

Features of Officer Training in Military Educational Institutions of Ukraine

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Abstract

Purpose: 1) to determine the content and peculiarities of the existing method of forming the skills of the future of the arrow, the problems, directions and prospects for improvement; 2) formulate proposals for improving the professional training of future arrowheads by introducing IDPA in the methodology of the principles, means and methods of training the shooters.

Material: 299 applicants for higher education (cadets) I-IV courses of the educational-scientific institute for the training of criminologists, in the 2021-2022 academic year. The cadets were divided into groups according to the age and gender: (48,5% young men i 51,5% young girls), 16-17-year-old (n = 49) - 21 young men and 28 young girls, 18-year-old (n = 58) - 21 young men and 37 young girls, 19-year-old (n = 97) - 46 young men and 51 young girls, 20-21-year-old (n = 95) - 57 young men and 38 young girls.

Key words: occupations-trainings; methodology of weapons handling; infantry exercises; vocational training; sports; pedagogical conditions.

Introduction The current system of infantry training in Ukraine does not meet modern requirements [1], and often it is aimed only at preparing the gunner to score in the system of sports training. Scores often have a formal character, with a clear distinction between the theoretical part of the fire training and the practical implementation of a shootout exercise.

Of particular interest are the following modern sports games such as: "Applied, Defensive Shooting", "Practical Shooting", "Tactical Shooting". The exercises performed by the shooters of these kinds of sports are dynamic and are represented as those that most suit the specifics of the use or use of weapons (Rules of competitions of the All-Ukrainian Federation of Applied Rifle Sports) [2; 3].

For carrying out of our pedagogical experiment there is a significant theoretical and methodological basis, consisting of scientific works of specialists in the field and personal experience of work in a specialized educational institution: improvement of fire training for improving the professional skills of law enforcement officers (Kovalchuk, 2001; Kozyra, 2002; Malichevsky, 2003; Gorbenkova, 1997; Glushchenko, Kolokolova, 1994; Solonitsina, 2011; Afanasyeva, 2011; Vitolnik, 2000; Kopeykina, 2007; Naumenko, 2008; Zolotnitsky, 1997; Urakova, 2003; Sadkova, 2010; Toropova, 2001; Skvortsova, 2006; Sautina, 2003).

A training session in the unit under the direction of a teacher (coach) [4] is the main organizational form of training in infantry, which is used throughout the period of training in educational institutions.

According to the content of educational subjects, such classes may have different directions: theoretical (studying the course of firing, the legal basis for the use of weapons, etc.), practical (studying the material part of the weapon [6], working out standards and exercises from shooting), methodical (mastering the knowledge and skills necessary for organizing and conducting archery lessons), as well as complex, when several different educational issues are being taught at the lesson. In the context of the practice of infantry training, the most commonly used is the integrated direction of occupation.

By way of organizing the activities of the cadets during the classroom, distinguish frontal, group, circular and current methods.

The frontal method consists in the fact that the training unit in its entirety simultaneously works out the training questions according to the plan. This organizational method allows for a high density of occupation, but creates some inconvenience to the conditions of infantry

training, since it requires logistics (training or combat weapons, kits of training sets, firing directions, targets, holster, etc.) in an amount that corresponds to the quantity present at the occupation of persons. This is possible only in conditions of well-equipped shooting range or small group composition.

Circular method involves the division of personnel into groups (departments) and the availability of training facilities for materials that are equipped with appropriate material and technical resources. However, in this case, all groups, having worked out certain tasks in their places, simultaneously transfer to others. Thus, during each class, each group must complete all training places.

Training sessions within a unit under the direction of a teacher (coach) are predominantly complex, since they involve the study or repetition of the theoretical sections, the material part of the weapon, the implementation of standards and exercises on the firing of a particular type of weapon. In view of this, the appropriate methods of organizing the activities of students in lessons are group and circular. They require the availability of several training places, which involves the presence of a trained assistant at each such place, the responsibility of which is to manage the work of the group. Therefore, the teacher during the preparation for such classes should determine the number of training places, material and technical support of each of them, the sequence and order of changing teams in training places, calculate the time for the processing of each training issue. In addition, the instructor must appoint in advance assistants who will manage the work of the teams, as well as provide appropriate instruction.

Training before the competitions is conducted with the personnel in the form of unpaid training, and in case of need – shooting, during which work out exercises, where the actions are as close as possible to the actual conditions of the exam or competitions. It is important that all tricks and actions be performed with the use of the equipment, ammunition and weapons that will be used during the exam or the competition. To simulate typical tactical situations involving the use of firearms, it is advisable to use computer simulators, the software of which allows to reproduce various possible scenarios of the exam or competition.

During the final part (5–10 minutes), it is necessary: 1) to balance the expenses of ammunition, to check the availability and serviceability of weapons, accessories, inventory, visual aids, etc.; if necessary, arrange cleaning of weapons; 2) sum up the lesson, indicating the degree of assimilation by the group of educational material; analyze the typical mistakes made

by students during the class, provide tips for eliminating them. It is also desirable to note those who worked most productively in the classroom; 3) announce assessments based on the results of the implementation of educational tasks; 4) give the group the opportunity to ask questions and answer them; 5) give a task for self-processing, if necessary, Methodology for studying the material part of a firearm [5] (on the example of a 9-mm pistol Makarov) [6].

The principle of systemicity and continuity of learning assumes that: firstly, the teaching material must be taught in a logical sequence; second, students must form a system of knowledge in which certain topics, exercises or techniques are perceived as inalienable and interrelated integral training components. For example, the tactical and technical characteristics and design features of certain types of weapons determine the specific procedure for ensuring safe handling of it, and the type of equipment and a certain way of carrying weapons determine the algorithm of preparatory action for the rapid transfer of weapons to readiness and acceptance of the position for shooting. In the process of constructing an educational process, in accordance with the principle of systemicity and continuity of learning, each separate topic is based on the previous educational material and is the foundation for the following topics. This enables the cadets to learn the causal relationships, understand the specific logic of the infantry case.

Principle of educational visibility is aimed at creating visual and semantic ideas about the subject of study in students. Visual representations help to determine what and how to do, and semantic representations make it possible to determine what needs to be studied for a certain action or reception. This principle requires the use of visual means of training (posters, schemes, video materials, etc.). When teaching practical sections of infant training, it is an important tool to demonstrate certain techniques and actions with weapons that the teacher (coach) must perform exemplary, since it is observation that is the primary source of human knowledge of reality. However, visibility should be accompanied by commentary, an explanation that directs the attention of the audience to the main features of the object, which may not be obvious during visual perception, especially for beginners. So, in the process of demonstrating the reception of the disconnection of the store from the base of the handle should be explained: in what direction should be applied to the lock; how the action of the big and index fingers matches. In addition, the explanation should explain the essence, sense of acceptance or action in the context of the activity for which this method is to be studied, that is, to apply the rule "from the meaning of the activity to the meaning of the action and the operations forming it". So, while studying the

disassembly and assembly of a gun, the following should be explained: why do these actions; in which cases do incomplete, and when complete disassembly.

Table «Contents of shooting exercises»

The aforementioned approach to the formation and conduct of classes was tested and implemented during the training of "Sport Exercises for Applied Shooting". The content and conditions for performing shooting exercises are indicated below. exercise index	Distance (m)	Number of shots and time taken						Target	Note
		Trial series		Scoring series					
		Number of shots	Execution time	Number of the series	Position for shooting	Number of shots in a series	The time of the series		
1	2	3	4	5	6	7	8	9	10
Pistols: "Fort-12", "Fort-17", "Makarov" caliber 9 mm									
Makarov-1, Makarov-1(a)	25	3	3 min	1	standing up	10	10 min	Target number 4 - with a black circle in exercises with the index (a) target number 4 - a chest figure with circles	Shooting is carried out with one hand
Makarov-2, Makarov-2(a)	25	5	5 min	1-2	standing up	10	10 min		
Makarov-3, Makarov-3(a)	25	5	5 min	1-3	standing up	10	10 min		
Makarov-4	25	5	20 sec	1	standing up	5	20 seconds, taking into account the time to advance the distance 25 m	5 combined figured targets - upper parts (targets number 4 - pectoral figures with circles)	Shooting is carried out with one hand
				2	standing up	5		5 combined shaped targets - lower parts (targets № 1 - silhouettes of the legs)	
Makarov-5	25	3	8 sec	1-3	standing up	3	8 sec	3 targets № 1 - silhouettes of the legs	The shooting is performed from one hand after turning
Makarov-6	50	3	30 sec	1	standing up	12	100 sec taking into account the time for the previous overcomin g of the 100 m obstacle band	Target № 1 is a figured target	The shooting is carried out from one hand, the test shots are performed without overcoming the barrier of obstacles.
Makarov-7	15	3	25 sec	1	standing up	12 (6+6)	25 sec	3 targets number 4 - a chest figure with circles	Two-handed shooting is permitted
Makarov-8	25	5	3sec for the shot	1-3	standing up	10	3sec for the shot	Target № 5	Shooting is carried out with one hand

Uniform conditions for performing shooting exercises [7]

Makarov gun-1 - gun shooting from one hand at a distance of 25 m on a stationary target number 4 with a black circle, an exercise PM-1 (a) on the target number 4 (chest figure with circles), 3 test and 10 scored shots. **Makarov gun-2** – gun shooting from one hand at a distance of 25 m on a stationary target number 4 with a black circle, an exercise PM-2 (a) on the target number 4 (chest figure with circles), 5 test and 20 shot shots. **Makarov gun-3** – gun shooting from one hand at a distance of 25 m on a stationary target number 4 with a black circle, an exercise PM-3 (a) on the target number 4 (breast figure with circles), 5 test and 30 shot shots. **Makarov gun-4** – after overcoming a 25-meter distance gun shooting from one hand (except sports types) at a distance of 25 m with the transfer of fire by five combinations of emerging-shaped targets - the first series in the upper part of the target (target number 4 chest figure with circles) and the second series in their lower part (target number 1-in the silhouette of the legs), 5 test shots and two series for 5 shot shots. **Makarov gun-5** – after turning the speed gun shooting from one hand at a distance of 25 m with the transfer of fire on the three targets number 1-in the appearing silhouettes of the legs, 3 test shots and 3 series for 3 scored shots. **Makarov gun-6** – after overcoming the 100-meter band of obstacles, one-handed gun shooting at a distance of 50 m on the figured target number 1, 3 test shots and one series of 12 shot shots. **Makarov gun-7** – speed gun shooting from one hand or from two at a distance of 15 m with fire transfer on three fixed targets No. 4 (chest figure with circles), 3 test shots and one series of 12 shot shots, which is executed by double shots in each target when using two stores equipped with six cartridges. **Makarov gun-8** – speed gun shooting from one hand at a distance of 25 m on the target number 5, which appears (in the initial position, the hand with a pistol lowered at an angle of 45 °), 5 test and 30 shot shots.

Conclusions Will be based on the general pedagogical principles and special principles of the theory and method of physical education using the conceptual apparatus of these branches of knowledge. In the course of our research, the most acceptable principles, means and methods of forming the professional shooting skills necessary in real conditions of professional and sporting activity were determined.

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