

The educational situation that arose against the background of the coronavirus pandemic and the war in Ukraine put new challenges to the educational process organization. The majority of education seekers found themselves in a situation where it was impossible to study in the usual mode – offline visiting educational institutions and with the possibility of live communication with all the participants of the educational process. This led to a decrease in the general level of motivation to studying and to an increase in the level of anxiety, a lack of prompt feedback between the teacher and the students. The most optimal way out of this situation was the application of SMART learning technologies, based on five elements, «Self-directed», «Motivated», «Adapted», «Resource enriched», «Technology-embedded».

Along with this, the new educational paradigm needs transformations that will stimulate the development of future teachers' subjectivity. This actualizes the problem of forming a responsible attitude of education seekers towards their own educational activities, which will later develop into the future specialist's professional and social responsibility.

We define the responsible attitude of students of higher pedagogical education as an internal personal position that determines the subject's voluntary implementation of activities based on cognitive interest, the perceived need to expand one's own theoretical, practical, creative and emotional experience, which contributes to the satisfaction of personal and professional needs.

The use of SMART learning technologies allows to influence the development of a responsible attitude to all students' learning effectively, namely: the ability to work in online environment adapted to an asynchronous learning format; independent work, combined with the possibility of receiving feedback and consultations from the teacher through various forms of communication – e-mail, messengers, SMS messages, that allows to organize the students' time allocated to educational activities more systematically and responsibly; each student of higher pedagogical education develops volitional self-regulation of her/his own behavior and an internal instruction is formed to fulfill her/his duties in a high-quality and timely manner; the flexibility and maximum adaptability of the SMART-environment to individual educational needs stimulates the development of cognitive interests of students of higher pedagogical education as the leading motives to educational activity.

Key words: *educational activity, responsible attitude to educational activities, SMART-education, SMART-environment, cognitive interest, pedagogical education*

УДК 378

Andrii Krasilov

Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0002-7725-5074

Petro Rybalko

Sumy State Pedagogical University named after A. S. Makarenko
ORCID ID 0000-0002-6460-4255

DOI 10.24139/2312-5993/2022.05/192-203

MAIN TENDENCIES IN HIGHER MILITARY EDUCATION IN POLAND

The article identifies the leading trends in higher military education in Poland and outlines the conceptual foundations of higher military education in the country. The main trends in higher military education in Poland include:

- *Standardizing the regulatory framework of higher military education*

- *Implementing strategic development goals of the state into the higher military education system*

- *Structuring the management of the higher military education system.*

Key words: *tendencies, higher education, higher military education, Poland.*

Introduction: In the current stage of Ukrainian society's development, amidst the proclaimed strategic course of the state towards integration into the EU and NATO, ongoing combat actions in the country's East demand the modernization of effective military experts' training organization. In this context, it is worthwhile to study the experience of higher military education in NATO member countries, particularly Poland.

Analysis of Current Research: This scientific inquiry aims to address issues concerning the preparation of professional military personnel in various countries worldwide. Researchers have examined the experience of organizing military education in countries such as the USA (S. Vladimirov, N. Drozhin, V. Ivashchenko, K. Kolchin, P. Lebed, V. Ozhghihin, R. Ravlik, O. Pannon, I. Popov, A. Streletsky, and others), France (V. Vladimirovsky, V. Zakharov, O. Mitin, M. Simakov, P. Kolesov), China (B. Gorbachev), Germany (K. Kolchin, V. Lazukin, Y. Fedoseyev, V. Chernov, and others), the United Kingdom (V. Brovkin, M. Gatsko, and others), Italy (K. Kolchin, and others), and Poland (O. Mityagin, Y. Prykhodko, O. Chernikh, Y. Chernikh, and others).

The aim of the article is to identify the trends in higher military education in Poland.

Research Methods: To achieve the research objective, a complex set of interrelated and complementary methods were employed. General scientific methods such as analysis, synthesis, abstraction, comparison, and generalization were utilized to clarify the specifics of theoretical approaches forming the basis of the studied educational phenomenon and to formulate the foundational principles and generalized conclusions of the work. Specific scientific methods, including terminological analysis, were used to reveal the essence of the investigated pedagogical phenomena by identifying and refining the meanings and implications of fundamental concepts; systemic-structural and systemic-functional methods served as the foundation for elucidating the trends in the development of content and organization within higher military education in Poland.

Results. To ensure the country's defense and maintain a highly skilled military force, Poland, like most nations worldwide, focuses on enhancing the training system for military professionals, particularly improving the quality of higher military education.

In encyclopedic publications, military education is interpreted as a "type of professional education aimed at preparing specialists in various fields of military affairs" (Military Education, 2005).

According to the Concept of Transformation of the Military Education System, military education is defined as "a form of specialized education aimed at shaping key competencies in the field of professional military activities during continuous integrated educational processes to achieve specific levels and degrees of education and/or levels of military education" (On the Transformation of the Military Education System, 1997).

Military service demands officers to apply a full range of knowledge, high psychological resilience, skills, and expertise in using weaponry and military equipment on the battlefield and in tactical training.

However, the idea of systematizing knowledge about the professional preparation of future officers, taking into account the conditions of a specific period or peacetime, and NATO training standards as a comprehensive concept, remains insufficiently developed.

First and foremost, it should be noted that the conceptual foundations of higher military education in the Republic of Poland are defined by regulatory documents that govern its organization (regulations, statutes of higher education institutions), as well as by the traditions of military personnel training established in the country. Additionally, strategies for the development of higher military education institutions determine the main directions of preparing military personnel capable of executing professional tasks at a high level and ready to excel in their profession.

In the context of considering the conceptual foundations of higher military education in Poland, it is essential to highlight that the leadership of military higher education institutions is carried out by both the Ministry of Education of the country and the Ministry of National Defense. Consequently, this aspect significantly influences its goals, directions, and development strategies.

First and foremost, it is essential to emphasize that the Ministry of National Defense sets tasks for higher military education institutions aimed at enhancing the effectiveness of the educational process in preparing personnel to develop the Armed Forces. This is achieved by creating conditions for the education of future officers and enhancing the qualifications of professional military personnel.

Consequently, through the analysis and synthesis of regulatory documents, the primary tasks of the Department of Science and Military

Education of the Ministry of National Defense regarding the development of higher military education in Poland can be identified:

- Managing higher military education institutions:
 - Develop proposals for the directions of development in higher military education.
 - Monitor the compliance of higher military education institutions with legislation, statutes, and the proper use of state funds.
 - Participate in the programming of the Armed Forces' development in the field of higher military education.
 - Develop projects for regulatory acts governing the activities of higher military education institutions.
 - Evaluate the fulfillment of duties by the rectors-commandants of higher military education institutions.
- Ensuring the effectiveness of the educational process in higher military education institutions:
 - Address issues related to the allocation of financial resources for military universities to support and develop educational and scientific potential, as well as tasks associated with national defense.
 - Execute directives from the Minister regarding the provision and disbursement of funds allocated to military universities for educational-related investments within central material plans.
 - Handle matters concerning the material provision of higher military education institutions (technical resources, funding for educational tasks) necessary for the qualitative practical training of military personnel.
- Managing the process of officer cadre preparation for the needs of the Armed Forces, excluding medical personnel in medical specialties:
 - Define program requirements for training candidates for officer positions.
 - Collaborate with qualified individuals matching the specific personnel group to coordinate their involvement in officer training.
 - Coordinate the training of candidates for professional soldiers and officer ranks in higher military education institutions, within military training, preparatory service, territorial military service, and reserve cadre preparation.
- Overseeing the professional development system for military personnel within the ministry:

- Plan the process of professional development in higher military education institutions and oversee its implementation.
- Monitor and conduct ongoing analysis of the system's functioning.
- Coordinate specialized training in the field of military education.
 - Managing foreign language education and the examination system within the Ministry of National Defense:
 - Plan the language learning process.
 - Coordinate efforts towards the Armed Forces' goal of NATO membership regarding language proficiency.
 - Engage in oversight activities concerning the Military Language Training Center and the Central Examination Commission for Foreign Languages of the Ministry of National Defense.
 - Coordinating international cooperation in the sphere of higher military education:
 - Conduct education and professional development for foreigners in higher military education institutions.
 - Coordinate the participation of higher military education institutions in international educational programs.
 - Handling matters related to providing targeted subsidies for co-financing educational institutions, pursuant to Poland's obligations arising from ratified international defense agreements in which the Republic of Poland is a party (Ministry of National Defense website).

The oversight body for military universities is the Minister of National Defense.

Based on the analysis of strategic documents of higher military education institutions in Poland and recognizing the need to respond to the challenges facing the military universities of the 21st century, ensuring a high level of education, scientific competence, and conducting research, developments, and quality "know-how" projects, the strategic goals for the development of higher military education institutions in the researched country are as follows:

- Implementation of the state's scientific policy through participation in programs and projects of the Ministry of Science.
- Activation of funds acquired through competition for investment related to scientific activities and education, taking into account the needs of the Polish Armed Forces as per the Armed Forces Development Program for 2017-2026.

- Provision of opportunities to contribute to the Modernization Plan of the technical armed forces of the Republic of Poland, including research projects, development, and "know-how."
- Conducting research in specific areas of international cooperation in defense and security.
- Intensification of scientific research on issues related to military education in the country.
- Development of comprehensive solutions to enhance the qualifications of university staff, leading to improved education quality for students and PhD candidates, particularly in study fields and disciplines related to research priorities.
- Establishment of organizational and legal frameworks for conducting individual interdisciplinary research.
- Enhancement of international recognition of university scientific activities and their global significance through optimizing university management quality and strengthening scientific collaboration with international research centers, particularly in priority research areas.

For over 10 years, Polish military education has been based on five state universities overseen by the Minister of National Defense, namely: the Jarosław Dąbrowski Military University of Technology, National Defense University, Polish Naval Academy, Land Forces Military Academy, and the Air Force Academy. The officer education system is complemented by the Medical University in Łódź. Irrespective of their primary focus, all these universities conduct educational events for individuals who are not in the military.

At present, the education model adopted within Poland's higher military education system defines six possible paths to obtaining the first officer position after receiving a high school diploma:

Option one: Bachelor's level education pursued at military-oriented higher education institutions (designed to prepare officers with a priority focus on military training, primarily for tactical-level command positions).

Option two: Master's level education obtained at military-oriented higher education institutions (intended for officers from technical training backgrounds appointed to positions with scientific orientation).

Option three: Master's level education obtained at higher education institutions with a civilian focus (aimed at preparing officer candidates for positions requiring a "master's" level of education, predominantly applied in logistics, weaponry, military technology, etc.).

Option four: Bachelor's degree obtained in a civilian higher education institution followed by officer training at a military-oriented university to attain a master's degree (designed for officers whose positions require a "master's" level of education, typically used for logistics, weaponry, military technology, etc.).

Option five: Bachelor's degree earned in a civilian higher education institution followed by attendance at officer schools (training centers) (applicable to officer training paths where conducting studies in their specific specialties at military-oriented universities is impractical. Additionally, this training method allows for a corresponding increase in officer personnel to meet growing demands).

Option six: Master's degree obtained in a civilian higher education institution followed by graduates attending officer courses at military-oriented universities (applied to specialized fields such as law, military medicine, pharmacology, theology, etc.).

The Ministry of Higher Education in Poland has full oversight over military universities and academies concerning education. This implies that education within the Ministry of Defense's higher education institutions is conducted similarly to civilian universities, subject to the same rules and requirements as civilian institutions.

Military universities and academies expand, support, and develop defense capabilities defined by commanders across all branches of the armed forces, stemming from the state's security and economic needs.

Based on an analysis of scholarly sources, regulatory documents, and official websites of higher military education institutions in Poland, it can be asserted that there are several ways candidates can be enrolled into officer positions. The primary method identified involves training at one of the higher military education institutions as a cadet.

Yes, high school graduates, after successfully passing entrance exams to military universities or academies, enroll as candidates (with a condition of signing a specific contract with the Ministry of Defense). Upon completing the first and second levels of education and obtaining a master's degree, the education recipients attain the rank of junior lieutenants.

Another pathway to attain professional military education is through officer training courses aimed at graduates of civilian universities, whether at the bachelor's or master's level. These courses are recommended as an additional system to the previous one and are designed to prepare officers

for specific fields not covered in military universities and academies, such as chaplains, accountants, prosecutors, lawyers, etc.

Analyzing the position of military universities within the legal system of Poland, it's worth noting that the fundamental principles of higher education and scientific activity were regulated by the Law of July 20, 2018, on Higher Education and Science (Prawo..., 2018).

In the context of examining the procedural principles of higher military education in the Republic of Poland, it's deemed necessary to analyze the relevant norms concerning the competencies of the Minister of National Defense regarding military universities, their legal status, and the legal aspects of the specifics of service in these institutions for candidates for military service.

The legal regulations concerning military universities are generally contained in Chapter XIV of the Law on Education and Science. These provisions relate to the so-called "ministerial" universities that are under the supervision of the respective minister (Dąbrowski, 2012).

According to the legal definition, a military university is a state university under the oversight of the Minister of National Defense. This oversight encompasses the proper use of state funds and compliance of the university's activities with legislative provisions and permission to implement education in specific directions, levels, and profiles.

It's important to clarify that a university is considered state-owned if it is established by a state body. The state character of military universities indicates their integral role within the higher education system.

As previously mentioned, based on the criterion of supervision, the legislator divided state universities into regular and departmental (or sectoral). Unlike regular universities supervised by the minister responsible for higher education matters, in the case of departmental universities, as per the provisions of Chapter XIII of the Law on Education and Science, supervision is exercised by the minister heading the relevant department responsible for the teaching profile or scientific research of the university.

Concerning military universities, these powers belong to the Minister of National Defense, as directly derived from the above-mentioned designation.

In addition to these powers, recognizing the Minister of National Defense as a specific subject concerning military universities, the legislator granted them several additional competencies. The most significant powers are outlined below:

1. Submission to the minister responsible for higher education and science regarding the establishment, liquidation, or change of name of a military university as a professional educational institution, through an order, considering the needs of defense capability and state security.

2. Issuing a decision that approves the statute of the military university.

3. Determining, upon the rector's request, the conditions and procedures for admission to the military university concerning candidates for military service.

4. Imposing, through an order, restrictions on admission to specific specialties for candidates for military service in various military universities, considering the educational capacities of the university and the need for graduates of these programs.

5. Approval of the curriculum that defines the organization of education and associated rights and obligations of higher education seekers at the military university.

6. Providing an opinion on approving the principles of granting scholarships to students for achievements in science or sports by a legal entity, not a state or local government body, upon request of such an entity.

7. Rewarding academic scientists working at the military university for significant achievements in scientific, educational, applied, or organizational activities or for overall achievements and establishing, through an order, detailed criteria and procedures for rewarding, the method of payment of these rewards, types of achievements, methods of their verification, maximum number of rewards, maximum reward amount, and application form for receiving it.

8. Establishing, through an order, detailed criteria and procedures for awarding, the method of payment of scholarships for education seekers demonstrating significant scientific or artistic achievements related to education or significant athletic achievements, as well as types of achievements, methods of their verification, maximum number of awarded scholarships, maximum scholarship amount, and application form for receiving it.

9. Allocating financial resources to military universities for purposes related to higher education and scientific activities, including subsidies for tasks related to national defense. Establishing and funding scholarships and rewards in the field of education and scientific research related to state security.

10. Entrusting military universities with tasks related to the university's functioning as a military unit if these tasks are necessary for national defense and citizens' security, emergency situations, fulfilling international obligations, or other tasks performed for the needs of the Armed Forces of the Republic of Poland.

Coincidentally, it should be noted that current legal norms simultaneously give military universities a dual character in the sense of provisions of the law on the general obligation to defend the Republic of Poland. This means that these entities have a distinctive dual nature and carry out two different types of tasks.

Firstly, it is important to note that one of the tasks of a military university, as a public educational institution, is to fulfill assignments primarily based on provisions in the sphere of higher education. This includes conducting admissions for military or civilian specialties as well as officer training.

Its task involves preparing candidates for positions as professional military personnel belonging to the corps of professional officers. In the case of a student from another university, there's a separate relationship with that university, as directly derived from current regulations.

However, the military unit does not have the authority to train candidates for positions as professional military personnel, as these responsibilities exclusively belong to military academies, namely military universities and non-commissioned officer schools, as well as training centers. Additionally, by virtue of this status, the military university has the right to conduct qualification courses and advanced training, among other forms of education.

Defining the second task of military universities begins with citing the current legal definition of a military unit, which is understood as an organizational unit of the Armed Forces operating based on an approved structure provided by the Minister of National Defense. This structure defines its internal organization, the number, types, and ranks of all positions existing within this unit, as well as the quantity and types of weapons, transport, and other equipment belonging to this unit. It also uses an official seal with the symbol of the Republic of Poland and the name (number) of the unit.

It is important to emphasize that the discussed entities, as military units, constitute the Armed Forces and carry out tasks defined in the Law on the Universal Duty to Defend the Republic of Poland. This includes

preparing military personnel for the needs of the officer corps and, in justified cases, training reserves. To accomplish these tasks, the Minister of National Defense appoints a professional military person among the university staff to assume a managerial position within the university as a military unit. This individual can only be dismissed or recalled from the position by the Minister of National Defense. In other words, the second direction of activity for military universities implies that they are subject to the same rules as other military units in this regard.

It should be noted that the issues related to the university bodies, their composition, and tasks were primarily regulated in Section II, Point 1 of the Law on Military Education (Ustawa o wyższym szkolnictwie wojskowym).

Conclusions. Therefore, among the main tendencies in higher military education in Poland, we can highlight:

- Standardization of the normative and legal framework for higher military education.
- Implementation of the state's strategic development goals into the system of higher military education.
- Structuring the management of the higher military education system.

REFERENCES

- Військова освіта* (2005). Енциклопедія Сучасної України; Київ : Інститут енциклопедичних досліджень НАН України, 2005. Режим доступу : <https://esu.com.ua/article-34459>
- Про трансформацію системи військової освіти: Постанова Кабінету Міністрів України від 15 грудня 1997 р. № 1410 (зі змінами)* Режим доступу : <https://zakon.rada.gov.ua/laws/show/167-2021%D1%80#Text>
- Сайт Міністерство національної оборони. URL: <https://www.gov.pl/web/obrona-narodowa/departament-nauki-i-szkolnictwa-wojskowego>
- USTAWA z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce. URL: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu19650140102>
- Dąbrowski, K. (2012). Obszary regulacji systemu szkolnictwa wyższego w Polsce, [w:] K. Dąbrowski, D. Sypniewski (red.), *Deregulacja w Polsce i Europie Środkowo-Wschodniej*, Warszawa, 43-70
- Ustawa z dnia 31 marca 1965 r. o wyższym szkolnictwie wojskowym. URL: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu19650140102>

АНОТАЦІЯ

Красілов Андрій, Рибалко Петро. Провідні тенденції вищої військової освіти в Польщі.

У статті визначено провідні тенденції вищої військової освіти в Польщі. Окреслено концептуальні засади вищої військової освіти в Польщі.

Методи дослідження. Для реалізації мети дослідження використано комплекс взаємопов'язаних і взаємодоповнювальних методів: загальнонаукові – аналіз, синтез, абстрагування, порівняння й узагальнення, що дали змогу

з'ясувати особливості теоретичних підходів, покладених в основу розвитку досліджуваного освітнього феномену, та сформулювати вихідні положення й узагальнені висновки роботи; конкретно-наукові – метод термінологічного аналізу забезпечив розкриття сутності досліджуваних педагогічних явищ за допомогою виявлення й уточнення значень і смислів основоположних понять; системно-структурний та системно-функціональний методи стали основою для з'ясування тенденцій розвитку змісту та організації вищої військової освіти Польщі.

Визначено провідні завдання Департаменту науки і військової освіти Міністерства національної оборони щодо розвитку вищої військової освіти в Польщі:

- здійснення менеджменту закладами вищої військової освіти;
- забезпечення ефективності освітнього процесу в закладах вищої військової освіти;
- управління процесом підготовки офіцерських кадрів для потреб Збройних Сил, за винятком медичних кадрів за медичними спеціальностями;
- управління системою підвищення кваліфікації професійних військовослужбовців у міністерстві;
- управління навчанням іноземних мов та системою іспитів у Міністерстві національної оборони;
- координація міжнародного співробітництва у сфері вищої військової освіти;
- ведення справ, пов'язаних із наданням цільових субсидій для співфінансування закладів освіти, у зв'язку з виконанням зобов'язань Польщі, що впливають з ратифікованих міжнародних угод у сфері оборони, стороною яких є Республіка Польща (Сайт Міністерства національної оборони).

Окреслено варіанти отримання першої офіцерської посади з моменту здобуття особою атестату про середню освіту:

1 варіант – освітній рівень бакалавра здобувається у ВЗВО за військовим напрямом;

2 варіант – освітній рівень магістра здобувається у ВЗВО за військовим напрямом;

3 варіант – освітній рівень магістра здобувається у ВЗВО за цивільним напрямом;

4 варіант – освітній рівень бакалавра здобувається в цивільному ЗВО, підготовка за освітнім рівнем магістра відбувається у ВЗВО;

5 варіант – освітній рівень бакалавра здобувається в цивільному ЗВО з подальшим проходженням навчальних курсів у офіцерських школах (навчальних центрах);

6 варіант – освітній рівень магістра здобувається в цивільному ЗВО з подальшим проходженням випускниками закладу вищої освіти офіцерських курсів у ВЗВО.

До основних тенденцій вищої військової освіти в Польщі віднесено:

- унормування нормативно-правової бази вищої військової освіти;
- імплементація стратегічних цілей розвитку держави в систему вищої військової освіти;
- структуризація управління системою вищої військової освіти.

Ключові слова: тенденції, вища освіта, вища військова освіта, Польща.