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METHODOLOGY FOR DEVELOPING CADETS' INDEPENDENT LEARNING COMPETENCE BASED ON A PERSON-CENTERED APPROACH TO EDUCATION IN THE MILITARY PEDAGOGICAL PROCESS

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Annotation: *This article examines the pedagogical, psychological, and methodological foundations for developing cadets' independent learning competence through a learner-centered approach in the military educational process. It scientifically analyzes the organization of independent learning activities in military educational institutions, taking into account cadets' individual educational needs, intellectual potential, and professional interests. Furthermore, the structural components of independent learning competence, pedagogical conditions influencing its development, and effective teaching methods are identified. A methodological model is proposed to enhance cadets' cognitive activity, independent decision-making, self-monitoring, and assessment of learning outcomes through a learner-centered educational approach.*

Keywords: *military pedagogy, military education, learner-centered education, cadet, independent learning, learning competence, professional training, pedagogical technology, self-development, reflective activity.*

Аннотация: *В данной статье рассматриваются педагогические, психологические и методологические основы развития компетенции самостоятельного обучения курсантов посредством личностно-ориентированного подхода в военно-образовательном процессе. Научно анализируются особенности организации самостоятельной учебной деятельности в военных образовательных учреждениях с учетом индивидуальных образовательных потребностей, интеллектуального потенциала и профессиональных интересов курсантов. Кроме того, определяются структурные компоненты компетенции самостоятельного обучения, педагогические условия, влияющие на её развитие, а также эффективные методы обучения. Предлагается методическая модель, направленная на повышение познавательной активности курсантов, развитие навыков самостоятельного принятия решений, самоконтроля и оценки результатов обучения на основе личностно-ориентированного образовательного подхода.*

Ключевые слова: *военная педагогика, военное образование, личностно-ориентированное обучение, курсант, самостоятельное обучение, учебная компетенция, профессиональная подготовка, педагогическая технология, саморазвитие, рефлексивная деятельность.*

INTRODUCTION

Today, modernizing the military education system, introducing contemporary pedagogical technologies, and training highly qualified military specialists are among its key priorities. In this process, particular importance is attached not only to improving cadets' theoretical knowledge but also to developing their abilities to think independently, conduct research, analyze information, and apply acquired knowledge in practical activities. Therefore, the effective organization of independent learning is an important factor in improving the quality of military education.

In the military pedagogical process, a person-centered approach to education involves organizing the learning process by taking into account cadets' individual abilities, interests, and levels

of knowledge. This approach contributes to increasing cadets' engagement in the educational process, strengthening their motivation for independent learning, and ensuring their personal and professional development. Independent learning plays a particularly important role in developing such qualities essential for military service as responsibility, discipline, initiative, and the ability to make independent decisions.

Developing cadets' independent learning competence is one of the priority areas of modern military education. This competence encompasses the abilities to acquire knowledge independently, use information resources effectively, plan, monitor, and evaluate one's own learning activities. The use of electronic learning resources, interactive methods, problem-based tasks, and modern information technologies creates opportunities to enhance the effectiveness of independent learning.

In this regard, this article examines the importance of the person-centered approach in military education, the specific features of organizing cadets' independent learning activities, and the pedagogical potential for developing their independent learning competence. Furthermore, particular attention is paid to the use of modern pedagogical methods and educational tools to improve the effectiveness of independent learning.

RESEARCH METHODOLOGY AND METHODS

The methodological foundation of this study is based on person-centered, competency-based, and activity-oriented approaches to education. These approaches are aimed at taking into account cadets' individual abilities in the military education process, strengthening their motivation for independent learning, and ensuring their professional development. According to the principle of person-centered education, each cadet is regarded as an active subject of the educational process with a unique level of knowledge, abilities, and interests. In this regard, the educational process is directed towards developing cadets' independent thinking, creative inquiry, initiative, and ability to manage their own activities. The competency-based approach, in turn, involves developing the ability to apply acquired knowledge in practical activities, independently perform professional tasks, and identify appropriate solutions to emerging problems. [1]

Independent learning competence is a complex personal and professional quality that reflects a cadet's ability to independently organize their learning activities, search for necessary information, analyze and systematize it, and apply it in practice. This competence consists of several interrelated components. In particular, the motivational component reflects interest, needs, and motivation for independent learning. The cognitive component encompasses the theoretical knowledge, concepts, and information literacy necessary for cadets to engage in independent learning. The activity-based and practical component includes the skills required to complete independent assignments, master educational materials, analyze problematic situations, and apply acquired knowledge in practice. The reflective and evaluative component is manifested in a cadet's ability to monitor their own activities, analyze results, identify shortcomings, and improve subsequent learning activities. The balanced development of these components plays an important role in the formation of independent learning competence.

Developing cadets' independent learning competence requires the creation of appropriate pedagogical conditions. First and foremost, the independent learning process should be organized based on clearly defined goals and objectives, while learning assignments should be adapted to cadets' levels of knowledge and individual abilities. In addition to assignments aimed at consolidating theoretical knowledge, it is advisable to use problem-based tasks that require independent thinking, analytical skills, and a creative approach. The use of electronic textbooks, digital libraries, interactive platforms, and other information and communication technologies in the educational process also expands opportunities for independent learning. In this context, the teacher's primary responsibility is to

properly guide cadets' independent activities, provide the necessary methodological support, and regularly monitor their learning outcomes.

During the research process, a number of scientific and pedagogical methods are employed to thoroughly examine the subject matter and identify the specific characteristics of the development of independent learning competence. In particular, the pedagogical observation method is used to examine cadets' engagement during training sessions and independent learning activities, their attitudes towards completing assignments, and their level of autonomy in acquiring knowledge. Through the scientific and theoretical analysis method, pedagogical, psychological, and scientific-methodological literature related to the research topic is examined, and existing scholarly perspectives are synthesized. Questionnaire surveys and interviews are used to identify cadets' interest in independent learning, their motivation, existing difficulties, and attitudes towards the educational process.

The pedagogical diagnostic method serves to determine the extent to which cadets' independent learning competence has been developed. In this process, the quality of their independent assignments, ability to use information resources, capacity to apply knowledge in practice, and skills in evaluating their own activities are examined. The pedagogical experimental method is employed to assess the effectiveness of pedagogical approaches and methods aimed at organizing independent learning. Mathematical and statistical analysis of the obtained results makes it possible to compare the indicators recorded during the experimental process, identify changes, and evaluate the reliability of the findings. [2]

When assessing cadets' independent learning competence, motivational engagement, level of theoretical knowledge, quality of independent assignments, information-handling skills, and reflective abilities are identified as the main assessment criteria. The motivational criterion reflects a cadet's interest and motivation for independent learning; the cognitive criterion indicates the level of mastery of theoretical knowledge; the activity-based criterion characterizes the ability to complete independent tasks and apply knowledge in practice; and the reflective criterion represents the ability to analyze and evaluate one's own activities. Based on these criteria, the levels of independent learning competence are classified as high, medium, and low. Such an assessment system helps take into account cadets' individual developmental characteristics, identify existing shortcomings, and further improve the organization of independent learning activities.

RESEARCH RESULTS

Developing cadets' independent learning competence within the military pedagogical process is one of the key pedagogical tasks of the modern military education system. The use of a person-centered approach to education in this process makes it possible to organize learning activities while taking into account cadets' individual abilities, intellectual potential, learning needs, and professional interests. The fundamental essence of the person-centered approach is to develop cadets not as passive participants in the educational process, but as active subjects capable of independently acquiring and developing their knowledge and applying it in practical activities. [3]

The pedagogical model aimed at developing cadets' independent learning competence is designed on the basis of the interconnectedness of its target, methodological, content-related, organizational and activity-based, and assessment-and-outcome components. The target component of this model is focused on developing cadets' skills in independent learning, searching for, selecting, and analyzing information, and applying acquired knowledge in professional activities. The methodological component involves the integration of person-centered, competency-based, systemic, activity-oriented, and reflective approaches. The content-related component encompasses independent learning assignments, individual learning programs, professionally oriented educational materials, and practical training sessions. The organizational and activity-based component places particular emphasis on the

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use of problem-based learning, the project method, individual assignments, independent research, and digital learning tools. The assessment-and-outcome component serves to determine the level of development of cadets' independent learning competence based on specific criteria and indicators. [4]

The methodology for organizing independent learning based on person-centered education encompasses several interrelated pedagogical stages. At the initial diagnostic stage, cadets' existing levels of knowledge, independent working skills, learning motivation, and individual needs are identified. At the subsequent design stage, individual learning goals, objectives, and expected outcomes are determined based on cadets' abilities and prospects for professional development. At the activity-based stage, independent research, work with scientific sources, analysis of problematic situations, and completion of practical assignments are organized. At the reflective stage, cadets analyze their own learning activities, evaluate the results achieved, and identify existing shortcomings. Finally, at the corrective stage, individual learning strategies are improved based on the problems identified. The consistent implementation of these stages contributes to developing cadets' responsible attitudes towards independent learning and strengthening their ability to manage their own learning processes.

The development of individual learning trajectories for cadets is also considered one of the important pedagogical mechanisms for developing independent learning competence. An individual learning trajectory is an educational pathway determined in accordance with a cadet's personal learning needs, existing level of knowledge, abilities, and professional development goals. In the process of designing such trajectories, it is essential to diagnose cadets' individual capabilities, develop assignments appropriate to their levels of knowledge and skills, plan independent learning activities, and establish pedagogical consultations and feedback mechanisms. In this context, the teacher's role is not limited to delivering ready-made knowledge but also involves guiding, motivating, and providing methodological support for cadets' independent cognitive activities.

In the context of modern military education, the use of digital learning resources and interactive methods is one of the key factors enhancing the effectiveness of independent learning. Electronic learning platforms, digital libraries, scientific databases, multimedia educational materials, virtual laboratories, simulation tools, and electronic portfolio technologies expand cadets' opportunities for independent learning. At the same time, the application of interactive methods such as problem-based learning, the project method, case studies, discussions, brainstorming, and reflective analysis contributes to developing cadets' independent thinking, critical evaluation of information, and ability to apply acquired knowledge in practical situations. When using these tools, it is essential to comply with the information security requirements and established usage regulations of military educational institutions. [5]

When assessing cadets' independent learning competence, it is advisable to comprehensively examine its constituent components. In particular, the motivational and value-based component reflects a cadet's interest, motivation, and sense of responsibility towards independent learning. The cognitive component characterizes the ability to acquire knowledge, search for information, analyze, generalize, and systematize it. The activity-based and practical component encompasses the skills required to complete independent assignments, apply knowledge in practice, and solve problematic situations. The reflective and evaluative component reflects a cadet's ability to analyze and monitor their own activities, evaluate learning outcomes, and determine future directions for personal development.

Based on these components, the levels of independent learning competence can be classified as high, medium, and low. At the high level, a cadet independently plans learning activities, solves complex problems, and critically evaluates their own results. At the medium level, although the cadet is capable of completing independent learning assignments, pedagogical assistance is required when

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performing certain complex tasks. At the low level, difficulties are observed in organizing independent learning activities, searching for information, and applying acquired knowledge in practice. [6]

DISCUSSION OF THE RESULTS

The development of cadets' independent learning competence based on a person-centered approach to education within the military pedagogical process is one of the important scientific and practical areas of modern pedagogy. The main advantage of this approach lies in prioritizing the individual characteristics, level of knowledge, abilities, needs, and professional interests of cadets in the educational process. In this context, a cadet is regarded not as a passive recipient of ready-made knowledge, but as an active participant who independently acquires, analyzes, evaluates, and applies knowledge in practical activities.

The influence of the person-centered approach to education on cadets' independent learning competence is primarily determined by its ability to enhance their cognitive engagement and learning motivation. Providing cadets with individual assignments, problem-based situations, and tasks aimed at independent research during the learning process strengthens their sense of responsibility for their own knowledge acquisition. As a result, cadets develop skills in independent thinking, critical analysis of information, planning their own activities, and self-monitoring.

The distinctive feature of the proposed methodology, compared with traditional educational approaches, lies in adapting the learning process to individual needs and opportunities for personal development. In traditional educational settings, the same content and assignments are often prescribed for all cadets, whereas person-centered education organizes the complexity of assignments, methods of completion, and learning resources in accordance with cadets' individual capabilities. This strengthens the differentiated approach to education and helps realize the individual developmental potential of each cadet.

The role of pedagogical factors in developing independent learning competence is also of particular importance. In particular, cadets' learning motivation, pedagogical support, regular feedback, individual assignments, and reflective activities are essential factors determining the effectiveness of independent learning. A favorable learning environment created by the teacher encourages cadets to engage in independent research and develops their initiative and sense of responsibility. At the same time, systematic analysis of cadets' independent activities and assessment of their results make it possible to identify existing shortcomings and take measures to eliminate them.

The implementation of this methodology in military educational institutions has its own specific characteristics. In particular, independent learning activities must be organized with due consideration of military discipline, established daily routines, collective activities, and professional training requirements. In this regard, the development of individual learning trajectories helps harmonize cadets' personal development opportunities with the general requirements of military education. Furthermore, the use of digital learning resources and interactive methods not only expands cadets' opportunities for independent learning but also contributes to developing their skills in working within the modern information environment.

The scientific and practical significance of the theoretical and methodological approaches developed within this research lies in their focus on systematically organizing cadets' independent learning activities, taking into account their individual educational needs, and improving the process of competency development. At the same time, to determine the actual pedagogical effectiveness of the proposed methodology, it is necessary to conduct experimental testing in military educational institutions, compare the results obtained with the indicators of a control group, and analyze the findings using mathematical and statistical methods. This will make it possible to establish the scientific validity and practical effectiveness of the developed methodology. [7]

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CONCLUSION AND RECOMMENDATIONS

In conclusion, developing cadets' independent learning competence based on a person-centered approach to education within the military pedagogical process is an important pedagogical process that ensures the professional development of future officers, enhances their intellectual potential, and prepares them for continuous self-improvement. The effectiveness of this process depends on the purposeful organization of independent learning activities, taking into account cadets' individual abilities, educational needs, and professional interests.

The theoretical analyses based on the research findings demonstrate that independent learning competence is a complex and multidimensional pedagogical phenomenon, the development of which takes place through the integration of its motivational and value-based, cognitive, activity-based and practical, and reflective and evaluative components. The consistent development of these components contributes to fostering cadets' abilities to acquire knowledge independently, analyze information, apply acquired knowledge in practical activities, and evaluate their own performance.

The development of individual learning trajectories based on a person-centered approach to education, the use of differentiated assignments, the organization of independent research activities, and the establishment of pedagogical feedback mechanisms constitute important conditions for developing cadets' independent learning competence. In particular, the purposeful use of modern digital learning resources, electronic libraries, interactive learning platforms, and multimedia tools makes it possible to enrich the content of independent learning and enhance cadets' cognitive engagement.

Furthermore, the role of the teacher in developing independent learning competence is also undergoing transformation. Alongside delivering knowledge, the teacher acts as a specialist who organizes, guides, motivates, and facilitates cadets' independent learning activities. This approach creates the necessary pedagogical conditions for developing cadets' independent thinking, responsibility, initiative, ability to plan their own activities, and capacity to critically evaluate their results.

Based on the above conclusions, it is advisable to organize cadets' independent learning activities in military educational institutions through individual learning trajectories, align the content of independent assignments with professional requirements, expand opportunities for using digital learning resources, and introduce clearly defined criteria and indicators for assessing independent learning competence. At the same time, particular attention should be paid to developing cadets' self-monitoring, reflective analysis, and independent decision-making skills.

Overall, the systematic implementation of a person-centered approach to education within the military pedagogical process represents a promising pedagogical direction for developing cadets' independent learning competence, improving their professional training, and shaping modern officers capable of continuously updating their knowledge and skills throughout their future careers.

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