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CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCIES OF THE OFFICER CORPS OF THE NATIONAL GUARD OF UKRAINE AS ONE OF THE COMPONENTS OF READINESS TO PERFORM TASKS AS DESIGNATED

The conditions for the formation of professional competencies of the officers of the National Guard of Ukraine as one of the important factors in ensuring readiness to perform official (combat) tasks as assigned are analysed. The key professional competencies of an officer in the context of military personnel activities are identified, and the basic components and factors influencing the formation of these competencies are highlighted.

Keywords: professional competencies, pedagogical conditions, readiness of officers to perform tasks.

Statement of the problem. In today's conditions, the readiness of officers of the National Guard of Ukraine (NGU) to perform official (combat) tasks is one of the main factors in the system of ensuring state security. An officer's readiness to perform assigned tasks is determined primarily by the formation of his professional competencies. Such competencies include the ability to withstand prolonged physical and psychological stress, the ability to command a unit in various types of combat (actions), to use standard weapons, special means, equipment and gear, maintain them, the ability to create a positive social and psychological climate and effectively influence personnel, and the sufficient development of professionally significant personal traits.

The formation of professional competencies of an officer is one of the key goals of modern military education. It is carried out not only within the framework of formal education, but also through informal (professional military and informal) education, which ensures the continuous development of a specialist throughout their military career.

At the same time, it should be emphasised that one of the important factors in the system of officer training, which significantly affects both the quality of the professional competencies formed and the overall readiness of an officer to perform

official (combat) tasks, is the conditions in which this process takes place.

In this regard, there is a need to study the conditions for the formation of professional competencies of the NGU officer corps and to identify the pedagogical factors that have the greatest impact on the effective development of an officer in the process of military training. To this end, it is necessary to analyse the content, organisational and methodological aspects of the educational process, as well as to identify the optimal approaches, technologies and methodological techniques that contribute to the development of professional knowledge, skills and abilities, personal qualities and motivation of future officers.

Analysis of recent research and publications. Domestic scientists have paid considerable attention to the study of issues related to the formation of professional competencies in higher education seekers. In particular, N. Nychkalo, R. Gurevich, M. Kademiya, A. Kobysya, V. Kobysya, and G. Gordiychuk emphasise that the effective formation and development of professional competencies of future vocational education teachers is only possible if a modern information and educational environment is created in higher education institutions. This environment should be focused on the implementation of innovative methods, forms, means of teaching and modern communication

technologies, in particular digital ones, which correspond to the challenges of the modern educational space [1].

O. Marchenko, I. Sydorenko, and V. Lyuty [2, 3] have studied the development of foreign language competence in learners with specific learning conditions. Thus, O. Marchenko and I. Sydorenko define foreign language competence as a professional and personal formation and consider the creation of an appropriate educational environment to be an important factor in the formation of foreign language competence in law enforcement officers. Among the numerous components of the educational environment that shape foreign language competence, the authors identify the most influential ones, in particular a comfortable emotional and psychological atmosphere in the classroom [2]. Researcher V. Lyuty also notes that the development of positive motivation of students to learn, the development of digital pedagogical competence of teachers in the use of distance technologies in the educational process, and the formation of digital literacy of student officers and the provision of teaching and methodological support for the use of language competence formation tools in officers in the process of distance learning contribute to the formation of language competence in officers of the National Guard of Ukraine military units in the process of distance learning [3]. the formation of digital literacy among officer-students, and the provision of teaching and methodological support for the use of means of forming language competence among officers in the process of distance learning [3].

According to S. Dembitska and O. Kobylansky, the effective training of highly qualified specialists is facilitated by the construction of educational interaction based on the principles of systematicity, integrativity, professional orientation, interactivity, reflection, individualisation of learning and social responsibility. Specialists trained in such an educational environment possess a wide range of knowledge and professional skills, demonstrate the ability to improve the work process using the latest technologies, and show a high level of readiness for self-development and self-realisation in a dynamic professional environment [4].

From the perspective of a competency-based approach, researchers O. Marchenko, V. Panchenko, and P. Onipchenko consider the

readiness of military personnel to be a combination of general scientific, general technical, and military-specific competencies that collectively guarantee the readiness of military personnel to organise and conduct combat operations and professional activities in peacetime [5].

For his part, D. Makukh emphasises that the formation of cadets' professional identity is directly linked to the implementation of a pedagogical condition, which consists in ensuring effective communication in the professional activities of future officers. This approach involves the formation of interaction skills, the ability to engage in constructive dialogue, emotional intelligence and responsibility, which are integral components of the professional competence of a military specialist [6].

Scientists M. Samorok, V. Khalep, N. Vysochyna, O. Khatsaiuk, and R. Ivanishyn analysed the process of forming professional competencies in military personnel of the National Guard's special forces units for performing tasks in mountainous terrain, taking into account the order of echelon formation and providing them with special mountaineering equipment [7].

The authors [8] V. Anishchenko, A. Galimov, L. Rudenko, and T. Ivashkova clarify the interpretation of the readiness of officers of the security and defence sector of Ukraine for military professional activity as intended and determine the pedagogical conditions for its formation. These conditions include: integration of professional training of officers of the security and defence sector of Ukraine through the implementation of interdisciplinary links between professionally oriented and humanitarian disciplines and professional practice; professional orientation of the content of officer training, taking into account the context of future professional activities based on selection criteria; development of officer motivation through the use of active learning methods that simulate situations of professional interaction between officers in internal and external operating environments; improvement of the level of professional training of teachers of professionally oriented and tactical-special disciplines; improvement of the quality control and monitoring system for the training process of officers, which will ensure the formation of a certain level of readiness for military professional activity as assigned, which will also contribute to the formation of modern professional competence

of officers and meet the requirements of educational standards of NATO member countries [8].

According to N. Binder, Y. Demyanuk and O. Kravchenko, an important component of officers' professionalism is their ability to interact effectively with other actors in different conditions and situations during their professional activities. These scholars note that in the context of developing the social and communication competencies of future officers in the security and defence sector, special attention should be paid to developing the nervous and mental stability, balance and composure of graduates, which guarantees a friendly and decent attitude towards others [9].

The researchers emphasise the necessity and importance of creating appropriate conditions for the formation of specific professional competencies of officers, but given the status of the NGU as a military formation with law enforcement functions, these need to be clarified. However, analysis of scientific sources shows that the formation of professional competence of future officers of the security and defence sector of Ukraine is a multi-component process, which requires a holistic approach, given the specifics of military activity.

Despite the existence of individual scientific works in the field of professional training of military personnel of the security and defence forces of Ukraine, the issue of forming professional competencies specifically for the officer corps of the National Guard of Ukraine as a component of the combat readiness of officers requires further analysis, taking into account a comprehensive approach. This determines the relevance of the study and confirms its theoretical and practical significance.

The purpose of the article is to study the factors that influence the formation of professional competencies of the officers of the National Guard of Ukraine in the process of obtaining professional military education.

Summary of the main material. The current security environment in Ukraine poses new requirements for the training of officers of the defence and security forces, in particular the NGU. The effectiveness of officers in performing their official (combat) tasks, the speed of decision-making, the preservation of personnel lives and the successful implementation of functions directly depend on their level of professional competence.

In this context, the professional competence of an officer should be viewed as an integrated characteristic that combines the knowledge, skills, abilities, personal qualities, and values necessary to perform official duties in complex and unpredictable situations. The formation of these competencies requires the purposeful creation of appropriate organisational and pedagogical conditions adapted to the specifics of military service. Therefore, let us consider the main organisational and pedagogical conditions that contribute to the formation of professional competencies of NGU officers in the process of obtaining military education.

1. Independence and responsibility of students as the main pedagogical condition. Training within the framework of professional military education is a conscious and independent choice of an officer who is starting his professional career. Unlike secondary education, where the learning process is largely focused on the mandatory fulfilment of programme requirements, professional military education requires the highest level of independence, responsibility and internal motivation on the part of the student. Successful mastery of academic disciplines depends not only on external factors, but above all on the student's internal motivation, their readiness for self-development and their ability to critically reflect on the knowledge they have acquired. Particular attention should be paid to the practical significance of training courses, in particular their application in real combat conditions.

In this context, an important task is to create an educational environment that stimulates active learning, fosters a sense of responsibility for results, and promotes the development of professionally important qualities. Pedagogical interaction should be based on the principles of partnership, with the teacher acting not only as a transmitter of knowledge, but also as a mentor who creates conditions for the development of independent thinking, internal discipline and a deep understanding of the significance of the acquired knowledge and skills.

2. Creating a motivational environment. Without proper motivation, it is impossible to ensure sustainable knowledge acquisition. And this is where the teacher plays a key role. In order to spark interest in the subject and create conditions for the sustainable acquisition of knowledge, it is important that the student feels part of the learning

process, has a positive attitude towards the teacher, and feels a sense of success in class. This will build their confidence and encourage them to study the subject in greater depth. However, creating "situations of success" is not a mechanical process and requires the teacher to be able to find an approach to each student, take into account their individual characteristics, and maintain an atmosphere where even students with low motivation can achieve success in their studies.

3. Emotional and imaginative approach to learning. The use of teaching methods that ensure emotional and imaginative presentation of educational material significantly improves students' knowledge retention. To achieve this, students must not only comprehend facts, but also experience them, which allows for a deeper understanding and better mastery of the material. Enhancing emotional memory through the use of metaphors, visual examples, video materials, etc. helps to significantly reduce the cognitive load on students, activate their imagination, and create more favourable conditions for memorising and reproducing information. The most effective techniques of the emotional-imaginative approach include: the use of visualisations (video clips, infographics, educational maps), the creation of educational situations with emotional overtones (discussions, analysis of real and simulated critical events), the use of "artistic language" (quotes, historical examples, elements of military journalism), as well as elements of dramatisation or role-playing games. These techniques not only form the intellectual component of professional competencies, but also develop the emotional and volitional readiness to act in conditions of psychological stress, which is extremely important for a future officer. Teaching material that does not evoke emotional experiences does not have a strong impact on listeners. For example, combat experience presented in the form of a video can not only give learners an idea of the importance of certain knowledge, but also help them better understand how this knowledge can be applied in real-life situations. An emotional and visual approach to teaching is an effective means of developing an officer's professional competencies, as it promotes a deeper understanding of the teaching material and increases motivation [2]. Therefore, methodological techniques that ensure the emotional and visual teaching of educational material should become an integral part of the

learning process in military educational institutions, as they can ensure the integration of the cognitive and emotional components of learning, contributing to the holistic development of an officer's personality.

4. Application of practical training methods. Training that combines theory with practice is also a necessary condition for the formation of professional competencies [7]. A high level of preparedness for performing official (combat) tasks is only possible with the constant use of practical training methods, such as training, combat situation modelling, and analysis of real combat situations (actions). One effective method of integrating theory into practice is the analysis of real combat situations. Such classes will enable students to gain a deeper understanding of combat tactics, understand the mechanism of decision-making in complex conditions, familiarise themselves with the specifics of organising interaction between units, and learn to evaluate the effectiveness of actions, identify mistakes and find ways to avoid them.

During the classes, it is possible to conduct a detailed analysis, for example, of a platoon's offensive combat that took place in real conditions. Using video materials, maps, diagrams, and analysis of combat planning and organisation, students will have the opportunity to familiarise themselves with the real conditions of combat operations, the specifics of planning operations, typical mistakes that arise during combat, and ways to improve the organisation and management of units. Such classes promote the development of critical thinking, analytical skills, and independent decision-making in complex and dynamic circumstances. They enable students not only to master theoretical material, but also to gain practical experience by analysing specific combat situations (actions).

5. Improvement and adaptation of working programmes for academic disciplines. To ensure effective knowledge acquisition and skill development, it is necessary to use not only the emotional aspect, but also periodic repetition of the training material. This will not only consolidate the knowledge gained, but also facilitate its transfer from short-term to long-term memory. Repetition of the educational material should take place not only during tests, but also during regular classes. Therefore, one of the important aspects of this process is the optimisation of the working

programmes of academic disciplines, which should ensure the integration of the repetition of key topics into the structure of planned classes.

This approach is extremely important both for students of professional military education courses and for cadets pursuing higher education at NGU educational institutions. First of all, this is due to the wide range of functions and tasks assigned to the NGU within the main areas of its service (combat) activities [10]. In this regard, the training of officers at NGU educational institutions differs from the similar process at educational institutions of the Armed Forces of Ukraine in that it is more diverse in nature. This requires high concentration and effort from students, and from teachers – the creation of conditions for the high-quality formation of professional competencies.

Therefore, the adaptation of the working programmes of academic disciplines should cover mechanisms that not only ensure flexibility in the organisation of the educational process, but also maximise the effectiveness of knowledge acquisition through regular repetition, emotional activation and reduction of cognitive overload. This approach will enable students (applicants) not only to retain the knowledge and skills they have acquired, but also to successfully apply them in real-life situations when performing assigned tasks. This will be an additional factor in the effective assimilation of educational material and will contribute to improved learning outcomes.

Conclusions

The formation of stable knowledge and skills in students and cadets of military educational institutions is a critically important stage in the training of future officers capable of effectively performing their assigned duties (combat tasks). This process is based on pedagogical conditions that provide for the development of students' independence and responsibility, the creation of a motivational environment, the activation of their emotional memory, and the introduction of practical training, as well as the adaptation of academic programmes to the conditions determined by the range of functions and tasks assigned to the National Guard of Ukraine.

Another important component is the use of real combat situations for training and their detailed analysis, which allows for the formation of professional competencies that are vital for the officers of the National Guard of Ukraine.

Teaching aimed at active interaction between the teacher and students not only ensures the transfer of knowledge, but also contributes to the formation of highly qualified specialists capable of acting effectively in modern combat conditions, where it is necessary to quickly adapt to changing situations and make informed decisions in extreme conditions.

Prospects for further research include empirical study of the sources of motivation for officers to acquire the knowledge and skills that constitute professional competence in military service. This will not only deepen our understanding of the factors that influence the development of officers' professional competence, but also identify the key motives that contribute to or, conversely, hinder the process of their improvement. In particular, it is worth focusing on such aspects as internal motivation (the desire for self-improvement, personal development), external factors (the system of incentives and rewards, career opportunities) and socio-psychological aspects (interaction with colleagues, team culture, attitudes towards military service in society). The results of such research could form the basis for the development of more effective professional training and development programmes, as well as for improving the motivational component of military education.

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**УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ
ОФІЦЕРСЬКОГО СКЛАДУ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ
ЯК ОДНОГО З КОМПОНЕНТІВ ГОТОВНОСТІ ДО ВИКОНАННЯ
ЗАВДАНЬ ЗА ПРИЗНАЧЕННЯМ**

Проаналізовано умови формування професійних компетентностей офіцерського складу Національної гвардії України як одного з важливих чинників забезпечення готовності до виконання службових (бойових) завдань за призначенням. Визначено ключові професійні компетентності офіцера у контексті діяльності військовослужбовців, а також базові компоненти та чинники, які впливають на їх формування.

Особливу увагу приділено організаційно-педагогічним умовам, що забезпечують ефективний розвиток професійних якостей офіцерів у процесі їхнього навчання. Обґрунтовано необхідність цілісного підходу до формування компетентностей, який поєднує теоретичну підготовку, практичний досвід, психологічну стійкість та морально-етичні якості.

Для ефективного формування професійних компетентностей необхідно створити комплекс сприятливих умов, які охоплюють як навчальне, матеріально-технічне забезпечення освітнього процесу, так і кваліфікований викладацький склад, доступ до актуальних джерел інформації та навчально-методичних матеріалів. Важливу роль відіграє і мотиваційне середовище, що стимулює особисту зацікавленість офіцерів у професійному зростанні, а також упровадження практико-орієнтованих підходів до підготовки, які дають змогу набувати досвіду, максимально наблизженого до реальних умов служби. Зазначено, що лише в умовах цілісної, системної та цілеспрямованої підготовки можливо досягти високого рівня сформованості професійних компетентностей, які відповідають вимогам сучасного військового середовища.

Оптимізація процесу навчання застосуванням циклічних повторень та активне використання емоційних стратегій не лише дадуть змогу поліпшити якість засвоєння навчального матеріалу здобувачами, а й забезпечать глибоке розуміння та формування практичних навичок. Викладачі як "режисери" навчального процесу мають уміти впливати на емоційний складник заняття, підвищуючи тим самим мотивацію та зацікавленість слухачів у навчанні.

Результати дослідження можуть бути використані для вдосконалювання системи професійної підготовки офіцерського складу Національної гвардії України.

Ключові слова: професійні компетентності, педагогічні умови, готовність офіцерського складу до виконання завдань.

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