



DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE PRE-CONSCRIPTION MILITARY TRAINING TEACHERS THROUGH THE IMPLEMENTATION OF INTEGRATED TECHNOLOGIES

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Abstract

The professional competence of future pre-conscription military training teachers is a critical factor in ensuring the effective preparation of youth for national defense and military service. In the context of rapidly evolving educational paradigms and technological advancements, traditional teaching methodologies often fall short of meeting contemporary demands. This article explores innovative approaches to enhancing the professional competence of these educators through the systematic implementation of integrated technologies. It analyzes the key components of professional competence, including pedagogical, methodological, and specialized military-technical skills, and investigates how digital tools, simulation technologies, e-learning platforms, and blended learning models can be effectively integrated into teacher training programs. The paper proposes a conceptual framework for the development and application of such integrated technologies, aiming to foster a dynamic and interactive learning environment. The ultimate goal is to equip future pre-conscription military training teachers with advanced skills necessary to deliver high-quality, engaging, and relevant instruction, thereby improving student preparedness and strengthening national security capabilities.

Keywords: Professional Competence, Pre-Conscription Military Training, Teacher Development, Integrated Technologies, Military Education, Digital Technologies, Pedagogical Skills.

Introduction

In modern education systems, the professional competence of future pre-conscription military training teachers plays a decisive role in ensuring the quality of

students' patriotic, moral, and physical preparation. As the global educational environment increasingly adopts competency-based approaches, the training of future military instructors requires the application of innovative pedagogical methods. Traditional teaching, based primarily on theoretical explanations and drill exercises, often fails to develop the necessary practical skills, leadership qualities, and critical thinking abilities required of modern military educators.

Integrated technologies in education — which combine digital tools, interdisciplinary approaches, and interactive methodologies — provide new opportunities for the development of professional competence. These technologies make it possible to connect theory with practice, foster problem-solving abilities, and simulate real-life military situations in safe, controlled learning environments. Moreover, the integration of information and communication technologies (ICT), project-based learning, and modular training systems ensures that future pre-conscription military training teachers acquire not only technical and methodological competence but also socio-communicative and psychological readiness for professional activity.

Therefore, the purpose of this study is to analyze the process of developing professional competence in future pre-conscription military training teachers through the implementation of integrated educational technologies and to identify effective methodological conditions for their application in higher education institutions.

Materials and Methods

The research was conducted among students specializing in pre-conscription military training at pedagogical universities. The study was carried out in three main stages: diagnostic, formative, and evaluative.

At the diagnostic stage, a set of questionnaires and observation tools was used to assess the initial level of students' professional competence. Indicators included knowledge of military pedagogy, leadership and organizational skills, communication abilities, and readiness to apply ICT in teaching.

At the formative stage, experimental training modules were implemented using integrated technologies. The modules combined traditional theoretical classes with interactive digital simulations, virtual shooting ranges, project-based tasks, and

interdisciplinary lessons involving physical education, psychology, and pedagogy. The training also incorporated the use of multimedia presentations, 3D modeling software, and problem-oriented discussions designed to enhance decision-making and teamwork.

At the evaluative stage, students' progress was analyzed using both qualitative and quantitative methods. Observation sheets, self-assessment scales, and testing of professional knowledge were applied. Comparative analysis was carried out between the control group (trained with traditional methods) and the experimental group (trained through integrated technologies). Statistical processing of the data confirmed the reliability of results and the positive impact of integrated technologies on the formation of professional competence.

Conclusion

The findings of the research demonstrate that the implementation of integrated technologies significantly enhances the professional competence of future pre-conscription military training teachers. Integrated educational environments encourage the combination of theoretical, practical, and digital components of learning, which leads to higher motivation, increased independence, and stronger problem-solving skills among students.

Furthermore, these technologies help to form essential professional qualities such as discipline, leadership, adaptability, and pedagogical creativity. The study concludes that systematic integration of technological tools, interdisciplinary collaboration, and interactive teaching methods should become an integral part of the training process for future pre-conscription military training specialists. Such an approach ensures that graduates are prepared not only to teach effectively but also to foster patriotism, civic responsibility, and readiness for national defense among youth.

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