

Formation of the subject intelligence qualities of the future officer through the context of his future professional activities (on the example of military training)

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Abstract. During the period of receiving education at a military university, a cadet must be formed as a person, a subject of social activity, corresponding to the rank of an officer not according to the assigned military rank or military position. Such a quality (property) of a person is his intelligence, as the totality of his education, ability to communicate and understand another, development of value consciousness, readiness for self-sacrifice and possession of a special form of existential assessment - referring phenomena included in his field of activity to universal, meaningful for him problems

1 A problem statement

The geopolitical situation in the modern world is characterized by conflicts, social and economic instability, an increase in terrorist and transnational criminal threats. The leading political countries «players», despite their liberal intentions, pay special attention to the technical equipment and preparedness of their Armed Forces and law enforcement agencies, as well as their real readiness to use them to realize their interests, both inside the country and secretly on the territory of other countries. The current situation is characterized by an increase in the number and an increase in military (especially training) activity of the countries of the North Atlantic Alliance near the borders of Russia, and is also distinguished by the stimulation of armed conflicts in the border regions (Ukraine, Georgia, Nagorno-Karabakh, etc.) by foreign intelligence services. Also, active terrorist activities are carried out by international terrorist organizations, both abroad and on the territory of the Russian Federation (primarily on the territory of the North Caucasus Federal District). In addition, an important area of undermining stability is the conduct of an aggressive information and psychological policy in relation to the citizens of the Russian

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Federation All this forces the leadership and the Security Council to pay due attention to the level of readiness of the Armed Forces and troops of the National Guard of the Russian Federation to protect the individual, society and state from military aggression or terrorist actions, both in key geopolitical areas and within the country. Thus, the Armed Forces and other troops as a collective social entity, solving not only external, but also internal tasks in the interests of society and the state, is the guarantor of the stability and peaceful development of the multinational people of Russia.

Accordingly, the social importance of the tasks and functions performed by the Armed Forces and the National Guard forces determines the dynamics of the requirements for the professionalism of future officers, their managerial competence, ideological conviction in the need to protect the Motherland and its citizens, the ability to perform tasks at risk to life and in special conditions of human activity. Achievement of a high level of professionalism of servicemen, whose duty is to prepare for armed protection and armed defense of the Russian Federation, is carried out at the expense of military-technical, material and household, socio-organizational, managerial, research, psychological and pedagogical, axiological, intellectual and cognitive, as well as other social potentials.

The success of the tasks of defending the country depends on how trained its commanders, on their abilities and skills to assess the real situation and make managerial decisions. In this regard, the process of training leading (managerial) military personnel, i.e. the officer corps of the Armed Forces and the National Guard troops is especially relevant.

The training of professional military personnel has been an important aspect of statehood almost at all times, since it was supposed to ensure the successful development of society, its safety and security. Already in ancient Greece, despite the fact that a regular army did not yet exist in this region, Plato, creating the doctrine of an ideal state, formulated the basic principles of educating «guards» [1]. From his point of view, they were to become such a special stratum of the population that their whole way of life seemed completely different from the existence of all other citizens. It was they who were the main force on which the resolution of internal and external conflicts depended, and, therefore, for this they had to possess special qualities of character, to acquire the knowledge necessary to perform the functions assigned to them.

1.1 The objective of the work

No matter how utopian some of the principles and methods of education proposed by the Greek philosopher looked, the centuries-old history of mankind, like the history of various wars, armed confrontations, conflicts, political and other confrontations, has demonstrated that a peaceful and harmonious existence of society is an even greater utopia. And war is a constantly renewed way of resolving social contradictions and achieving interests of any kind, both globally and locally, both domestically and abroad.

The specificity of military activity implies, unlike most other types of professional activity, that the main social functions of military personnel are to protect the state sovereignty and territorial integrity of the Russian Federation, ensure the security of the state, repel an armed attack, as well as perform tasks for armed protection and armed defense of the Russian Federation, as established by the legislation of the Russian Federation.

These functions assume that between the threat and the actual objects of conservation is the life of the military, which is confirmed by the oath given to him. However, the life of a military man does not exist in order to be lost inevitably: his life is an activity for the fulfillment of state tasks. Consequently, such a process of training and education of a professional soldier is necessary, which would underlie the fact that A.V. Suvorov called «The Science of Winning» (or «The Art of Winning»).

2 Results of the research

For understand the essence and content of the pedagogical process in a military university, we applied the contextual approach as a methodological guideline or the theory of sign-contextual learning, considered in the works of A.A. Verbitsky [2, 3], I.A. Winter [4], E.A. Sorokoumova [5, 6], A.N. Nezhelsky [7] and others.

The key methodological guideline of the research for us is the theory of sign-contextual learning, since it allows us to fully take into account the specifics of future professional activity, where it is fully perceived and implemented when resolving educational problem situations. This value is due to a number of reasons. So, it is the application of the methodology of symbolic-contextual training that makes it possible to fully take into account the specifics of military activity, the charter organization of everyday life, the performance of various social and professional roles by the cadet - a soldier, squad leader, deputy platoon commander, deputy company commander, assistant commander for legal work, serving in daily duty and guard duty is logically built into the theory of contextual learning, since within the framework of these tasks, the future officer fully perceives and implements the project of his future professional activity [8].

The professional training of a future officer, carried out in a military university, is multifaceted and includes several horizontal and vertical layers of the actually carried out pedagogical activity. To the horizontal layer of pedagogical activity, the participants of which are the faculty, the commanding staff on the one hand and the cadets on the other consists of educational and cognitive; communicative-subjective; creative research; value-forming and transformative-professional activities. The vertical layer includes three components: a) theoretical component; b) a practical component (practicing training and imitation actions); c) component of real application by the student. These components in the learning process are provided with theoretical and practical training, as well as the entire education system and educational efforts of teachers. It is important to note that all these parties can be sufficiently successfully implemented only when they represent a system in which each of its elements is connected and interacts simultaneously with others.

In the process of training, cadets of military educational institutions, unlike students of civilian universities, are constantly in the environment in which they will have to do military service. This circumstance alone can and should be the basis of the necessary system for the formation of the personality of the future officer, not only within the framework of training sessions, but also outside school hours.

Thus, from the first days of training at a military university, a cadet masters the basic provisions of the theory that lays the foundations for his future competence, serving as basic knowledge, on the basis of which all the activities of a future officer should unfold, in any operational situation.

However, no matter how comprehensive and complete the theoretical training of a cadet is, it alone can hardly provide the necessary success of actions in a real situation, learn the true context of future professional activities and the specifics of performing military service duties.

The famous military leader and military theorist of the 19th century M.I. Dragomirov in the preface to the book about the life of A.V. Suvorov noted: «The terrible side of military theory lies in the seeming ease of its assimilation and in the great, for many, even irresistible, difficulty of implementing it: for assimilation is a matter of the mind, and implementation in life is a matter of will» [9]. Consequently, the organization of the practical side of the pedagogical process plays an equally important role.

Traditionally, it seems that practical training, and in particular military training, during training at a military educational institution have a number of features. Firstly, cadets get the opportunity to look into the future and try on the role in which they have to find

themselves, since the place of internship for cadets of military educational institutions is directly those military units in which they will undergo further military service. Secondly, the cadets are given the opportunity to see with their own eyes the life and life of the units, to get acquainted with the servicemen, both with their future subordinates and with officers who have service experience.

However, such an approach to the analysis of practical exercises cannot satisfy us, since it does not allow us to fully, comprehensively and objectively investigate the essence and real characteristics of military training and its influence on the social activity and subjectivity of the cadet.

As part of the internship, its leaders from the military institute have the opportunity to assess the level of competencies mastered by the cadets by the period of internship. In addition, the cadet gets the opportunity in real time to comprehend all aspects of the way of life, forms of activity, moods, the peculiarities of the organization of the military collective in which all the vital activities of the unit are carried out, in which the cadet is directly involved during the training period.

It should be noted that most fully all the information received by the cadet, skills and abilities acquired during this period will be comprehended not so much during the internship as after it. It seems that the most appropriate form of developing the necessary reflection on the experience gained can be a competency-based review for each cadet, prepared by the head of the internship from a military university together with the direct supervisors of the internship, and consider the approval of this review in the format of the certification commission on the issue of compliance in the position in which completed an internship.

The importance of internships in the cadet training system in future activities is also due to the fact that, in contrast to the specifics of studying theory, practice affects the cadet in such a way that he is not so much an observer as a direct participant in all the events of the unit to which he is temporarily assigned. At the same time, he gets a direct opportunity to form his own assessment of the positive and negative aspects of the organization of the military activity of a given unit, the specifics of the commander's behavior, ways of making decisions on various service issues, etc.

The military collective in which the cadet is trained while practicing has a huge impact on the formation of his personality. In the conditions of practical training (military training), the cadet has the opportunity to directly familiarize himself with the forms and methods of work of unit commanders of different levels with personnel. It is they who have a multifaceted influence on the formation of the personality of the future officer, since they have not only legal, but also moral grounds to manage the processes in the team, since they are often senior not only in rank, but also in terms of the level of formation of organizational, managerial abilities and a system of values.

Thus, military training has the following specificity and training opportunities for a cadet: it allows him to fulfill the social role of a subunit commander, to organize the teamwork of a small military collective; allows you to evaluate and understand the increased degree of responsibility for solving "not educational", but real service and combat tasks; allows you to work out training tasks at actually used military facilities and work with real service documentation; increasing the level of subjective independence; acts as a powerful internal and external stimulant and motivator for further mastering the military profession, raising the level of professional qualifications and mastering the scope of the military accounting specialty; encounter with practical service and combat activities (with reality) conflicts with the existing knowledge, values and ideas of the cadet about the future professional work. The resolution of this contradiction allows the cadet to penetrate much deeper into the essence and learn the structure of future military activity.

In today's most complex socio-cultural and informational conditions, the system of professional military education and training is faced with the task of forming and developing the personality of a professional military officer. It should be borne in mind that during the period of education at a military university, a future officer should receive not only the amount of certain knowledge, skills, abilities, competencies, but also receive an appropriate level of value education, which allows him as a cultural subject to treat the intelligentsia [10].

What kind of professionally important qualities, professional competencies that form competence, or a developed level of professionalism should a graduate of a military higher educational institution have, so that not by the level of education or the assigned military rank, but by ideological value convictions and readiness to fulfill his social role, he was considered an officer? In our opinion, the syncretic subjective personality trait that can characterize a graduate of a military university as an officer is his intelligence, as the totality of his education, ability to communicate and understand another, development of value consciousness, readiness for self-sacrifice and possession of a special form of existential assessment - referring to his field of activity of phenomena, to general, meaningful problems for him.

3 Conclusions

First, the psychological nature of intelligence does not lie in the possession of the sum of certain knowledge, the level of education or social origin and position. Its nature lies in how, in the course of these processes, the subject (the future officer) was integrated into the activities of the military intelligentsia and attached to its value-semantic guidelines. And the main criterion for the subjectivity of an intellectual will not be the presence of a certain amount of knowledge characterizing him as a person with appropriate training, not a document on education characterizing his mastery of a certain educational program, but the level of his upbringing based on education or the level of the formed system of values.

Secondly, the intelligence of a future officer as a psychological phenomenon has a social and functional nature, when the formation of the system of values that characterize an educated officer as an intellectual can be established, tested and evaluated through actions - the implementation in practice of the social functions assigned to the officer by society. This allows us to fix, on the one hand, the activity nature of intelligence, on the other hand, to establish that without the manifestation in practice at a specific time, in a specific situation, in a specific place of the qualities and traits (values) inherent in an intellectual, the subject cannot be considered attached to values, he has knowledge about them, but is not guided by them. Such a person and a soldier cannot be considered intelligent in any way. Thirdly, one cannot fail to note the emotional-volitional and emotional-managerial nature of intelligence, since the values to which the officer is attached, on the one hand, act as an incentive, on the other hand, as a guide to the subject's action (inaction) in a specific social situation. Fourthly, intelligence is characterized as a "socio-psychological mask", having tried on which, the social subject-officer cannot refuse it and get rid of it, and only for one reason - that the values characteristic of the intelligentsia have become his ideological convictions, for the sake of which he will step even on scaffold [3].

A former cadet, officer, having graduated from a military university, cannot know in advance which particular unit or military unit he will serve, and, therefore, he does not know the unique professional specifics that he will face. Of course, within the walls of a military university, a cadet will receive basic knowledge, abilities, and skills that form professional and personal competence that are necessary in the course of further military service. In addition, he must have the ability to predict future managerial, organizational

and professional actions. At the same time, it is the intelligence of the officer that will allow him to resist the unfavorable factors of the social environment, organize and carry out his military activity in accordance with moral values and correspond to the rank of an officer.

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