

# ПРОБЛЕМИ ПІДГОТОВКИ І СТАНОВЛЕННЯ ВІЙСЬКОВОГО ПРОФЕСІОНАЛА

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## «SOCIAL-CREATIVE MODEL TEACHER-CADETS» – CONSTRUCTIVENESS OF EDUCATIONAL PROCESS ORGANIZATION

*During constant trials, the Independent Ukraine requires strengthening of the Armed Forces of Ukraine, which has become a sense of personal property and dignity of every citizen of Ukraine. The Ukrainian Army today requires another socially creative soldier, a sailor, officer, general, admiral, creatively different, according to the social requirements of Ukrainian society. Against the background of events happening in the East of Ukraine, enormous demands to the personnel of the Armed Forces of Ukraine have suddenly increased for all:*

- the need for special physical, special and professional training;*
- armed formations opposing Ukraine, which are supported and equipped by one of the strongest armies in the world, thus subconsciously sacrificing themselves;*
- presence in the ranks of the Armed Forces of Ukraine, which was not foreseen by the previous regulations of the age categories, which cardinaly corrects the requirements of the leading personnel;*
- sharp increase of patriotism of the people of Ukraine causes a trembling sense of responsibility of every serviceman for the high trust, to serve the people of Ukraine;*
- strengthening of the state of Ukraine, takes place under close supervision and support of the international community, which obliges to create transparency in all areas and*
- constant threat to the state territoriality, contributes to the constant strengthening of combat readiness.*

*Realizing the complexity of the created tension, the constructive organization of the educational process in the context of the «social and creative model teacher-cadets», during the training of future officers, requires constant adjustment of the priority of modern tasks. The Army begins with the officer corps, respectively, professionalism and high level of training is the main and necessary result of the effectiveness of the tasks assigned to the Armed Forces of Ukraine. Higher military educational institutions of Ukraine always competently solve complex tasks of comprehensive training of Ukrainian citizens for the special profession of being an officer. Ability to acquire the skills of scientific and technical curiosity and expand the intellectual horizons of future social individuals, creates a model for the defenders of Independence of Ukraine who entered into independent life.*

**Key words:** *intellectual outlook of future officers; design of highly professional military specialists; social and creative model; scientific and technical curiosity; constructive organization of educational process.*

### Setting the problem

During the successful implementation of the tasks in peacetime and wartime there is a need for creative constructive organization of the educational process, the use of «social and creative model teacher-cadets», which contributes to the creation and support of military art at a high level. A great role belongs to the professional and special training of the officer corps. The military and special training received in higher military educational institutions requires constant upgrading and improvement of military knowledge and skills during further active military service in the positions of command and control staff.

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## Introduction

Constructivism! The increase in frequency with which this word appears in the discourse of educational research, theory, and policy is truly remarkable. Unfortunately much of the discussion is at the level of slogan and cliché. «Students should construct their own knowledge» is being reverentially chanted throughout the halls of many a school/college/department of education these days, and any approach that is other than constructivist is characterized as promoting passive, rote, and sterile learning. For example, consider Rogoff's (1994) description of what she calls the adult-run model of how learning occurs [1].

The analysis of the modern period of reformation of the Armed Forces of Ukraine in the system of military education and pedagogical technologies in the aggregate of methods used by the teacher during the educational process, provides creative, objective, social and quality training of officer personnel.

The increase in practical and theoretical significance, growing contradictions, as a result of competition and creativity in the development of military education. Critical reflection in modern conditions, social and creative analysis of the educational process contributes to the formation of knowledge, skills, abilities and qualities as an essential part of general and special training of future heads of departments and services. Accordingly, the necessary creative climate and mood of cadets in the process of teaching and studying military disciplines is created in respect of the teacher. We compared the traditional approach to organization: the pedagogical process in a higher education institution and the constructive approach. The traditional approach in organization: the educational process in higher education institution provides the following positions: curricula of disciplines are built on the principle of «partial to whole» with an emphasis on basic knowledge and skills. The curricula and teaching process in a higher education institution are fully based on the recommended textbooks and teaching aids. The student receives ready-made knowledge from the teacher [3].

Given the events in eastern Ukraine. Transformation of ideals, revolutionary dignity and patriotism, having penetrated into higher military educational institutions, promotes constructive change of the former model of social interaction between a teacher and a cadet.

Practical and theoretical significance of the model of creative and social interaction, psychological analysis of the creative process of forming knowledge, skills, abilities and qualities as an essential part of general, readiness to lead a subdivision and service, as well as by creating the necessary mood of cadets in the process of teaching military, professional and special disciplines.

Like other instructional theories, Tam (2000:4) argues that constructivism cannot be a panacea for all instructional problems. This theory also has its own limitations and problems to apply to all learning situations so that teachers and instructors should be able to reduce their application.

Constructivism plays an important role in interpreting learning outcomes and designing environments to support learning. According to the constructivist view of learning, individuals must have a background of knowledge, experience, and interests so that they can create a unique relationship in building their knowledge.

Students and teachers play a role in facilitating and producing knowledge. Students are encouraged to broaden their own understanding and explain their own perspectives so that they are responsible for what they do [6].

## Task definition

In order to achieve this goal, a new formulation of the main methodological developments and determinants of the concept of «social and creative model of a teacher-cadets» is needed. The proposed new approach to the study of the dynamics of interrelation of professional training of cadets of higher military educational institutions is that professional and special training during the acquisition of military knowledge is seen as an interaction of processes to form the necessary moral and combat qualities of future officers. Formation of adequate situations for comprehensive training of future heads of units and services.

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### The main research material

Constructive organization of the educational process in the context of the «social and creative model of the teacher-cadets» corrects the military education in training, professional development and retraining of military specialists. The prospect of social growth is accompanied by the statement of the achieved and creatively growing educational level of future officers.

Composing on a constructive educational process at formation of the personality of the future head of service:

- creativity dominating in relation to their own personality by the complexity of circumstances and the optimality of a positive decision;
- growing curiosity about personal creation of innovative and cognitive interests;
- creative orientation of the person on search of analogies of complexity of circumstances;
- correction, combination and reconstruction of unexpected circumstances and change of variants of unforeseen concerning positive result;
- the account of personal abilities on realization of own strategies and tactics at the decision of problems;
- search of a personal exit from difficult, non-standard, unexpected and extreme situations and
- timeliness of definition of the uniform scientific approach to understanding of essence of circumstances and introduction of constructively abilities, knowledge and skills.

This is a constructive approach. The curriculum is presented on the principle of «general to private» of the offers mainly generalized skills. The textbook is not the dominant source of learning information; the priority shifts to original sources, primary data and objects of reality (mainly real pedagogical situations of continuous passive and active pedagogical practices). Participants in the process of becoming fully-fledged, with their own views and perceptions of the world around them [3].

In this context of officer training, this direction refers to the actual improvement in the productivity of the relationship between the teaching staff and the cadet environment. This approach to officer training contributes significantly to positive results of a military, special and social nature.

For the introduction of the «social and creative model of the lecturer-cadet», recommendations on innovative technologies by the teacher are offered:

- application of the technology of personal-oriented learning with feedback during the learning process;
- application of traditional pedagogical technologies for activation and intensification during the educational process;
- application of technologies to increase efficiency of management and organization of the educational process;
- application of pedagogical technologies for didactic strengthening, improvement and reconstruction of visual equipment and teaching materials during the educational process and
- application of special pedagogical technologies, taking into account the service confidentiality during the educational process.

The Armed Forces of Ukraine are among the most prestigious and respected departments of the state by the purpose and nature of their activities. The lack of prestige of military service threatens the existence of civilized and social society.

The constructiveness of the «social and creative model of the teacher-cadets» educational process organization has proved that the possibility of practical training is widely used to improve the educational process in relation to the future activities of heads of subdivisions and services. Creativity of thinking and social factor on tactical lessons, field exits, combat shooting, driving and mastering technical means. There is a need to bring together the teaching staff of all military departments of higher military education institutions

and to expand research. Acquisition and use of equipment for technical training, creation of special classes, use of personnel of training centers to improve practical support of the educational process, especially in technical training.

The constructivist model of learning provides students more control over the educational process and a hands-on style of learning. The increasing focus on experiential learning, internships, faculty who include students in research and other participative learning opportunities just highlights the shift towards constructivism in universities. Giving students more control of the learning process allows students to discover information themselves. Self-discovery has been shown to increase the student's perceived retention of course material. This style of education better prepares the student for situations that will be encountered outside of the university, where there will not be a professor to guide him/her through a problem [4].

Constructiveness during the teaching of basic material in the transformation of the educational system is due to the social and creative processes in Ukraine. Informatization and socialization of the society, the influence of needs to strengthen the professional training of future officers. Given the relatively reform and development of pedagogy creativity and constructive teaching process, which is associated with the formation of free, active and proactive personality of the future head of the unit and service. The instruction of constructiveness of transformation of educational process is directed on satisfaction of results and achievements of the cadet. Formation of the personality of the future officer according to the standards, which is provided by the teacher and directed in the context of practical science application.

Constructiveness of educational process organization in the context of basic military and special disciplines, application of «socially creative model of the teacher-cadets» assumes creative, systematic and creative use of various principles, ways, means, forms and methods of training and education taking into account modern requirements of educational process in relation to activity of the personality of the cadet, as the future military specialist, officer and manager.

Independently of the utilization of the constructivist spiral or other active teaching-learning methodologies, it is necessary to bear in mind that inertia represents a strong obstacle to be faced when we search for changes in educational practice. The polemic, still current, in relation to the transfer of the center of the process from the teacher and contents to students must be contextualized in relation to the proposal of education and school that the society desires for its future generations [7].

Constructiveness of the modern theoretical and practical educational influence, relative to the social and creative postmodernism when offered in a critical comparison of pedagogical proposals. Personally oriented pedagogy, highlighting various aspects of the educational process interprets interpersonal interaction of dualism in the context of the teacher-cadets model. The social and creative approach of communication and cooperation of subjects in the course of joint activity opens up the prospects of acquiring special knowledge and solving professional problems. Providing and improving the active and responsible role of the teacher-cadets during the learning process; promotes the effectiveness of professional, personal and social development. Sociality of a personality by conscious self-organization, self-regulation of own educational and cognitive activity in the context of professional skill and professionalism growth.

Constructivist Learning Theory suggests that while knowledge can be given to learners, understanding cannot be – it has to come from within. Learners construct their own interpretations of the information they're given in a training session. They contextualize it alongside their own experiences, and test the new information against what they already know about the world. They may then change their views in light of the new information, or discard it as irrelevant [2].

The military and special disciplines studied are closely linked to the future officer activities of the cadets, the main directions of which are:

- ensuring high social and political-moral status of the personnel;
- maintenance of combat readiness of units and service;
- strengthening high military discipline;

- ensuring a high level of combat training of personnel;
- maintenance of internal order and
- ensuring the storage, maintenance and operation of armaments, military equipment and property in conditions of combat readiness.

Understanding the difficulty in selecting candidates in a special period, the process of training in turbo-mode is accelerating. Education of future officers is an important link in the system of state and military construction. The main source of forming the population's faith in the reliability of the Armed Forces of Ukraine is the high professionalism of the command and commanding staff that passed combat tests. It is considered a prerequisite for the creativity of future officers the level of education and life experience of the teaching staff.

Another aspect of constructivist learning is that it lays the foundation for the concept of lifelong learning. Since the constructivist model of learning requires the student to be more active in and take more control over the learning process, it helps to develop the student's ability to learn on his or her own and supports the concept of lifelong learning. The student will likely be more receptive to formal learning opportunities after college courses are complete [4].

Based on the experience of strengthening and stabilizing the training process, it can be concluded that officer training is a legitimate understanding and implementation of strategic and tactical measures developed by state and military institutions. Definition of the basic principles, achievement of the goals and tasks of selection, training and education of officers by introducing the constructive organization of the educational process in the context of "social and creative model of the teacher-cadets. Optimality of forms and methods of the educational process in the interest of forming highly professional military specialists capable of ensuring the security of Ukraine in peace and wartime conditions.

Creativity of trends characteristic of higher military education institutions during officer training:

- organization of the educational process by involving the main and variable composition;
- providing a preferential opportunity for applicants with a high level of combat and special training to enter the training;
- reduction in the number of restrictions on the basis of gender, which made it possible to fill the ranks of cadets with numerous representatives of female military personnel;
- strengthening requirements for the level of knowledge of at least two foreign languages in the European region;
- creativity of knowledge of Ukrainian language at the level of dialects of regions;
- obligatory availability of information computer technology certification for applicants, at the level of user and elementary programming;
- attraction of social services specialists for comprehensive development and creativity of educational style;
- ensuring the presence of teachers from the category of colleges in the lessons of specialized disciplines of logistics;
- carrying out practical classes on the territory of the colleges of specialized disciplines of logistics and
- the faculty in providing the opportunity approved forms and methods of education, which included in existing programs to promote the increase in the number of practical classes.

In the creative formation of the social system, after assigning the rank of officer, in the troops there is a pattern that after taking part in hostilities, revealed shortcomings during the acquisition of military knowledge, skills and experience. Analysis of special training makes it possible to activate the growing demands:

- officers are the pride of Ukraine;
- the officer must be provided with everything necessary, which is a guarantee of a high level of readiness during the performance of military duty;

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- the officers of the Armed Forces of Ukraine are characterized by a national feature – of patriotic, spiritual, moral and national qualities of a citizen of Ukraine;
- the citizens of Ukraine must treat the officers of the Armed Forces of Ukraine with respect;
- the quality of military education is based on the quality of general education and the national culture of cadets and

- the creativity of the professional training of officers is a consequence of the quality of the training, taking into account the social morals of senior officers, commanders and teachers during the training process.

In the process of teaching basic military disciplines, the general social conditions, practical conclusions and recommendations influence the constructiveness of the educational process:

- formation of cadets' readiness to lead a subdivision and service;
- formation of increase of full and purposeful use of didactic capabilities of military, special and technical disciplines;
- formation and activation of cognitive processes, motivation of cadets' behavior, creation of attitude to skillful and organized actions in the perspective of leadership of a subdivision and service;
- formation of development and strengthening of skills, professional knowledge and abilities;
- formation and improvement of professional personal qualities and
- formation of a social component that has a comprehensive impact on the personality of the cadets.

The creativity of a contemporary participant of hostilities is a military art necessary in constant support at a high level of acquired experience. Constructiveness of the organization of transfer of combat experience during the training process belongs to the officer corps of the Armed Forces of Ukraine. Command, commanding and teaching staff of the army must and must have the necessary military knowledge and skills. These are the criteria of our time. Military, professional and special training received in higher military educational institutions requires constant improvement. Before the famous events – Crimea, Donetsk, Lugansk, the active phase of combat readiness was held occasionally, mainly on the recommendation of the center and was not of mass nature. Knowledge of norms, regulations and charters was required at the core.

The results of the military campaign in Donbass and the analysis of combat activity of the officers in the conditions of combat operations allowed the Ministry of Defence of Ukraine to make a reasonable conclusion about the necessity of deepening the acquisition of professional knowledge and skills of future commanders and heads of services during the actual military service.

As a result of decades of experience accumulated in the organization of social conditions of service and the process of education of future officers, forms of theoretical and practical training have appeared, which have shown their acceptability, creativity and constructiveness after graduation from higher military education.

The constructive approach provides that the curriculum is presented on the principle of «general to private» and offers mainly generalized concepts and skills. The textbook is not the dominant source of learning information; the priority shifts to original sources, primary data, objects and phenomena of real life (mainly real pedagogical situations, continuous passive and active pedagogical practice). The participants in the learning process are full-fledged, with their own views and opinions about the world around them [3].

Constructiveness during the educational process of the basic material on transformation of the educational process is caused by social processes in Ukraine. Informatization and socialization of society, the impact of the needs to strengthen the professional training of future officers. Taking into account the relativity of reforms and development of pedagogical creativity and constructiveness of the educational process, which is associated with the formation of free, active and proactive personality. Indication of the constructive transformation of the educational process is aimed at satisfaction of results and achievements of the cadet. Formation of the personality of the future officer according to social standards, which is provided by the teacher and directed in the context of the application of creative practical science.

Some improvement in the specialized training of future officers is facilitated by theoretical training in the study of guiding normative instruments. Periodic outputs of requirements, resolutions, orders and other documents of the Military Ministry in the form of instructions and instructions that help to generalize the existing experience of teachers to understand and be able to execute service documents.

Unlike other sectoral normative documents, which determine the normative content of training, normative forms of state attestation, reflect the goals of educational and professional training, determine the place of a specialist in the structure of state and non-state organizations and requirements for his or her competence, other professional and socially important properties and qualities, establish requirements for the content, scope and level of educational and professional training of a specialist of the corresponding education and training [5].

The result of modernity in Ukraine is a sharp increase in those who want to get the officer title. In this regard, it is advisable to improve the social and living conditions of students in military higher educational institutions. Providing officers-listen with decent financial support. Ukraine guarantees social justice in the distribution of graduates from military higher education.

Questions relating to the patriotic education, traditions and moral values of the Ukrainian officer corps are systematically raised on the pages of the military press, the media, information and social networks and on the websites of the Military Academy (Odessa) and the Ministry of Defence. Much attention is paid to the rules of military etiquette, the culture of conduct and inter-ethnic communication among military personnel in a secular and professional environment.

### Conclusions

Constructiveness of the educational process organization in relation to the «social and creative model teacher-cadet», interaction of subjects is considered to be a bilateral relationship of equal partnership of the teacher-cadet. During the joint activity to achieve creative activity is aimed at achieving a common goal. The social function of a lecturer-cadet during the organization of an educational process at interpersonal communication and specificity is a basis of educational process. During the organization of the educational process, the teacher performs social functions of the organizer and guarantor of the educational process. The teacher constructively provides an appropriate level of pedagogical management of the future officer as the subject of the educational process.

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### **«СОЦИАЛЬНО-КРЕАТИВНАЯ МОДЕЛЬ ПРЕПОДАВАТЕЛЬ-КУРСАНТ» - КОНСТРУКТИВНОСТЬ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА**

В. Олло, О. Сакно

*На протяжении постоянных испытаний Независимости Украины, нужно укрепление Вооруженных Сил Украины, которое стало чувством личного достоинства каждого гражданина Украины. Украинской армии сегодня нужно другой социально-креативный солдат, матрос, офицер, генерал, адмирал, которое креативно отличается, согласно социальным требованиям украинского общества. На фоне событий, которые происходят на Востоке Украины относительно личного состава Вооруженных Сил Украины неожиданно относительно всех, возросли огромные требования:*

- необходимость особой физической, специальной и повышение профессиональной подготовки;
- противостояние Украине вооруженных формирований, которое поддерживается и оснащается одной из сильнейших армий мира, тем самым подсознательно самопожертвование ради Украины;
- присутствие среди рядов Вооруженных Сил Украины, непредвиденных предыдущими нормативами возрастных категорий военнослужащих, возникает кардинальное корректирование требований руководства Вооруженных Сил Украины;
- резкий рост патриотизма народа Украины, вызывает тщательное чувство ответственности каждого военнослужащего за предоставленное высокое доверие, служить народу Украины;
- укрепление государства Украина, происходит под внимательным надзором и поддержкой мирового сообщества, которое обязует создание прозрачности всех направлений деятельности на уровне Государства;
- постоянная угроза государственной территории, содействует постоянного укрепления боевой готовности.

*Понимая сложность напряжения, конструктивность организации учебного процесса в контексте «социально-креативной модели преподаватель-курсант», во время подготовки будущих офицерских кадров, возникает потребность в постоянном корректировании приоритетности современных задач. Армия начинается из офицерского корпуса, соответственно профессионализм и высокий уровень подготовки главный и необходимый результат эффективности выполнения задач относительно Вооруженных Сил Украины. Высшими военными учебными заведениями Украины всегда грамотно решаются комплексные задачи всесторонней подготовки граждан Украины относительно особой профессии быть офицером. Умениеприобретения привычек научно-технической любознательности и расширение интеллектуального кругозора будущих социальных личностей, создает модель относительно вступления в самостоятельную жизнь защитников Независимости Украины.*

**Ключевые слова:** конструктивность организации учебного процесса; социально-креативная модель; научно-техническая любознательность; интеллектуальный кругозор будущих офицеров; формирование высоко-профессиональных военных специалистов.

### **«СОЦИАЛЬНО-КРЕАТИВНА МОДЕЛЬ ВИКЛАДАЧ-КУРСАНТ» - КОНСТРУКТИВНІСТЬ ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ**

В. Олло, О. Сакно

*Протягом постійних випробувань Незалежності України, потрібно зміцнення Збройних Сил України, що стало почуттям особистої гідності кожного громадянина України. Українській армії сьогодні потрібно інший соціально-креативний солдат, матрос, офіцер, генерал, адмірал, що креативно відрізняється, згідно соціальних вимог українського суспільства. На тлі подій, що відбувається на Сході України стосовно особового складу Збройних Сил України несподівано щодо всіх, зросли величезні вимоги:*

- необхідність особливої фізичної, спеціальної та підвищення професійної підготовки;
- протистояння Україні збройних формувань, що підтримується та оснащується однією з найсильніших армій світу, тим самим підсвідомо самопожертва за ради України;



- присутність серед лав Збройних Сил України, непередбачених попередніми нормативами вікових категорій військовослужбовців, виникає кардинальне коригування вимог керівництва Збройних Сил України;
- різке зростання патріотизму народу України, викликає ретельне почуття відповідальності кожного військовослужбовця за надану високу довіру, служити народу України;
- зміцнення держави Україна, відбувається під пильним наглядом та підтримкою світової спільноти, що зобов'язує створення прозорості усіх напрямків діяльності на рівні Держави;
- постійна загроза державній територіальності, сприяє щодо постійного зміцнення бойової готовності.

Розуміючи складність напруги, конструктивність організації навчального процесу у контексті «соціально-креативної моделі викладач-курсант», під час підготовки майбутніх офіцерських кадрів, виникає потреба у постійному корегуванні пріоритетності сучасних завдань. Армія починається з офіцерського корпусу, відповідно професіоналізм та високий рівень підготовки головний та необхідний результат ефективності виконання завдань стосовно Збройних Сил України. Вищими військовими навчальними закладами України завжди грамотно вирішується комплексні завдання всебічної підготовки громадян України щодо особливої професії бути офіцером. Умілість придбання навичок науково-технічної допитливості та розширення інтелектуального кругозору майбутніх соціальних особистостей, створює модель щодо вступу у самостійне життя захисників Незалежності України.

**Ключові слова:** конструктивність організації навчального процесу; соціально-креативна модель; науково-технічна допитливість; інтелектуальний кругозір майбутніх офіцерів; формування високопрофесійних військових фахівців.