professional-service activities. It is through the development of this component that an understanding of and interest in his future profession and an awareness of the essence of professional activity and professional relations is instilled in the cadet. This can be achieved by including cadets in real professional activities

or by modeling elements of professional work in the process of training. This component is more focused on practical actions and the creation of conditions close to real-life situations. A special role here belongs to the development of the cadet's motivational component, which encourages the cadet to obtain high professional skills and acquire the necessary competencies. Through the development of conditions in the professional-service component, the future officer has not only knowledge, skills, and abilities to effectively perform service (service and combat) tasks, but also the consistency of the serviceman with himself in choosing a complex life path and adopting the appropriate worldview, position, norms and values [8].

The learning process in the paradigm of modern pedagogical education should undoubtedly be based on mutual respect between the cadet and the teacher. The teacher must be able to listen to and understand the cadets to adapt his approach to their individual needs and learning style. Possess good communication skills to convey information effectively and be open to their questions and ideas. The more experienced the instructor is, the more they will impart their knowledge and interest to the cadet for personal growth and knowledge acquisition. S.A. Chernov's research has shown that "the higher the level of understanding of the teacher cadets, as well as the degree of adequacy assessments and self-assessments, the wider and more diverse the repertoire of his pedagogical influences, the higher the final results in the formation of value orientations in cadets" [9, p. 20].

The educational component in the educational environment of military education organizations is very broad and multifaceted. The study of scientific literature on this issue has led to the conclusion that this component is not only educational in nature, but also educational, developmental, and cultural. The issue of forming the necessary skills for cadets' education was dealt with patriotic education (M.I. Bannikov, A.A. Kalekin, V.S. Makarenko, P.V. Klimenko, Ya.V. Orekhov, etc.), command and methodical education (O.V.A. Azhimov, S.A. Ivanov, V.P. Natarov, A.I. Savel'ev, etc.), professional-ethical (V.V. Ermolaev, A.V. Piskarev, E.V. Semenova, A.V. Solov'eva, etc.), cultural education (I.O. Gaponov,

S.Yu. Grigorov, V.V. Masnyy, etc.), spiritual and moral (N.I. Dolinskiy, V.A. Sidorchuk, A.G. Trofimchuk, etc.). The educational environment of a military university has a huge impact on the formation and development of the personality of a future officer. It consists of many factors that are closely intertwined and interact, creating certain conditions for the education and training of cadets [2].

Types and means of training have a direct impact on the quality of educational services. Particular attention should be paid to the methodological and material support of educational activities. The state of the library fund, the replenishment and updating of educational literature, and the availability and quality of the teaching and material base determine, first and foremost, the quality of the organization and conduct of classes. Under the conditions of the informatisation of society, information educational technologies should dominate. They contribute to the intensification and individualization of the learning process. The development of electronic inter-university information resources and electronic libraries of the military education organizations, and free access for cadets to the electronic information and educational environment of the military education organizations, will contribute to the improvement of the quality of military professional education.

Conclusion

Creating conditions for cadets to work together from the beginning of their training at military education organizations instills in them a sense of camaraderie and strengthens business, emotional, and interpersonal relations. All events, actions, and information pass through the team and form a clear idea of the future officer's methods of working with subordinates. A high level of socio-psychological adaptation of cadets is possible in the presence of good living conditions, which mitigate the aggressive environment in which cadets find themselves from the moment they enter the military academy.

Thus, making decisions on the development and improvement of the components of a military education organization's educational environment will lead to the establishment of benchmarks and goals for

improving the quality of military professional education. It should also be noted that the educational environment of military education organizations is not static and is constantly changing in response to changes in the economy, politics, and social changes in society, so it is important that military education organizations actively utilize research resources to respond to changes in the world and society in a timely manner. To improve the quality of military professional education, it is necessary to constantly study and analyze the state and dynamics of the educational environment of military education organizations and adapt its components to the changing conditions and requirements of training future officers.

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