



The educational focus of physical training in the context of cadets' social and professional development

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Abstract

Objective of the study was to support the educational focus of physical training in the context of the social and professional development of cadets.

Results and conclusions. The examination of scholarly research and educational practice in the realm of physical education within the context of higher education reveals that a variety of training programs and social engineering initiatives can serve as potent psychological and pedagogical instruments for fostering social communication abilities. These training programs are designed to enhance cadets' social communication and interaction skills within the framework of the physical education curriculum. They involve the demonstration and repetition of exercises to develop physical attributes. Additionally, they encompass a variety of search, project, and creative tasks aimed at discovering innovative approaches to increase physical activity. Furthermore, they encompass a range of situations that simulate interactions in professional settings, particularly in extreme circumstances where it is crucial to make joint decisions based on a specific level of physical fitness and personal and communicative abilities. These situations also include competitive game elements. Another method is social engineering, which involves creating future scenarios through the application of collaborative techniques.

Keywords: *a military educational institution, cadets, social skill, pedagogical means, pedagogical activity, social interaction.*

Introduction. An analysis of scientific literature shows that pedagogical activity leads to the expected result if:

- is considered in the context of a specific educational situation;
- is understood not as universal, but in combination with methods of teaching, education, socialization of a person and forms of organization of the educational process;
- involves joint activity of a teacher and a student, is designed to combine subtle and intense influences, direct and indirect impacts [1, pp. 77-79].

Thus, the means of pedagogical activity are what ensure their functioning at any stage of the formation and development of a human personality. They can be considered in a broad (study, work, any type of activity, etc.) and narrow (word, book, example, equipment, teacher's skill, his technique, didactic materials, etc.) sense of the word. Their purpose is subject support of the pedagogical process. In this context, they intersect with forms.

Objective of the study was to support the educational focus of physical training in the context of the social and professional development of cadets.

Results of the study and discussion. An analysis of scientific research and teaching practice in the field of physical education in the higher education system shows that various trainings based on the use of methods for organizing the desired activity can be a traditional psychological and pedagogical means of practicing social communication skills [3, p. 192]. Any of these trainings, which are aimed at developing people's social communication and interaction skills within the framework of the physical education process, should include:

- a specific set of actions that actualize previously existing ones, as well as demonstrating missing aspects with their multiple repetition during the demonstration of exercises to develop physical qualities;
- a range of search, project, creative tasks aimed at finding innovative methods to increase physical activity;



- a set of situations that model relationships in professional activities that can arise in extreme cases where it is necessary to make a joint decision that depends on a certain level of physical fitness, personal and communication skills;

- game competitive fragments that help simulate situations typical for the physical and social skills being developed, provide opportunities to try on various social roles.

The next means of developing the social skills necessary for cadets is social design, which is a process of modeling upcoming actions through the use of cooperation methods. Involving cadets in the process of implementing socially necessary projects leads to: developing an active social and civic position, preventing "social inaction", developing the ability to develop and defend one's own point of view, acquiring by future officers the necessary physical and professionally significant skills, as well as interpersonal interaction skills with different partners in various spheres of everyday and combat activities [2, p. 44].

An analysis of their works by a number of authors allows us to clarify and expand the range of pedagogical tools used.

Yu.N. Lysenko examines the process of forming and improving interpersonal interaction skills in conjunction with the development of experience in students of military universities in constructive problem solving that may arise in a difficult life situation. In this case, the necessary skills of joint activity based on mutually beneficial cooperation are formed, as well as the construction and modeling of certain behavior strategies in the educational, service, organizational and leisure activities of students [6, p. 99].

E.A. Igonina and other researchers in the issues of organizing interpersonal and multicultural interaction of students of a military educational organization promote and prove the effectiveness of such methods, means and concepts of forming special skills of socio-cultural interaction, which are based on the idea of "cross-culturality". At the same time, the authors consider the presence and full use of the educational space of the educational organization to be the main condition for the success of these skills [5, p. 15].

Consequently, the formation and further improvement of any skill and, ultimately, interpersonal social interaction, provides for the presence of the following order of stages:

- 1) demonstration;
- 2) familiarization with the actions;
- 3) automation of actions;
- 4) extrapolation of the action to other conditions.

Conclusions. To summarize the above, we will note that the development of the necessary behavioral and social skills in cadets of a higher military educational organization can be carried out in the process of educational, service, educational and research activities within the framework of physical education at the university. However, the analysis showed a lack of a methodological base for training officer personnel aimed at solving and practicing socially oriented professional tasks in modern conditions. This fact proves the need to develop more effective and pedagogically appropriate means, as well as methods for improving the skills of interpersonal social interaction in cadets in the process of their physical education at a military university, and, accordingly, additional study of individual aspects of optimizing the pedagogical process itself.

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