

DOI: 10.52363/passa-2021.2-22

UDC 349.3:355.1(477)

*Purnak Viktor, graduate student of the Department of Public Administration
Stepan Gzhytskyi National University of Veterinary Medicine and
Biotechnologies of Lviv (Ukraine)*

SOCIAL AND HUMANITARIAN STATE POLICY IN THE EDUCATIONAL SPHERE OF THE NATIONAL GUARD

SUMMARY

It is substantiated that the problems of educating national guardsmen need, first of all, philosophical and sociological understanding. This does not diminish the role and significance of knowledge about education obtained by other sciences, but, on the contrary, emphasizes the need for an interdisciplinary approach. The results of the study not only supplement theoretical knowledge, but also provide some starting points through which sociological, pedagogical and socio-psychological studies of education are carried out.

It has been established that the nature of education is a complex epistemological process, which is a natural movement of thought from a phenomenon to an essence. It is necessary to correctly find the goals and objectives, the role and place in the system of training national guards, to analyze the essence, content and structure of education. These and other specific sciences, making conclusions important for office practice, as a rule, do not investigate methodological problems, first of all, the essence, content, principles of education, the effectiveness and management of educational process, the relationship of behavior regulation factors.

Key words: *national guard, management, social factors, education, pedagogical processes, humanitarian policy, national security.*

Formulation of research problem. Turning to the educational practice of the national guard, it is necessary to identify the essence of the upbringing, which should not be defined as the sum of the individual characteristics, and as a concentrated expression of a deep and established kinship with the law, around which all its meaningful features can be combined. The understanding of the essence of education provides a way of ascending from the abstract to the concrete, that is, through the knowledge of specific aspects of the educational process to abstract concepts and definitions, and then to individual abstractions, when they are synthesized to reach a specific point in theory.

The aspects of upbringing that make it possible to raise awareness are the structure, object and subject of upbringing, the main objectives and results of the upbringing process and its characteristics, and the relationship between public and educational upbringing, reasons for determining the latter [8]. Education is defined as a systematic and purposeful influence on the interests of the national guard and ensuring their realization in order to create the necessary qualities. This definition reveals the essence of education, but not only spatial, but also does not reveal the content of the qualities necessary for the performance of official duties.

Research status. In general, in a number of scientific works, the education of the national guard is considered alongside political, legal and moral education, as an important independent factor in upbringing and as part of an integrated approach to education. Other authors argue that education implies all kinds of political, legal, moral, aesthetic [6]. In addition to the work on the educational content of the national guard, there are the papers in which it is defined.

It is advisable to refer to them, since it will make it possible to understand the problem and propose solutions, and thus the solution itself, to identify the necessary internal links that define the essence of the upbringing [14]. A necessary step in understanding the nature of the upbringing of the national guard is to examine its structure and, on the basis of the legitimate links identified between the elements, to observe its dialectic relationship and interaction. The study of the structure of education as a set of main trends in its improvement, reflecting the regularity of

education, involves an understanding of its characteristics as a subsystem of national education.

Purpose of the article – justification of the social and human aspects of education in the state policy for the upbringing of members of the national guard at the present time.

Presentation of the main material. The structure of the National Guard policy as an important characteristic of its high-quality certainty, sustainability and integrity is, at the same time, very mobile and dynamic [12]. In the process of improvement, it continuously accumulates quantitative changes and acquires new qualities under the influence of factors. The subjects of upbringing are the commanding officer, his deputy for upbringing, the socio-psychological officer and the national guard, who is involved in the education and upbringing process, as well as the national guard team.

All subjects of upbringing meet the general objectives of achieving the educational goals set, but the specificity of the functional and functional duties of each of the subjects of upbringing dictates the specific content of educational education activities. The subject of the upbringing of the national guard is the organizer of the whole upbringing process, whose success in the development of the national guard is impossible without a high level of competence [4]. Today, in terms of the novelty, nature and depth of the tasks facing the subjects of upbringing, the problems of forming a national consciousness and a legal culture, patriotism and democracy have been placed at the first stages.

As the study of the actual practice of educational upbringing shows, the object of upbringing suffers from an acute lack of democratic forms and methods of educational influence. It is therefore typical in the units of the National Guard of the bureaucratic style of the activities of some of the subjects of education. The most common forms are the over-regulation of educational activities, their organization, the general approach to educational work and the lack of attention to individual work with subordinates, the underestimation of the activities of the national guard and the National Guard, weak reliance on public opinion, subjective and sometimes unfair evaluation of the national guard.

The effectiveness of the education of national guards also largely depends on the level of pedagogical skills, humanity, moral attractiveness, and intellectual wealth of the subjects of education [16]. Therefore, educational and socio-psychological work should be assigned to people who, through personal example, will prove their own beliefs by personal example, who are able to think analytically, hear and convince others, who are able to professionally solve modern service tasks. Evidence from sociological studies shows that the attitude of young people towards serving in the National Guard is mixed.

Today, more than ever, scientists, practitioners, politicians need an active search for ways out of social inertia, indifference, the goal of these searches is to find effective and reliable incentives to influence a person, to create a qualitatively new mechanism for activation it [2]. Bearing in mind that the subject of education is the specific personality of the National Guard, it is important to understand that the effectiveness and efficiency of this process is also conditioned by its purposeful self-improvement, self-study and self-education.

The subject of education achieves the set goals faster and better when the purposeful influence on the subject of education coincides with the «work» of its internal mechanism of self-improvement, with the desire of constant growth and qualitative mastery of the work. The inner foundation of self-education is the need for self-improvement – the ability of a person to know himself, to think about his activity, to be able to look at himself from the outside, to objectively assess his abilities, to control his behavior, make prompt adjustments in activities [9]. An important element of the educational structure are the means, which in a general way represent the totality of the forms, methods and techniques used in the realization of educational goals, both in the intermediate and in the final stages.

A study of the actual practice of education in the National Guard units shows signs of formalism, imitation of activities, gap between words and deeds, incompetence. For example, in many parts of the National Guard, there is still no decisive shift from a general approach to individual influence. The individual approach is most often declared, resulting in moving forward, as required by the modern development phase of the National Guard, to replace the illusion of

movement [18]. In the context of social transformation, there is a need for a creative search for new educational means and new pedagogical ideas using traditional forms and methods.

Educational objectives are also among the main structural elements of the upbringing of the national guard – this is the subject's scientific knowledge of the range and level of development of the moral and professional qualities that need to be developed in the object of education for the exemplary performance of duties in the National Guard. The development of certain qualities of the national guard is carried out in the performance of their duties as a process of promoting the interests of society and national security [7]. In this regard, today it is necessary to reorient the goals of educational upbringing towards understanding the interests of the state, the national security of the state as an expression of state-level values that have become public property.

The integrity of the state, its independence, freedom and democracy, respect for the individual, unconditional implementation of laws, charters, respect for service traditions, patriotism, courage, officer honor – all this is included in the package of such values, the core of which are constitutional bases [20]. The result of the upbringing is reflected in the range and level of moral and professional qualities of the individual national guard. The personal outlook, moral and professional characteristics are completely different, and the opinions, knowledge and beliefs are dialectically related to the actions and actions of the national guard [9]. The moral and service attributes of the National Guard necessarily contain a spiritual, philosophical element, while at the same time characterizing the more usual characteristics of conduct.

It is quite obvious that it is possible to be courageous, consciously disciplined only when the national guard performs actions directed in a certain way. The essence of the personality of the national guardsman lies not so much in the very fact of this activity, but in the realization of what, in the name of what, for what purposes he owns the appropriate means [1]. Thus, the moral and service qualities, being the most common, typical, social features of the national guard, also characterize the corresponding direction of his activity.

Consequently, the actions and deeds of the national guardsmen are included in the structure of moral and service qualities, this is a complex synthesis of the moral and volitional components of the national guardsman, which provide him with the opportunity to successfully carry out official activities. In terms of content and purpose, universal human qualities are especially distinguished among them, which are necessary in any situation and for any national guard, regardless of his official position in the performance of assigned tasks. In the process of upbringing, such properties as stability and courage are also formed, these qualities are imbued and cemented with patriotism and are the basis of the ability of the national guardsmen to maintain service readiness in everyday service conditions, and in a difficult situation to fulfill their constitutional duty [13].

A special place in the structure of education belongs to assessment, being the basis of feedback that allows the subject of education to actively influence the process of education, and also makes it possible to study other aspects of it. A necessary step in understanding the essence of educational upbringing is the manifestation of its correlation with official activities and the corresponding skill [5]. The reality of this problem is confirmed by the fact that there are contradictions between the very process of educational upbringing and knowledge on this issue, education is very organically connected with the moral and psychological preparation and training of personnel.

Moral and psychological training aimed at developing the moral consciousness of the National Guardsmen, taking into account the requirements of the current situation, is the spiritual core of the educational upbringing of the National Guardsmen, primarily in the formation of those qualities that they need in their official activities. Education, on the one hand, is a relatively independent form, and on the other hand, it permeates the entire system of training national guards [10]. As a result, the main essential feature of education is a systematic and purposeful influence on the spiritual and physical development of the national guardsmen in order to form in them such spiritual and physical qualities that take into account the specific nature of the national guard.

The process of education in the National Guard is aimed primarily at the formation of spiritual qualities, and especially those that are largely manifested during service training, service, performance of tasks in strict accordance with the relevant requirements [11]. Great educational opportunities for service activities are determined, first of all, by the social significance of service in the National Guard. The main form of service activity is service training – a system of measures aimed at mastering personnel with special equipment, special equipment, methods of their use, improving service skills, training units and units to perform tasks in accordance with their purpose.

The significance of the principle of education in the team and through the team lies in the fact that education cannot be successful if the team of the National Guard unit stands aside from this process. The educational possibilities of the National Guard collective lie primarily in the strength of its public opinion, in its relative indisputability, since the collective rarely makes mistakes. Therefore, each national guard always has a moral responsibility to the collective, coordinating their conduct with their demands.

A strong and powerful team of the National Guard is able to prevent illegal actions and crimes of the national guard, to prevent violations of discipline. In the activities of the National Guard team as an educator, an important place is occupied by increasing the responsibility of the team for each national guardsman and for the state of affairs in the unit, an atmosphere of mutual exactingness, a sense of collective responsibility [15]. At the same time, the personal responsibility of the commander-educator and each member of the team, inextricably linked with the accumulation of the traditions of the unit, the formation of interest in the success of the team, love for their unit, part.

An important principle of educational upbringing is the principle of combining high demands on subordinates with respect for personal dignity and concern for them. Relying on the positive qualities of the national guardsmen and placing high demands on them, combined with respect, their personal dignity and care for them, the subject of education not only encourages subordinates to conscientiously fulfill their duties,

but also stimulates the development of the best sides, the opportunity to reveal the abilities of the national guardsman.

Requirements is the motivation of subordinates to conscientious performance of duties and trust in them, faith in strengths and abilities [3]. Without a high level of commitment to the individual, there can be no purposeful upbringing, especially in the National Guard, where the demands of commanders and superiors are their statutory duties, an important condition for the successful completion of the tasks of training, Strengthening the discipline of the service and developing the moral, legal and professional qualities of the national guard [17].

High demands on subordinates help to consolidate positive qualities, overcome shortcomings, harden the will, cultivate the necessary character traits, socially useful skills and behaviors. The high statutory exactingness of the subject of education is characterized by such features as adherence to principles and intolerance to shortcomings, perseverance and determination, personal responsibility of the National Guard for the task assigned, strict control of education. Requirements in the National Guard is incompatible with rudeness, insult and humiliation of the personal dignity of the national guard, it is important that the National Guard employees understand the meaning of the requirements placed on them and realize their expediency.

The fair exactness of the boss towards his subordinates also implies exactingness towards himself, otherwise any requirement loses its logical meaning, does not play an educational role, is of a formal nature. Respect for the dignity of the national guards is manifested in the concern of the subject of education for the observance of rights and satisfaction of needs. It is important for the commander and officer of the structures of educational work to remember that it is necessary to carefully treat the satisfaction of the spiritual and material needs of the national guards [19]. It is important for the subject of education to be responsive and attentive to subordinates, in many cases the mood of people, the results of educational work depend on this.

Unfortunately, inexperienced and pedagogically insufficiently trained officers, while educating subordinates, often focus on negative traits, not noticing positive

qualities. This leads to the fact that the National Guard, who has committed several violations of discipline, being placed among the most difficult to discipline. The ability to find the good in a person, develop it and, on its basis, overcome the negative in the consciousness and behavior of the individual is an important component of the pedagogical skills of the subjects of education [2]. An employee of the National Guard should be involved in such activities that allow you to see the positive in life, in a service situation; showing oneself from the best side, often gives the commander valuable material for the development of positive qualities, causes the national guardsmen to trust and respect the commander, faith in their strengths and abilities.

General personality traits are inherent in everyone, but they manifest themselves individually and in a peculiar way, depending on the influence of socio-psychological conditions, economic and political circumstances, service factors, forms, methods and means of educational upbringing [21]. It is advisable to achieve a deep psychological penetration into the inner world of the national guardsmen, to find out the real motives and reasons that induce certain actions, and on this basis to select and apply specific means of influence. It is important to pay special attention to identifying positive qualities, to notice and maintain the best in subordinates in a timely manner and not to focus on negative qualities.

Only comprehensive knowledge of subordinates, understanding of their needs, interests, taking into account abilities and individual characteristics can count on success in such a complex and delicate matter as the education of national guards, especially in modern conditions [8]. In general, there are no special methods and techniques of individual educational work for the national guardsmen in pedagogical practice. A variety of types of pedagogical influence are used here, the task is to skillfully apply them, taking into account the circumstances and characteristics of the subordinate. Success in the practical application of all forms of individual educational work does not come spontaneously, but only as a result of the great and hard work of the unit commander, creative approach, understanding each step in the training and education of subordinates.

Conclusions. We can define the process of education of the military personnel of the national guard as an objectively determined process of systematic and purposeful influence on the consciousness, behavior and activities of the national guardsmen in order to form and develop legal ideas, beliefs, attitudes, feelings and skills that guarantee conscious compliance with the requirements of relevant laws, the execution of orders of commanders, a wide range and level of moral and service qualities necessary for the successful functioning of the National Guard. The meaningful aspects of education also include principles that, in terms of content, are a reflection in thinking of objectively operating patterns in the field of social development and become the starting points that determine the content, methods and forms of education of national guardsmen.

This principle avoids excesses and unilateralism, and calls for the full participation of scholars not only in theoretical studies but also in the practice of raising national guards. This principle makes it possible to avoid extremes and unilateralism, bias, requires the full participation of scientists not only in theoretical developments, but also in the practice of educating national guardsmen. Purposeful educational work is inconceivable without a well-planned and well-organized plan, without the ability to single out the main tasks, to define a development perspective and to predict their behaviour in different. The principle of education in the performance of duties provides for the organization of work, which covers the way of life of the members of the National Guard, knowledge, skills, spectrum and level of development of moral and professional qualities, as well as psychological training.

References:

1. Bet-El I. Media and Conflict: An Integral Part of the Modern Battlefield / in Michael Kobi, David Kellen and Eyal Ben-Ari (eds). *The Transformation of the World of War and Peace Support Operations*. Westport, CT: Praeger, 2009. 72 p.
2. Borst J.A.I. Deugd & doctrine: onderzoek naar de overeenkomsten en verschillen tussen deugden die militairen belangrijk vinden en deugden die in doctrines staan. Breda: NLDA, 2010. 123 p.

3. Cottey A., Edmunds T., Foster A. (eds). *The Challenge of Military Reform in Postcommunist Europe. Building Professional Armed Forces*. Basingstoke: Palgrave Macmillan, 2015, p. 36.
4. Dembinski M., Hasenclever A. (eds). *Die internationale Organisation des Demokratischen Friedens. Studien zur Leistungsfähigkeit regionaler Sicherheitsinstitutionen*. Baden-Baden: Nomos, 2010.
5. Ejodus F. *State Building and the Image of the Democratic Soldier in Serbia. Democratic Civil-Military Relations*. Routledge, 2012. 23 p.
6. Fang R., Duffy M.K. and Shaw J.D. *The Organizational Socialization Process: Review and Development of a Social Capital Model*. *Journal of Management*. 2011. 127 p.
7. Feaver Peter D. *The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control*. *Armed Forces & Society*. 2013. Vol. 23 (2). P. 167-172.
8. Grimell J. *Making dialogue with an existential voice in transition from military to civilian life*. *Theory & Psychology*. 2017. P. 832-850.
9. Groen J. *Task Force Uruzgan. Getuigenissen van een missie*. Ede: Elijzen grafische producties, 2012.
10. Herbert W. *Security Sector Reform in Developing and Transitional Countries Revisited* / in B. Austin, M. Fischer, H. J. Giessmann (eds). *Advancing Conflict Transformation. Berghof Handbook II*. Leverkusen: Barbara Budrich Publishers, 2011.
11. Hughes S.C., McCoy C.E.E., Severe G., Johnston J H. *Cultural Influences on Trust* / In N. A. Stanton (Ed.), *Trust in Military Teams*. Farnham: Ashgate Publishing Limited, 2011. P. 127-148.
12. Mannitz S. (ed.). *Democratic Civil-Military Relations. Soldiering in 21st Century Europe*. London: Routledge, 2012. 321 p.
13. Mayhew M.J., Seifert T.A., Pascarella E.T., Blaich C.F. *Going Deep into Mechanisms for Moral Reasoning Growth: How Deep Learning Approaches Affect*

Moral Reasoning Development for First-year Students. *Research in Higher Education*. 2012. P. 26-46.

14. Milerski B., Śliwerski B. Leksykon. Pedagogika. PWN: Warszawa, 2012. S. 68-75.

15. Müller Harald, Wolff Jonas. Democratic Peace: Many Data, Little Explanation? / in Anna Geis, Lothar Brock and Harald Müller (eds). *Democratic Wars. Looking at the Dark Side of Democratic Peace*. Basingstoke: Palgrave Macmillan, 2017.

16. Olsthoorn P. Military Ethics and Virtues. An Interdisciplinary Approach for the 21st Century. New York: Routledge, 2013. 192 p.

17. Praherso N. F., Tear M. J., Cruwys T. Stressful life transitions and wellbeing: A comparison of the stress buffering hypothesis and the social identity model of identity change. *Psychiatry Research*. 2017. Vol. 247. P. 265-275. doi: 10.1016/j.psychres.2016.11.039.

18. Schneckener U. Post-Westfalia trifft Prä-Westfalia / in Egbert Jahn, Sabine Fischer and Astrid Sahn (eds). *Die Zukunft des Friedens*. Wiesbaden: VS Verlag für Sozialwissenschaften, 2014. P. 189-211.

19. Sińczuch M., Zauer J. Świadomość historyczna oraz poczucie patriotyzmu wśród żołnierzy zawodowych, sprawozdanie z badań. Warszawa: Wojskowe Centrum Edukacji Obywatelskiej, 2015. S. 19.

20. Soeters J., Bijlsma T., Heuvel J. van den. Trust thy ally. Multinational military cooperation in Uruzgan / In R. Beeres, van der J. Meulen, J. Soeters, A. Vogelaar (Eds.). *Mission Uruzgan. Collaborating in Multiple Coalitions for Afghanistan*. Amsterdam: Amsterdam University Press, 2012. P. 161-176.

21. Wojciszke B. Człowiek wśród ludzi. Zarys psychologii społecznej., Warszawa: Scholar, 2014. 463 s.