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WAYS TO IMPLEMENT THE COMPONENTS OF THE PROCESS OF PREPARATION FOR LEADERSHIP POSITIONS WITHIN THE PROFESSIONAL DEVELOPMENT OF THE NATIONAL GUARD OF UKRAINE

The article considers the practical component of training of officers of the National Guard of Ukraine, which includes training at two levels: higher education, which provides fundamental knowledge in the field of military science, and retraining and advanced training courses, which allow officers to acquire knowledge of the latest achievements in science, new methods of warfare and troop management. The author reveals the interdependence between theoretical training and practical skills of officers, which are necessary for the effective performance of combat missions; between higher education and advanced training courses, which creates a holistic system of professional development that allows officers to adapt to the changing conditions of war. The author analyzes the impact of advanced training courses on the professional development of officers of the National Guard of Ukraine as a catalyst for rapid updating of their knowledge, skills and abilities, which increase readiness to perform combat missions and ensure effective management of units. The author substantiates the need to integrate ethical standards into the training of officers, since they are the basis of trust and discipline in military teams.

Keywords: *National Guard of Ukraine, professional development, higher education, advanced training courses, leadership positions, service and combat tasks, leadership qualities, interdisciplinary interaction.*

Statement of the problem. The war in Ukraine, started by Russian aggression in 2014 and especially exacerbated by the full-scale invasion in 2022, requires the state defense forces to maximize the efficiency and professional training of their personnel. One of the key paramilitary formations that plays a significant role in protecting Ukraine's national interests and security is the National Guard of Ukraine (NGU) [1]. In the current conditions of military conflict, the issue of professional development of the NGU officers is of particular relevance and importance.

The problem of identifying effective ways and means of implementing the components of training for leadership positions that will contribute to increasing the combat capability and professionalism of the NGU officer corps in the context of the ongoing war is currently relevant. The implementation of the defined characteristics of the components of the process of training for leadership positions [2, 3] requires an integrated approach that takes into account the current challenges and specifics of wartime. Therefore, the implementation

of this approach will contribute to the definition and implementation of the process of implementing the main components of officer training.

Analysis of recent research and publications. The events in the country and at the frontline demonstrate the high level of attention to the problems of the process of training for leadership positions of officers of the security and defense forces in general and the National Guard of Ukraine in particular. The current scientific literature on this issue within the framework of professional development provides a wide range of materials for studying, analyzing and determining the basis for further directions for addressing this issue.

The components of professional development within the framework of military education were studied by D. Viter, O. Mitiahin [4], A. Zelnytskyi, O. Zabolotnyi, O. Vasyliiev, M. Palamar [5], the actual problems of organizing continuous professional development of officers within the transformation of the military education system were highlighted by O. Uvarkina [6], Yu. Prykhodko [7], I. Zelenyi [8], analysis and directions for improving the current state

of professional development systems for officers were determined by A. Holovnia, S. Bielai [9], I. Zelenyi [10], H. Tikhonov, Ye. Kirilkin, H. Shpanchuk, I. Smirnov [11].

Despite these scientific works, practical ways of implementing the components of the process of training for leadership positions within the professional development of the NGU officers are not sufficiently developed. The components of this process require detailed consideration in order to identify problems, study them and implement them (in the future) in the overall system of training of the security and defense forces.

The researched works do not provide a clear and complete answer to the question of the relevance and rationality of the current state of the components of the professional training process in the conditions of war. And given that the NGU currently occupies one of the dominant positions in the security and defense sector, this issue requires further research.

The purpose of the article is to identify relevant ways to implement the components of the process of preparing a person for leadership positions in the paradigm of professional development of the National Guard of Ukraine officers by improving the system of training, personal development and leadership qualities that meet the current challenges of wartime and ensure the effective performance of service and combat missions.

Summary of the main material. The professional development of officers is a complex and multifaceted process that consists of theoretical knowledge and practical skills necessary to perform tasks in a complex and dynamic environment of military operations. Effective preparation for leadership positions requires the use of various approaches and methods that allow officers to adapt to the realities of modern warfare.

Education as a way of implementing the process of training officers and the basis of preparation for leadership positions is divided into two levels – higher education and retraining and advanced training courses, which are implemented in higher military educational institutions (HMEIs) and retraining and advanced training units, respectively [12].

Higher education is a fundamental element of the NGU's officer training, providing the necessary level of knowledge, skills and competencies required to perform both complex service-combat missions (SCM) and routine day-to-day activities. Officers must have a higher military or civilian education that meets the requirements of their

service. This provision is especially relevant in the context of modern warfare, as the role of education is extremely important.

First and foremost, higher military education provides officers with fundamental knowledge in the field of military art, reveals the tactical, operational, and strategic levels of combat planning and administrative features of military activities. It provides a full range of understanding of the principles of planning and management of both individual battles and large-scale military operations, which is essential for the effective performance of an officer's duties. In addition, it develops critical thinking skills, analytical abilities, and decision-making in complex and unpredictable situations.

The specifics of military education are the study of methods and techniques of combat at the level of small units, tactical combat management, and the development of individual and team leadership skills. The operational level refers to the management of large military formations in regional operations of the state. The strategic component covers planning and implementation of long-term military strategies, analysis of global military conflicts and international security.

The administrative side of education is aimed at developing skills in resource management, organizational planning, logistics and comprehensive support for combat operations.

The conditions of war in Ukraine increase the importance of specialized education, as a military leader must be prepared for rapid changes in the combat situation, adapt to new challenges and effectively manage subordinates under high levels of stress and uncertainty. Military education must meet modern requirements implemented in programs that take into account the latest advances in military science, new methods of warfare and unit management.

Higher civilian education can also be useful for officers, especially in the areas of logistics, information technology, inter-sectoral relations, and other areas that promote leadership and administrative skills. Officers with a civilian education bring new approaches and ideas to the military service, which can contribute to increased efficiency and productivity in the implementation of assigned tasks.

Thus, higher education is a primary and fundamental component of officer training, which provides the necessary level of knowledge and competencies for the effective management of military units in modern warfare. Military and

civilian education enables officers to adapt to the changing conditions of the combat situation, make informed decisions, and successfully perform their duties, ensuring effective defense and security of the state.

Retraining and advanced training courses for NGU officers serve as a driving force for continuous professional development and adaptation to the dynamic conditions of the modern military environment. Training courses that take into account current trends and requirements of the military sphere are a necessary component of training effective military leaders. In a time of war, it is especially important to maintain a sequence of courses that will ensure prompt updating of officers' knowledge and skills, as well as their readiness to manage and perform current tasks. It would also be advisable to introduce intensive courses on mastering new areas of military activity, adapting and adjusting civilian industries to the needs of the military.

First, advanced training courses should cover the most up-to-date aspects of military science and technology, such as the latest methods of warfare, tactics, management, and the use of modern technology. Courses should be designed to cover a wide range of topics, from tactical training and operational planning to logistics and full/hybrid information operations.

Second, special attention should be paid to crisis management training. In wartime, officers are often faced with unpredictable and critical situations that require quick and informed decision-making. Courses should include scenarios that simulate real-life crisis situations, allowing officers to practice algorithms of action, the development of crisis plans, coordination with other units and civilian organizations, and the efficient use of available resources. This approach promotes rapid response skills, stress resistance and leadership in extreme conditions.

Thirdly, increasing the frequency and optimizing the intensity of advanced training courses allow officers to meet the need for regular updating of their knowledge, skills and abilities in the face of constant changes in combat tactics and rapid development of military technologies. After all, this is the basis of their readiness to perform the SSR and increases the overall capability and effectiveness of military units. Intensive courses allow them to acquire the necessary knowledge and practical skills as quickly as possible, which is especially important during active phases of war.

Regular advanced training courses that take into account current trends and requirements of the military sphere are an integral part of the NGU's officer training. In a time of war, an increase in the frequency and intensity of such courses, as well as an emphasis on crisis management training, are necessary to ensure a high level of professionalism and readiness of officers to perform security and combat missions. Such an approach contributes not only to increasing the combat readiness and effectiveness of military units, but also to strengthening the defense and security of the state as a whole. Practical military exercises and training should consider scenarios that reflect real combat conditions, providing officers with the skills necessary to make decisions in both everyday activities and stressful situations. The forms of tactical training implemented in higher military education institutions and containing all the necessary characteristics are comprehensive tactical (tactical-specialized) exercises, comprehensive tactical (tactical-specialized) training, command and staff exercises and military (military-specialized) games [13].

Comprehensive tactical exercises focus on the practical development of skills in real or near-real conditions, covering all aspects of a unit's tactical activities. Comprehensive tactical exercises are larger and involve complex tasks using different types of troops and equipment, which allows for testing and improving coordination between them. Command and staff exercises focus on the planning and management of military operations at the headquarters level, involving officers in decision-making and coordination of units. War games, or military-specific games, use simulations and modeling of combat operations to analyze and develop new tactical solutions, promoting creative thinking and rapid response to changing circumstances.

The next element of the officer training process is military training in combat units and command and control bodies. It is divided into tactical, operational and strategic levels. The process of implementing each of these levels involves the implementation of specific requirements for the knowledge, skills and abilities necessary for the effective performance of tasks at the tactical, operational and strategic levels.

At the tactical level, the focus is on developing the skills to lead a small unit. This includes preparing commanders to plan and conduct combat, maneuver the unit, and ensure coordination and interaction between adjacent units. Commanders must master the knowledge and skills of managing

and maneuvering active groups and fire, communications, and logistics in combat. To achieve this level, it is necessary to conduct regular training, tactical exercises and live-fire drills, which makes it possible to practice actions in conditions as close as possible to real combat situations.

At the operational level, the requirements are significantly increased as larger military formations are commanded. Officers must have in-depth knowledge of operational art, which includes an understanding of the theory and practice of warfare at the operational level, planning and conducting operations using different branches of the armed forces. An important part of the training is the development of skills to make quick decisions in a constantly changing environment and to use resources efficiently. The most productive exercises at this level are command and staff exercises, where officers practice interacting with other units, managing large amounts of information, analyzing the operational situation and making decisions based on this analysis.

The strategic level imposes even higher requirements on the individual, as it involves the fulfillment of strategic tasks and the development and implementation of long-term strategies and plans. At this level, officers must understand global trends in the development of military affairs, geopolitical aspects, and economic factors that affect the military power of the state. They should be able to develop strategies that ensure national security and defense, while taking into account international agreements, alliances and potential threats. Training at the strategic level includes the study of military history, analysis of modern military conflicts, and participation in strategic simulations and wargames that allow officers to test their skills in conditions that mimic real-world strategic situations.

Thus, the process of implementing each level of military training is complex and multifaceted, requiring a systematic approach, continuous improvement of knowledge and skills, as well as adaptation to new challenges and conditions in the military sphere. Each level is aimed at preparing officers to perform specific tasks that ensure the effectiveness of military operations at different levels of command.

Military training for practical skills should include training that reflects real combat situations, allowing officers to acquire the necessary skills to quickly assess the situation and make decisions. This involves simulating various combat scenarios, such as encountering the enemy in different

environments, from open terrain to urbanized areas. Officers must practice responding to unforeseen situations, such as repelling sudden enemy attacks, overcoming minefields, and countering the enemy's use of various tactics. This helps to be prepared for any challenges that may arise during real combat operations.

Developing the leadership skills of NGU officers is necessary to ensure effective leadership and successful implementation of the assigned tasks, especially in times of war. Training programs at higher education institutions and training centers should focus on developing decision-making skills, motivating subordinates, resolving conflicts and building effective teams. Officers should be able to analyze complex situations, evaluate possible options and choose the best solutions, even under stressful conditions. In these processes, the ability to create an atmosphere of trust and mutual assistance is important, which contributes to increased morale and the effectiveness of the tasks. The development of conflict resolution skills enables officers to reduce tension in the team and ensure the harmonious functioning of units. The training of an officer as a person is based on understanding his/her strengths and weaknesses and the ability to use them optimally in joint activities to achieve the set goals, which also forms the basis of communication skills.

Communication is a quality that is essential for successful leadership in the military, as officers must have the ability to clearly communicate instructions and interact with subordinates, superiors and colleagues, which is achieved through effective communication skills. The ability to clearly convey information is central to the process of giving orders, and the ability to listen and take into account the opinions of subordinates is also important, which helps to create an atmosphere of mutual understanding and cooperation. In wartime, interdisciplinary communication skills and coordination between different units and civilian organizations are of particular importance. Officers should be prepared to interact with representatives of various structures and institutions, ensuring effective coordination of efforts in the implementation of common tasks. This is achieved through an understanding of the specifics of the units' activities, the ability to adapt to different organizational cultures and the ability to find common ground with various stakeholders in certain processes.

Thus, leadership skills and communication skills are interrelated and complementary elements that

ensure the development of officers, successful command of military operations, and the effective functioning of military units in war.

Adherence to ethical standards and sustainable development of professionalism are the fundamental principles of the NGU officer training, and, as a result, the basis for the activities of subordinate military units. When training officers in this area, attention should be focused on adherence to high ethical standards, which are the basis of trust and discipline in military teams. Ethical standards include honesty, fairness, responsibility and dedication to military service. Officers who demonstrate a high level of morality and ethics set an example for their subordinates, contributing to an atmosphere of mutual respect and trust. In complex combat situations, where moral dilemmas can arise on a daily basis, the ability of officers to make ethically sound decisions is crucial to maintaining high morale and preserving human dignity. Quite often, the high level of professionalism of the officer helps to resolve such situations positively.

Professionalism is an important component of training, because in the context of technological development and change, officers must constantly develop their knowledge, skills and abilities to meet the requirements of modern military service. To meet this criterion, active participation in professional courses and trainings is necessary to keep abreast of the latest innovations and best practices in the military sphere. Continuous training contributes to the development of critical thinking, analytical abilities and leadership skills, which are essential for effective unit management.

In addition, professionalism activates the ability to self-evaluate and self-criticize, which allows officers to objectively assess their actions and draw conclusions for further improvement. As a result, a high level of professionalism contributes to the combat readiness of units, ensuring their ability to perform complex tasks in different conditions. The successful combination of ethical standards and professionalism development creates the basis for the formation of highly effective officers capable of ensuring the security and defense of the state. Thus, the integration of ethical principles and professional development is an important element of training that best meets the needs of modern military service and contributes to the achievement of the NGU's strategic goals.

Training officers to make important decisions should develop their skills in analyzing complex situations and strategic planning for the efficient use of resources, as they should be able to assess risks,

both tactical and accidental, and develop action plans that maximize the use of available human, material, time and financial resources. Exercises should model real-life crisis situations that help develop critical thinking and the ability to quickly assess situations. This will ensure preparation for real combat conditions, where every order or instruction is crucial.

At the same time, officers must consider the ethical and moral dimensions of decision-making, especially in wartime. It is important to understand that decisions about the use of resources can have serious consequences for personnel, civilians, or the environment. During training, it is necessary to provide material on military ethics, discuss real-life cases and the content of codes of ethics to prepare officers to make morally complex decisions that ensure the fulfillment of the assigned tasks and compliance with international humanitarian norms.

Modern armed conflicts require officers to be able to interact across sectors and adapt to different organizational and managerial environments. This may include cooperation with other military units, civilian organizations, international partners and non-governmental organizations. Training in this area should focus on the development of communication skills, the ability to work in interdisciplinary teams and coordinate actions in complex operational environments. Officers should be prepared to take a flexible approach to planning and executing tasks, which will provide training in managing under uncertainty, developing decision-making skills in rapidly changing circumstances, and applying innovative approaches to problem solving.

Thus, preparing officers to make important decisions and manage resources is a complex process that includes the development of analytical and ethical skills, as well as the ability to effectively interact and adapt in the face of constant change. A comprehensive approach ensures that officers are ready to perform their duties in the most difficult situations, while maintaining the high combat capability and effectiveness of military units.

Teamwork is one of the foundations of the effective functioning of the NGU, because in today's environment, when operations are becoming increasingly complex and multidimensional, officers must have the skills to cooperate and interact not only with other military units, but also with civilian organizations, international partners and non-governmental organizations. This requires the ability to make collective decisions, distribute

tasks, and coordinate actions within large interdisciplinary teams.

The first step in such training is to develop officers' collaborative skills, which include the ability to communicate effectively, listen, understand and take into account other perspectives, and adapt their decisions and actions to the needs and capacities of stakeholders. Training programs should include teamwork exercises where officers work together in situations that are close to real-world conditions. Such training helps to create strong, cohesive teams that can act in a coordinated and effective manner, even in a variety of environments. Of course, there may be prerequisites for conflicts in the course of activities. Avoiding such situations also requires training and practice.

Differences may arise in views, approaches, and strategies. The ability to resolve such conflicts as a team is essential. Officers need to be able to recognize disputes early on and neutralize them effectively to avoid escalation and ensure that the integrity and effectiveness of the team is maintained. This is facilitated by courses in conflict resolution, which cover methods and techniques of mediation, negotiation and constructive dispute resolution, with the ultimate goal of creating an atmosphere of trust, mutual respect and joint decision-making, which is a prerequisite for effective teamwork.

In the NGU, officers must be able to work in a team, where each team member contributes to the decision-making process. This includes the ability to analyze information, discuss different options and reach consensus. Leaders must understand that joint decisions made on the basis of collective discussion and consideration of different views are usually more effective and realistic. Training should emphasize practical group decision-making exercises that allow officers to develop these skills in the context of real-world problems.

In today's environment, military operations are often conducted in close cooperation with civilian organizations. These may include humanitarian missions, restoration of infrastructure, assistance to civilians, cooperation with local administration, etc. Officers need to understand the specifics of working with civilian structures and be able to adapt their actions to the civilian environment, and training in civil-military cooperation, which addresses issues of coordination, joint project management, and communication with civilian structures, will help.

Thus, the development of cooperation and collaboration skills is a critical aspect of officer training. It is achieved through a comprehensive

approach that includes both the development of communication and social skills and the ability to work effectively in different organizational and cultural settings. Such training ensures that officers are prepared to perform their duties in a variety of settings, and contributes to the creation of strong and cohesive teams that can effectively respond to the challenges of the modern world.

Conclusion

Professional development, which includes theoretical knowledge and practical skills, is a fundamental element in improving the effectiveness of service and combat activities. An integrated approach to the implementation of the components of the process of training leaders – officers of the National Guard of Ukraine – contributes to their ability to adapt in the complex and dynamic conditions of modern warfare and makes it possible to identify the main components of the way of implementing the components.

1. Higher military education provides officers with fundamental knowledge in the field of military art, tactical, operational and strategic planning, and resource management. Civilian education, especially in the areas of logistics, information technology, and inter-sectoral relations, complements military training by providing officers with new approaches and ideas that contribute to the effectiveness of mission performance.

2. Retraining and advanced training courses are an essential component of officers' continuous professional development. They allow officers to keep abreast of the latest achievements in military science, new methods of warfare and management of military operations. Intensive courses facilitate the rapid acquisition of the necessary knowledge and skills, which is especially important during active combat operations.

3. In today's environment, military operations at all levels are often conducted in close cooperation with civilian organizations, international partners and non-governmental organizations. Officers must have the skills to effectively collaborate, communicate and coordinate within large interdisciplinary teams. This ensures more effective implementation of joint strategies and improves the overall effectiveness of military operations.

4. Officers need to consider the ethical and moral dimensions of decision-making, especially in wartime. Decisions on the use of resources can have serious consequences for personnel, civilians and the environment. Training should focus on military

ethics, discussing real-life cases and reviewing codes of ethics.

Thus, the implementation of the components of the process of preparation for leadership positions is carried out through professional training of officers and is a complex and multifaceted process that includes various stages of training and practice aimed at improving the combat capability and professionalism of officers and military units in general. The proposed approach will help officers to be ready to perform their duties in the most difficult conditions, developing them professionally and maintaining high efficiency and reliability in protecting Ukraine's national interests.

Further research should focus on the development and improvement of retraining and advanced training courses for officers of the National Guard of Ukraine, determining their optimal frequency, duration and content for better updating of knowledge, skills and abilities. It is important to explore methods of adapting educational programs to modern challenges and technological advances to ensure a high level of professionalism and readiness of officers to perform combat missions.

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ШЛЯХИ РЕАЛІЗАЦІЇ КОМПОНЕНТІВ ПРОЦЕСУ ПІДГОТОВКИ ДО КЕРІВНИХ ПОСАД У МЕЖАХ ПРОФЕСІЙНОГО РОЗВИТКУ ОФІЦЕРСЬКОГО СКЛАДУ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

Розглянуто практичний складник підготовки офіцерів Національної гвардії України, що передбачає навчання на двох рівнях: вищу освіту, яка забезпечує фундаментальні знання у галузі воєнної науки, та курси перепідготовки і підвищення кваліфікації, що дають змогу офіцерам набувати знань з останніх досягнень у науці, нових методів ведення бойових дій та управління військами. Розкрито взаємозалежність між теоретичною підготовкою та практичними навичками офіцерів, які необхідні для ефективного виконання службово-бойових завдань; між вищою освітою та курсами підвищення кваліфікації, що створює цілісну систему професійного розвитку, яка дає можливість офіцерам адаптуватися до змінних умов війни. Проаналізовано вплив курсів підвищення кваліфікації на професійний розвиток офіцерів Національної гвардії України як каталізатор швидкого оновлення своїх знань, умінь та навичок, що підвищують готовність до виконання службово-бойових завдань і забезпечують ефективне управління підрозділами. Обґрунтовано необхідність інтеграції етичних стандартів у підготовку офіцерського складу, оскільки вони є основою довіри та дисципліни у військових колективах.

Ключові слова: *Національна гвардія України, професійний розвиток, вища освіта, курси підвищення кваліфікації, керівні посади, службово-бойові завдання, лідерські якості, міжгалузєва взаємодія.*

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