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РОЗВИТОК ПРОЄКТНО-АНАЛІТИЧНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ОФІЦЕРІВ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ У ВІЙСЬКОВИХ ЗВО УКРАЇНИ

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В статті доведено, що проєктно-аналітична підготовка майбутніх офіцерів у закладах вищої освіти України є ключовим елементом їхньої професійної підготовки. У результаті аналізу комплексу літературних джерел виявлено, що проєктно-аналітична підготовка формує у майбутніх офіцерів управлінські навички, які є критично необхідними для ефективного командування підрозділами, що проєктно-аналітична діяльність розвиває лідерські якості, такі як ініціативність, відповідальність, комунікативність і здатність до командної роботи, які є важливими у військовій службі. Структуру проєктно-аналітичної діяльності майбутніх офіцерів тлумачено в єдності таких елементів: цільова орієнтація, планування, аналіз ситуації та прогнозування, прийняття рішень, реалізація та контроль, управління ресурсами, аналіз результатів, формулювання висновків та перспектив.

Формування проєктно-аналітичної компетентності розглянуто на таких принципах, як системність, комплексність, практична спрямованість, інтеграція теорії та практики, безперервність, орієнтація на результат, особистісна зорієнтованість, інтеграція з іншими компетентностями, адаптивність, кооперація та командна робота; окреслені принципи забезпечують системний підхід до підготовки офіцерів, що дозволяє їм ефективно виконувати професійні завдання в умовах сучасних викликів та змін.

Експериментальну оцінку сформованості проєктно-аналітичної компетентності майбутніх офіцерів проведено за визначеними критеріями (когнітивний, операційний, критерій критичного мислення та аналітичних здібностей, критерій лідерських якостей та комунікативних навичок, критерій стратегічного мислення та критерій практичної реалізації) та відповідними показниками, які відображають рівень оволодіння знаннями, навичками та вміннями, необхідними для ефективного виконання проєктно-аналітичних завдань. Розроблено рівні сформованості (низький, середній і високий) проєктно-аналітичної компетентності майбутніх офіцерів, які допомагають діагностувати ступінь оволодіння досліджуваною компетентністю, визначити напрями подальшого розвитку та вдосконалення.

Ключові слова: майбутні офіцери, професійна підготовка, проєктно-аналітична діяльність, проєктно-аналітична компетентність, критерії сформованості, показники сформованості, рівні сформованості проєктно-аналітичної компетентності.

Formulation of the problem. The professional training of future officers in higher education institutions (HEIs) of Ukraine in the context of military operations has its own specific peculiarities due to the need to adapt the educational process to the realities and challenges posed by the current situation. These peculiarities reflect both the need to improve professional training and the requirements for mobility, rapid response and adaptability of officers.

The curricula of the higher education institutions are adjusted considering the experience of combat operations and current threats. This includes the implementation of new disciplines, such as «Asymmetric warfare», «Counteraction to diversion and intelligence actions», «Work

with unmanned aerial vehicles», «Cybersecurity», «Urban warfare tactics», etc. The cadets' training is based on the analysis of real combat operations conducted by the Ukrainian armed forces. Real cases, results of combat operations, and the experience of officers who participated in combat operations are actively included into the curriculum. This allows future officers to understand the specifics of modern conflicts better and to be prepared to perform tasks in similar conditions. These peculiarities determine the modern approach to future officers training in Ukrainian higher education institutions, which is focused on ensuring a high level of professionalism, readiness for military actions and effective performance of official duties in the conditions of war. Modern requirements for the professional training of future officers actualize the problem of developing their project and analytical competence.

Analysis of the latest research. The problems of developing the project and analytical competence of future officers, organizational and pedagogical principles of implementing a competency-based approach into the work of military higher education institutions were considered in the works of Ye. Denysenko, L. Kravchenko, S. Marchenkov, O. Meiko, Yu. Melnychuk, O. Polonskyi, O. Torichnyi, T. Ploshchynska, P. Khomenko, V. Yahupov and others. The works consider the specifics of the development of informational and analytical competence of future officers (Marchenkov, 2019; Meiko, 2019); study the peculiarities of analytical thinking skills development and determine the criteria, indicators and levels of project and analytical competence (Melnychuk, 2018; Ploshchynska, 2021); substantiate the preparation for project activities as a means of ensuring the professional competence of future border guard officers (Torichnyi, 2022). A number of works are devoted to the development of technological (Khomenko, Denysenko, 2022), informational and analytical (Yahupov, 2012), scientific and research (Polonskyi, Kravchenko, Khomenko, 2019) competencies of future officers. At the same time, it is worth to note the lack of systematic works devoted to the study of project and analytical activities of future officers in the process of professional training in military HEIs of Ukraine, which led us to choose the topic of the study.

Presenting main material. The project and analytical training of future officers in Ukrainian higher education institutions (HEIs) is an extremely important component of their professional training. This is due to several key aspects that ensure the ability of officers to perform their duties effectively in modern conditions. Project and analytical skills allow officers to plan and implement various military and organizational projects effectively. This includes the optimal use of resources, coordination of units' actions, and ensuring the strategic goals achievement on time. This increases the overall effectiveness of military management.

The current military situation requires officers to be able to work with large amounts of information, use modern technologies, and make decisions in a fast-paced environment. Project and analytical training provides them with the necessary knowledge and skills to work in an environment where information and technology play a key role. The project and analytical training provides future officers with management skills that are critical for effective units commanding. This includes the ability to plan, to organize work, to monitor the implementation of tasks and to take responsibility for results. Such skills are essential for successful career in the army, where officers often have to solve complex management problems.

We propose to consider the structure of project and analytical activities of future officers in the unity of the following elements:

- goal orientation – defining the main goals and objectives of the project is the first stage in project and analytical activities; it is important for future officers to learn how to formulate goals correctly, taking into account the overall strategic objectives of the military structure and the specifics of a particular operation or task;

- planning – includes the development of a detailed action plan that covers all stages of project implementation; in the planning process, future officers should learn to identify the necessary resources, distribute tasks among team members, and set time frames for each stage;

- situation analysis and forecasting – analysis of the current situation, study of possible threats and risks is an important part of the structure of project and analytical activities; officers

should learn to collect, analyze and interpret the information to forecast the possible scenarios and to develop the appropriate response strategies;

– decision making – includes the selection of optimal solutions basing on the conducted analysis; future officers should develop critical thinking skills and the ability to evaluate different options for actions, taking into account the possible consequences.

– implementation and control – project implementation in accordance with the developed plan, with constant monitoring of its implementation; future officers must learn to control processes, identify deviations from the plan in time and take corrective measures;

– resource management – involves the efficient use of human, material, and financial resources; in this context, it is important that officers have the skills to optimize resources and allocate them rationally according to the needs of the project;

– analysis of results and drawing the conclusions and perspectives – after the project is completed, it is important to conduct a thorough analysis of the results achieved, to identify successful strategies and mistakes, and draw conclusions to improve future activities.

This structure provides a systematic approach to future officers training, helping them to develop the necessary skills and competencies for successful performing of professional tasks in the field of military management and commandment.

The development of project and analytical competence of future officers in military higher education institutions is based on a number of principles that provide a systematic approach to the development of the necessary knowledge, skills and abilities. These principles are the basis for the effective training of officers who are able to make reasonable decisions, to manage resources, and to perform tasks in difficult conditions successfully. The basic principles of project and analytical competence formation are as following:

The principle of systemacy – the formation of project and analytical competence should be a systematic and consistent process that includes the integration of various aspects of professional training.

The principle of comprehensiveness – this principle implies comprehensive coverage of all components of competence, such as knowledge, skills, abilities, values, and personal qualities.

The principle of practical orientation – the process of project and analytical competence formation should be as close as possible to the real conditions of military service; this includes the use of practical tasks, simulations, training games and internships that allow future officers to apply the acquired knowledge and skills in conditions close to real life.

The principle of integration of theory and practice – it is important that the training process combines theoretical knowledge with practical experience, which allows officers to understand better how to apply theoretical concepts into real-life situations and promotes the development of analytical skills and critical thinking.

The principle of continuity – the formation of project and analytical competence should be a continuous process that lasts throughout the officer's training and professional career; this involves constant updating of knowledge, development of new skills and abilities, as well as learning from one's own experience and mistakes.

The principle of result orientation – professional training should be focused on achieving specific results that reflect the formed level of project and analytical competence; this involves defining clear goals and objectives of the process, as well as systematic monitoring and evaluation of the applicants' achievements.

The principle of personal orientation – involves taking into account the individual characteristics of each cadet, their level of training, motivation and professional interests; it is important to create conditions under which each student can maximize one's potential in the context of project and analytical activities.

The principle of integration with other competencies – project and analytical competence should be formed in connection with other professional competencies, which ensures the comprehensive development of the officer's personality and the ability to perform their professional duties effectively.

The principle of adaptability – the process of competence development should be flexible and adaptive to changes in the military field, new challenges and conditions; that is why we believe that the programs of academic disciplines, practices, military internships should be constantly updated to reflect current trends and needs.

The principle of cooperation and teamwork – the formation of project and analytical competence should include the development of teamwork skills, coordination with other team members, and effective communication.

These principles provide a systematic approach to the development of project and analytical competence, which allows future officers to perform their professional tasks successfully in terms of modern challenges and changes.

The development of project and analytical competence is critical for future officers, as it allows them to perform project management tasks effectively in a complex and dynamic military service environment. This competence ensures that officers are ready to make responsible decisions, manage resources and people, and achieve their goals in the most difficult situations.

The formation of the project and analytical competence of future officers in military higher education institutions (HEIs) is assessed with certain criteria and indicators that reflect the level of knowledge, skills and abilities necessary for the effective implementation of project and analytical tasks. Below are the main criteria and corresponding indicators:

The cognitive criterion of the formation of project and analytical competence is assessed with the following indicators: formation of knowledge of the basics of project management, including project management methodologies and tools; understanding of the project life cycle and the main stages of its implementation; knowledge of basic methods of data analysis and risk forecasting; understanding of the principles of strategic planning and management under uncertainty. The operational criterion is assessed with the following indicators: ability to projects effective planning and managing, including the preparation of detailed actions plans, resource allocation, and task execution control; ability to analyze information, identify problems, and make reasonable decisions; skills of work with modern project management software; ability to manage risks and develop strategies to minimize them. Critical thinking and analytical skills criterion was studied with the following indicators: ability to analyze situations and information critically, including the evaluation of alternative solutions and forecasting their consequences; ability to adapt to changes quickly and to adjust plans in terms of uncertainty; ability to assess the current situation objectively and to predict the possible scenarios. Leadership and communication skills criterion was assessed with the following indicators: the ability to manage a team effectively, to motivate subordinates and to organize joint work on a project; the ability to maintain effective communication at all stages of project implementation; development of leadership skills, including the ability to make responsible decisions and manage in difficult situations. The strategic thinking criterion was studied with the following indicators: ability to see the project in a broader strategic context, understanding its impact on the overall mission of the military unit; ability to develop the long-term strategies and to combine them with tactical tasks; ability to predict the long-term consequences and to integrate strategic goals into daily activities. The practical implementation criterion involves the study of the following indicators: the level of success of project implementation, achievement of goals; efficiency of resource use and team management; quality of analysis of completed projects, ability to evaluate and adjust their own actions basing on experience.

Reasoned criteria and indicators help to assess the formation of project and analytical competence of future officers, providing a comprehensive approach to their training in military higher education institutions. They also serve as a basis for creation of curricula aimed at developing the necessary knowledge and skills of future military professionals.

The formation of indicators and criteria of future officers' project and analytical competence can be assessed at three levels: low, medium, and high; each level reflects the degree of mastery of knowledge, skills, and abilities within the framework of project and analytical activities. The defined levels help to assess the degree of mastery of project and analytical competence by future officers and to identify directions for further development and improvement.

Conclusions. The professional training of future officers in Ukrainian higher education institutions in the context of military operations has its own peculiarities, including the need to adapt the educational process to modern challenges. Training programs are adjusted to reflect the experience of combat operations and modern threats, including new disciplines, such as «Asymmetric warfare» and «Cybersecurity». The use of real-life cases from combat operations and the experience of officers contributes to a better understanding of the specifics of modern conflicts. Project and analytical training is an important component of officer training, allowing them to plan and implement military and organizational projects effectively, to make optimal use of resources, to coordinate the actions of units, and to achieve strategic goals. Project and analytical competence includes knowledge of project management, analytical and critical skills, risk management, strategic thinking, adaptability, adherence to ethical standards, and readiness for self-improvement.

The formation of project and analytical competence is assessed with criteria (cognitive, operational, critical thinking and analytical skills, leadership and communication skills, strategic thinking, and practical implementation) and at three levels: low, medium, and high. Assessment of the formation helps to determine the degree of mastery of knowledge and skills in project and analytical activities, as well as to identify fields for further development and improvement.

We see prospects for further research as conducting a statement study based on the developed criteria and indicators to identify the initial state of formation of the project and analytical competence of future officers.

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DEVELOPMENT OF PROJECT AND ANALYTICAL ACTIVITIES OF FUTURE OFFICERS IN THE PROCESS OF PROFESSIONAL TRAINING IN THE MILITARY HIGHER EDUCATION INSTITUTIONS OF UKRAINE

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The article proves that project and analytical training of future officers in higher education institutions of Ukraine is a key element of their professional training. As a result of the analysis of a set of literature sources, it was found that project and analytical training develops

the management skills of future officers that are critical for effective units commanding, project and analytical activities develop the leadership qualities such as initiative, responsibility, communication skills, and the ability to work in teams, which is crucial for military service. The structure of project and analytical activities of future officers is considered in the unity of the following elements: goal orientation, planning, situation analysis and forecasting, decision making, implementation and control, resource management, analysis of results and drawing the conclusions and perspectives.

The formation of project and analytical competence is based on such principles, as systemacy, comprehensiveness, practical orientation, integration of theory and practice, continuity, result orientation, personal orientation, integration with other competencies, adaptability, cooperation and teamwork. These principles provide a systematic approach to officer training that allows them to perform professional tasks effectively in terms of modern challenges and changes.

The experimental assessment of the formation of project and analytical competence of future officers is conducted according to certain criteria (cognitive, operational, critical thinking and analytical skills criterion, leadership and communication skills criterion, strategic thinking and practical implementation criteria) and relevant indicators that reflect the level of knowledge, skills and abilities necessary for the effective implementation of project and analytical tasks. The levels of formation (low, medium and high) of project and analytical competence of future officers have been developed, which help to diagnose the degree of mastery of the studied competence and to identify the directions for further development and improvement.

Keywords: *future officers, professional training, project and analytical activities, project and analytical competence, criteria of project and analytical competence formation, indicators of project and analytical competence formation, levels of project and analytical competence formation.*

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