PRINCIPLES OF BUILDING A MODEL FOR TRAINING CADETS

Abstract. The article outlines the following principles for building a model of a responsible approach to teaching cadets: – diversity - direction of the complexity of the program materials for cadets for mastering by adapting to different levels; – differential (difference) - a grouping of cadets based on a mixed differential (according to the level of knowledge, degree, motivation, interests, demand and skills); – subjectivity - the uniqueness and individuality of each student. Acceptance of differences, uniqueness, the right to choose and the existence of a unique vision system; The importance of recognizing the student as a key figure in the entire educational process, as a guiding personality-oriented learning model, is stated: – development of the trainee as a person, expansion of experience as a person; – building the maximum means of pedagogical influence on the experience of cognition and communication; And different types of learning process: – synchronization of the public; – individual (individual) experience; – self-government as a path to professional growth, etc.,

Keywords: diversity, differentiation, subjectivity, target component, reality, self-education, design, content.

Introduction.

Goal setting is a specific characteristic of human behavior (preconceptions and planning for real actions). Of course, in practice, the trainee has certain goals, but they differ in their content. Self-directed goal setting is consistent with the learner’s ability to achieve her or his or her perception of the goal of any learning.

A goal is to direct the student to complete individual tasks that are part of the learning activity. In this sense, this direction is sometimes called an intermediate
result of educational activity.

Thus, the model of cadets' formation of a responsible attitude to learning outside of educational activities is based on a combination of a number of components. It includes:

a) The target component focuses on the development of internal positive motivation in relation to education, through which the trainee provides transformation work, which is a key element of goal achievement because of using the "foreign" goal "for himself". Achieving this goal is associated with:

– The goal should coincide with the interests of the trainee and make an effort to achieve it;
– The trainee must understand that the goal is realistic and achievable;
– The goal must express a probable knowledge of the principles of selection of means, forms and methods of achieving it.

Goal setting is a specific characteristic of human behavior (preconceived notions and planning of real action). Of course, in practice, the trainee has one or another purpose, but they differ in their content. Setting a goal independently is consistent with the trainee's ability to achieve it or his or her perception of the purpose of any training he or she receives.

A goal is a direction for a learner to complete individual tasks that are part of a learning activity. In this sense, this direction is sometimes called the intermediate result of educational activity.

Psychologists note that usually the motive characterizes the completely educational process, and the goal characterizes the educational activity separately. This means that the goal itself, without motivation, does not allow the trainee to determine the educational activity, behavior. However, the best motive for a purposeless education can remain a pleasant shock. Motivation creates the conditions for action, but the search for and understanding of the goal ensures the realization of real activity. In addition, sometimes the content of education taught, as a goal of educational activity, is better understood by the trainee and easily remembered:

1. Selection of goals in accordance with the requirements of self-education.
2. Acceptance and understanding of the purpose set by the teacher; "re-understanding" of the goal during training in accordance with changes in social conditions, taking into account the long-term maintenance of the goal by its behavior, the "coincidence" of the goal with personal life and activities.

3. Ability to set goals independently and, in this connection, an idea of the chain structure of events from beginning to end.

4. Select a goal from the possible ones and justify this choice.

5. Ability to realize the reality, feasibility of the goal, the compatibility of these goals with the possibilities and the replacement of the unreal goal with the real one. The difficulty of the chosen goal here corresponds to the level of claim and self-esteem of the trainee.

6. Active inspection to clarify their goals.

7. Determining the sequence of goals, distinguishing between primary and secondary goals.

8. Identify resources (time and potential) to achieve each goal.

9. Setting new goals depending on the level of achievement, because of educational activities.

10. Specification of the purpose, determination of dependence on conditions (or: The task is the purpose given in certain conditions)

11. Setting flexible goals, i.e. changing goals depending on the circumstances and situation.

12. Ability to set perspective, goals outside the current situation (related to the future profession) and see the results of achieving the goal.

13. Selection of methods and means to overcome obstacles to the realization of the set goals.

14. Non-standard, far from stereotypes, setting original goals (in the types of training related to creativity), etc.

Although all of these skills are very different, it is difficult to pass without one. Together, they express the purposeful skills of the trainee in the educational process. These skills will form the basis of their future professional activities.

Each process of purposeful learning in the educational process is not a minute
act, but a complex process that presents several movements of the trainee. For example, the analysis of the situation, the assessment of their skills, the sequence of different goals, and so on.

It is clear that the teacher tries to keep the trainee under his control so that the process of formation of his goal is not spontaneous, but purposeful.

b) The content component (content-form) offers a number of areas of extracurricular activities of this model:
- enlightening;
- scientific research;
- designer.

Today, the higher education institution is understood, as an educational, central organization that adequately reflects the systemic conditions and goals of education, provides the necessary conditions for scientific, physical development, creativity, and is an alternative to the manifestation of associative behavior.

If we look at the educational activity in higher education institutions in terms of its organization, we can distinguish the following levels related to planning and organization:
- High school;
- Faculty;
- Department level;
- Leading teacher (curator).

**Describe the Methodology**

At the level of higher education, extracurricular activities are considered, primarily in terms of material and information provision, as well as consistency at other levels. Here, as a result, of the quality of education, the issue of organizing and inspecting extracurricular activities is resolved. It is at this level that the issues of providing cadets with various sources of information, use of the Internet, use of computers and other technical means are solved. With the organization of extracurricular activities, a general concept is developed that reflects the goals and objectives, form, methodological and technical support. Extracurricular activities, group and individual consultations are taken into account in the distribution of
teaching load of the teaching staff.

It is clear that the more time, is spent on extracurricular activities than the total workload, the more time a teacher should devote to its quality organization and control.

Awareness raising at the optional level, is planned in order to increase the cadet's outlook in extracurricular activities, to master the formed universal skills, innovations and interest in the chosen specialty and to increase the effort to master it successfully.

Enlightenment at the department level is associated with the popularization of specific subjects (dissemination of teaching) in the conditions created by the pedagogical content, methodical aids, facilitation of the content of the general program, the choice of forms and methods, increasing interest in teaching.

Enlightenment at the level of the leading teacher (curator) involves the introduction of various forms of activity for the perception of the activity shown in the delivery of information necessary for the successful education of the cadet. To develop a positive attitude to extracurricular activities, to explain the purpose of the work at each stage, and then to discuss it is for the gradual independent formation of the trainee. Extracurricular activities can be carried out through laboratory experiments, seminars and workshops.

The research work of the cadet is also one of the important directions in the training of young specialists and scientists. The cadet will always be assisted in future work, regardless of the position he holds; in independent decision-making, concentration, enrichment of knowledge resources, broad outlook, comprehensive solution of any problem that may occur, purposeful and thoughtful work, analysis of every step taken, etc.

**Results**

The main task of the cadet's research work, is stated in the legal and normative documents of military universities: deep and creative mastering of teaching materials; independent solution of scientific and technical tasks; mastering methods and tools; acquisition of skills in research groups and acquaintance with methods of organization of scientific work; direct participation in solving scientific and
technical problems.

This is, on the one hand, the purposeful work of the teaching staff in the organization of teaching and research activities of cadets (curriculum, training schedule, lesson schedule, training, etc.), on the other hand, the rational division of time and work, taking into account the cadet's own skills and abilities. Planning is the study of scientific and organizational work techniques.

The result is a program with a specific form of management. The design phase includes:

- Determination of possible variant and parameter results of qualitative and temporary design;
- building a model to achieve performance;
- Determination of control over important and intermediate means for realization of activity;
- Construction of a model of realization of individual activity (in terms of intellectual, communicative, managerial, emotional, etc. of the characteristics of the subject of activity);

The design is divided into several trays:

Search design - the probable logic of creating a model of the future state of the object: the modern appearance of the object - the construction of the object of development in terms of a certain regularity - the construction of a possible situation model in the allotted time.

The normative project, is based on a different logic: the desired future option - to find a more correct way and build a "goal tree" - to determine the development trajectory of today's existing object.

**Conclusions**

Based on the analysis, the requirements for cadets to take a responsible approach to training are summarized:

- Choosing goals in accordance with the requirements of self-education;
- Acceptance and understanding of the purpose set by the teacher;
- Ability to set goals independently and in this connection the idea of the chain structure of events from the beginning to the end;
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– Choose a goal from the possible and justify this choice.
– Ability to realize the reality, possibility of realization of the goal, compatibility of these goals with possibilities and replacement of unrealistic goal with real.
– Active inspection to clarify their goals.
– Determination of the sequence of goals, distinguishing between primary and secondary goals.
– Determination of resources (time and potential) to achieve each goal.
– Setting new goals depending on the level of achievement because of educational activities.
– Setting flexible goals, i.e. changing goals depending on the situation and situation.
– Choice of methods and means to overcome obstacles to the realization of the set goals.
– Non-standard, far from stereotypes, setting original goals (in the types of training related to creativity), etc.