



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

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**TÍTULO:** Verificación de la eficiencia de las condiciones pedagógicas de la educación militar-patriótica de los futuros oficiales de la guardia fronteriza.

**AUTORES:**

1. Ph.D. Valentyna Miroshnichenko.
2. Ph.D. Ihor Bloshchynskyi.
3. Ph.D. Yurii Kuz.
4. Ph.D. Oleh Stavytskyi.
5. Ph.D. Kostiantyn Prontenko.
6. Ph.D. Olha Mysechko.
7. Ph.D. Tetiana Shcheholeva.
8. Ph.D. Tetiana Vakoliuk.

**RESUMEN:** La actualidad de la investigación se confirma con el impacto controlado y activo del proceso de educación patriótico-militar de los futuros oficiales de la guardia fronteriza a través del método experimental. El objetivo del artículo es analizar los resultados de la investigación experimental sobre la eficiencia de las condiciones pedagógicas de la educación patriótica militar en los sujetos en cuestión. Los resultados de la investigación atestiguan que las condiciones pedagógicas de los autores tuvieron un impacto positivo en la educación patriótica militar de los cadetes. El análisis de resultados confirmó la hipótesis propuesta sobre la eficiencia de ciertas

condiciones pedagógicas de la educación patriótica-militar de los futuros oficiales de la guardia fronteriza y la posibilidad de utilizarlas en la práctica.

**PALABRAS CLAVES:** condiciones pedagógicas, futuros oficiales de la guardia fronteriza, educación patriótica-militar.

**TITLE:** Verification of the efficiency of pedagogical conditions in the military-patriotic education of future border guard officers.

**AUTHORS:**

1. Ph.D. Valentyna Miroshnichenko.
2. Ph.D. Ihor Bloschynskyi.
3. Ph.D. Yurii Kuz.
4. Ph.D. Oleh Stavytskyi.
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6. Ph.D. Olha Mysechko.
7. Ph.D. Tetiana Shcheholeva.
8. Ph.D. Tetiana Vakoliuk.

**ABSTRACT:** The actuality of the research is confirmed by the controlled and active impact of the military-patriotic education process of future border guard officers through the experimental method. The objective of the article is to analyze the results of experimental research on the efficiency of the pedagogical conditions of military-patriotic education in the subjects in question. The research results testify that the authors' pedagogical conditions had a positive impact on the military-patriotic education of the cadets. The analysis of results confirmed the proposed hypothesis

about the efficiency of certain pedagogical conditions of patriotic-military education of future border guard officers and the possibility of using them in practice.

**KEY WORDS:** pedagogical conditions, future border guard officers, military-patriotic education.

## **INTRODUCTION.**

The problem of military-patriotic education of Ukrainian youth is extremely actual (Finin, 2012; Bova, & Bova, 2015; Shilo, & Mayboroda, 2015; Brizhatyi, 2016). Of particular importance is the issue of the instability of social life, the need to protect the national interests of the Ukrainian people, and the restoration of Ukraine's territorial integrity in today's conditions (Baranovsky, 2013; Mishchenko, 2012; Sidak, 2015; Kuchinskyi, 2015).

Experimental verification of the effectiveness of the pedagogical conditions of military-patriotic education of the future border guard officers included development of the content, organization and methods of the research.

The experiment organically combined structural elements of the methodology, defined the stages and procedure for conducting the research work, studying and interpreting its results. The topicality of the research is confirmed by the fact that the experiment method allowed to exert active controlled impact on the process of military-patriotic education of future border guard officers. The pedagogical experiment was conducted in the educational process of Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU), its results have significance for the theory and practice of military-patriotic education.

## **DEVELOPMENT.**

### **Methodology.**

The aim of the article is to analyze the results of the experimental study of the effectiveness of the pedagogical conditions of military-patriotic education of future border guard officers.

Important task solved during the research process is the right choice of the research methods. The analysis of psychological and pedagogical literature (Ishchenko, 1999; Didenko, 2009; Converskyi, 2016; Birta, & Burgu, 2016) shows that the choice of methods and techniques partly depends on the object and subject of the research. The method of the research is a certain way and technique for a scientific problem solving.

To set a limit for the multifaceted concept of the "research method", we use the term "research technique". V. V. Raiko (2008) construes the research technique as practical actions determined by well-elaborated guidelines, which provide for obtaining appropriate, plausible facts and information. They usually have the form of instructions (guidelines) or algorithms related to collecting of empirical material.

The system of pedagogical research methods includes general scientific and special (concrete-scientific) methods. There are two main groups of general scientific research methods: empirical and theoretical. Empirical methods were used at the initial stage of the study of the process of military-patriotic education of future border guard officers to obtain factual material. Empirical methods include different kinds of observations, surveys, document studies, experiment, etc. Thus, with the help of the observation method, external manifestations of military-patriotic education of cadets in different conditions of their operational and service activity (while mastering the content of educational material, during educational and sport activities, independent training, during field trips at the state border guard units) were studied.

We have taken into account the philosophical interconnection principle: in order to avoid unilateralism in the study of the object, it is necessary to consider all the essential aspects and connections of the subject. Therefore, observation was used together with other research methods: interviewing, group and individual researching were conducted in combination with the observation method. Moreover, we used the advantages of observation for objective fixation of the

manifestations of military-patriotic upbringing.

Documentation, saving data on magnetic media, photo and video recording and chronometry enabled accumulation, keeping and classification of facts, establishing regular connections between them and making generalizations. Although the latter is an independent method and according to some scholars, it is a separate process of establishing common properties and features of objects and phenomena (Vychrush, 2011; Birta, & Burgu, 2016), we used this research method jointly with other methods (during discourse and individual study).

To clarify the conclusions obtained by other methods, we used a discourse as one of the forms of the survey method implementation (along with interviewing and questioning). We used interviewing as a method for collecting primary information from the cadets of the experimental group in the conditions of personal linguistic interaction. The roles of the individuals taking part in the interview were fixed and standardized while the goals were set by the objectives of our study. We may confirm the fact that success of interviewing, completeness and quality of the information received largely depend on the way an interviewer is communicating with the interviewees, on the degree of their contact and mutual understanding.

It is known that questioning is a method of research aimed at clarifying the characteristics of the phenomenon under study which uses a set of questions organized by content and form. Therefore, unlike interviewing, questioning was conducted in absentia. The content of the questions and the ways to respond to them were planned in advance.

The interview method is a rational method that allows analyzing data using statistics. This method was used in combination with other methods. During the discourses conducted on the basis of specially developed questionnaires, both cadets' and instructors' changes in the attitude to patriotic education were clarified, and the level of their patriotic education was clarified. We share the point of view of the researchers (Maksimenko, 2001; Converskyi, 2016), who consider the questioning to

be an effective method of experimental and research work, as it is a type of written survey and a method of massive gathering of material. Furthermore, when choosing this method, we were guided by the fact that correct structure of the questionnaires makes it impossible for the respondents to have impact on each other. This method was also combined with others.

The questions that were put in the questionnaires can be subdivided into the following: open-ended questions (without any instructions on the form and content of the answer) and closed ones (where a respondent chooses answers from already given variants); alternative questions (the respondent has the right to choose only one option, e.g. "yes" or "no") and non-alternative ones (allows the choice of several options by the interviewee).

The results of each data collecting method were studied: compared, contrasted and added. Collection and accumulation of facts is an important stage of the research, since only scientific facts allow making certain theoretical conclusions. Yet, before these facts may form the basis for making theoretical conclusions, they must undergo preliminary selection. The latter consists in verification, selection, classification, encoding and scaling of the obtained results. In order to establish the validity of scientific statements a verification method was used.

Material selection was done in two stages. During the first one material was selected for verification of the hypothesis, namely, for determining of the pedagogical conditions of military-patriotic education of future border guard officers. At the second stage, the selected material was arranged as to its importance for substantiating the problem of military-patriotic education of future border guard officers. Collected material was classified on the basis of a certain attribute. Information coding included grouping of the answers and transforming them into a form suitable for processing and records keeping. The codes for groups of responses to which they had been assigned were used instead of the answers for convenience of collected information processing. Thus, each group of responses was replaced by a numeric code.

We share the opinion of V. V. Yagupov (2002), that coding is obligatory when "qualitative" aspects of the investigated phenomenon are characterized by "quantitative" indicators. An important point of the study was pedagogical forecasting. Being a type of scientific forecasting, it is a specially organized set of scientific researches aimed at obtaining reliable pre-emptive information on the development of appropriate pedagogical objects in order to optimize the content, methods, means and organizational forms of educational activities (Yagupov, 2002). The growing role of informational and legal support in the process of military-patriotic education of future border guard officers has been revealed with the help of this method.

At a certain stage of the study, empirical methods could no longer provide for accomplishing of the set tasks. So, there was a need to use theoretical research methods, with the help of which the empirical data could be processed. At the theoretical level, collected facts are logically studied; concepts and thoughts are developed; and conclusions are made. This process also includes correlation of early scientific ideas with the new ones, which have emerged. Scientific way of thinking discards empirical narrative, creating theoretical generalizations at this level. Thus, new theoretical content of knowledge is built over the empirical knowledge.

The following theoretical methods have been utilized by us in the course of the research: analysis and synthesis, induction and deduction, analogy, comparison, abstraction and formalization. The methodology chosen for study of military-patriotic education of border guard cadets determines the procedural possibilities of certain chosen methods. Therefore, they serve as special (concrete) methods of cognition in relation to the theory and practice of military-patriotic education of future border guard officers. Quantitative and qualitative processing and interpretation of collected and systematized information was carried out on the basis of mathematical statistics methods.

The experimental work on verifying the effectiveness of pedagogical conditions of military-patriotic education of future border guard officers included holding diagnostic and formative stages of the experiment.

The purpose of the diagnostic stage of the experiment was to determine the current state of military-patriotic education of cadets using the elaborated criteria at the beginning of the formative phase of the experiment, during its conduct and at its final stage. The participants of the experiment were the heads of faculties, departments, officers of the educational department, unit commanders and cadets. At the final stage of the experiment, it was discovered that the main factors influencing formation of cadets' patriotism are family, fellow-cadets, scientific and pedagogical staff, social environment outside the military educational institution; close interdependence between these factors has been determined.

The factors negatively influencing military-patriotic education of border guard cadets include: negative impact of social environment; low material well-being; underestimation of the role of military-patriotic education in the educational process of the higher military educational institution, in particular the use of the principles of military and border traditions; insufficient level of patriotic culture of scientific and pedagogical staff.

The purpose of the formative stage of the experiment was introduction and verification of the pedagogical conditions of military-patriotic education of future border guard officers at the NASBGSU.

Experimental and educational work was carried out on the basis of the Faculties of "State Border Guarding and Protection", "Law Enforcement Activity" and "Foreign Languages and Humanities" of the NASBGSU. Experimental and control groups were selected. The duration of direct experimental and educational work was 4 years.



The experiment was subdivided into three interrelated periods: preparatory, main and final. The first preparatory stage was conducted during September 2014 – August 2015 and included the following work:

- Study of scientific and pedagogical literature on the problem of the research.
- Definition of criteria and indicators of military-patriotic education of cadets.
- Performing organizational measures aimed at selection and study of the members of the control and experimental groups.
- Forming of an expert team for evaluation of the experiment results.

This period included solving of several tasks:

- Determining of the purpose of experimental and educational work.
- Study of the current state of military-patriotic education of future border guard officers.
- Development of pedagogical conditions for military-patriotic education of cadets.

The second main stage was conducted during September 2015 – August 2017. This period included:

- Verification of the pedagogical conditions of future border guard officers' military-patriotic education.
- Analysis, compilation and comparison of the results based on the developed and verified criteria and indicators.
- Clarification of the content of the process of future border guard officers' military-patriotic education.

The final period (September 2017 – June 2018) covered:

- Comprehensive examination, processing and generalization of the results of the experiment.
- Formulation of theoretical conclusions and practical recommendations.
- Analysis and discussion of the content and the results of the experimental work in the form of reports, meetings and individual work with cadets.

The hypothesis of the pedagogical experiment consisted in the assumption that effectiveness of future border guard officers' military-patriotic education would increase if the latter were realized under the following pedagogical conditions:

- Military-patriotic education of cadets is provided on the basis of military traditions.
- Modern expertise in the sphere of patriotic education is used to educate future border guard officers.
- Academic process is aimed at military-patriotic education of cadets.
- Military-patriotic culture of scientific and pedagogical staff of the NASBGSU is increased.
- Military-patriotic self-education of future border guard officers is provided.

A systematic, continuous and coherent implementation of the system of organizational measures for the implementation of the pedagogical conditions of military-patriotic education of future border guard officers was carried out at the main stage of the pedagogical experiment.

Experimental impact was directed on each component of the process of military-patriotic education in experimental groups. Experimental factors were continuously matched with the work conducted in experimental groups in order to identify its effectiveness. It was determined that the work effectiveness degree was largely stipulated by the costs it required and the duration of its beneficial effect.

During processing of the results of the experiment, the significance of conducted activities was specified. An important element of the formative experiment was a comparison of its results in the control and experimental groups separately by each criterion, as well as by the integral indicator of efficiency and an overall criterion of military-patriotic education of cadets.

Tables 1 and 2 show distribution of cadets of the control and experimental groups according to the levels of their military-patriotic education development for each of the criteria, as well as by the overall criterion (Table 3) determined at the beginning of the experiment (first cross-section).

**Table 1.** Levels of cadets' military-patriotic education development in the experimental group at the beginning of the experiment (first cross-section).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	17	8.7	109	55.6	70	35.7
Ideological	12	6.2	109	55.6	75	38.2
Motivational	14	7.1	106	54.2	76	38.7
Resultant	9	4.7	103	52.5	84	42.8

**Table 2.** Levels of cadets' military-patriotic education development in the control group at the beginning of the experiment (first cross-section).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	16	7.9	114	56.1	73	36.0
Ideological	13	7.4	107	52.7	83	40.9
Motivational	14	6.9	112	55.2	77	37.9
Resultant	8	3.9	119	58.8	76	37.3

**Table 3.** Distribution of the overall criterion (OC-1) values of military-patriotic education at the beginning of the experiment (first cross-section).

Groups	Number of cadets	Levels of military-patriotic education					
		High		Middle		Low	
		absol.	%	absol.	%	absol.	%
EG-1	196	9	4.7	103	52.5	84	42.8
CG-1	203	8	3.9	119	58.8	76	37.3

In order to verify that the levels of cadets' military-patriotic education development in the control and experimental groups did not differ at the beginning of the experiment (as for OC-1), the U-criterion of Mann-Whitney was used (Mitina, 2008; Sidorenko, 2002). Two-sided experimental hypothesis consisted in the existence of a significant difference between the median values of the indicator (OC-1) of military-patriotic education in the experimental and control groups. Zero hypothesis implies the absence of such a difference. The chosen confidence level is  $p < 0.05$ . The Mann-Whitney U-criterion was calculated using SPSS computer program. The results of

calculations are presented in Table 4-5. The calculations were made on the basis of the following dependencies:

$$U_{emp} = (n_1 \cdot n_2) + \frac{n_x \cdot (n_x + 1)}{2} - T_x \quad (1)$$

where  $U_{emp}$  is Mann-Whitney's statistic;

$n_1$  and  $n_2$  is a number of persons in the experimental and control groups;

$n_x$  is a number of persons in the group with the highest sum of ranks;

$T_x$  is the largest of the two ranked sums.

$$W_{emp} = U_{emp} + \frac{n_y \cdot (n_y + 1)}{2} \quad (2)$$

where  $W_{emp}$  is Wilcoxon statistic;

$n_y$  is the number of people in the group with the smallest sum of ranks.

$$Z = \frac{U_{\hat{a}i\hat{i}} - \frac{n_x \cdot n_y}{2}}{\sqrt{\frac{n_x \cdot n_y}{12} \left[ (n_x + n_y + 1) - \frac{\sum_{k=1}^g t_k (t_k^2 - 1)}{(n_x + n_y)(n_x + n_y - 1)} \right]}} \quad (3)$$

where  $Z$  is the variance of the Mann-Whitney statistic for  $n > 20$ , taking into account identical observations groups;

$t_k$  is the array size of identical observations groups in the sample;

$g$  is the total number of identical observations groups in the sample.

**Table 4.** Rank sums in CG-1 and EG-1 samples at the beginning of the experiment (first cross-section).

Groups	Number of people	Middle rank	Rank sums
CG-1	203	200.37	40675.50
EG-1	196	199.61	39124.50
Total	399		

**Table 5.** Mann-Whitney's statistic at the beginning of the experiment (first cross-section).

Value of the criterion	Data of two samples (for CG-1 and EG-1)
U - Mann-Whitney's statistic	19818.5
W - Wilcoxon statistic	39124.5
Z	-0.07
p-value (two-sided hypothesis)	0.95

As can be concluded from Table 5, that probability (since the number of cadets in the sample exceeds 20), of  $U_{emp}$  exceeds the critical value of the  $U_{cr}$  Mann-Whitney criterion; for a two-sided hypothesis it equals 0.95, which is much higher than our accepted level of significance ( $p < 0.05$ ). Therefore, the zero hypothesis that both samples (EG-1 and CG-1) at the initial stage of the experiment do not differ from each other by the level of military-patriotic upbringing is accepted.

### **Results and discussion.**

After determining the initial state of military-patriotic education, direct experimental work began. During this stage, the procedures of the formative experiment were specified. They included the following:

1. Determination of the military-patriotic qualities of future border guard officers. Organizational and methodological support of military-patriotic education, during which military and patriotic qualities are to be formed.
2. Diagnostics of the content of pedagogical impact of the targeted educational process focused on the military-patriotic qualities development of the experimental group cadets.

3. Determination of the main directions of the scientific and pedagogical staff activities regarding the use of military traditions and modern military-patriotic experience in the educational work with the cadets of the experimental group.

4. Drafting of the military-patriotic self-improvement plan by each cadet of the experimental group.

In accordance with the structure of military-patriotic education, the efficiency of military-patriotic education formation is determined by its level and the effectiveness of cognitive, national-cultural, mass-sport and military-professional activities. Therefore, the tasks of the experimental work included identifying the level of cadets' corresponding types of education formation based on the determined criteria of cadets' military-patriotic education: cognitive, ideological, motivational, productive, and complex criteria (Tables 6, 7, and 8).

**Table 6.** Levels of military-patriotic education development of the experimental group cadets after the first stage of the experiment (second cross-section).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	23	11.7	116	59.2	57	29.1
Ideological	14	7.1	113	57.7	69	35.2
Motivational	16	8.1	114	58.2	66	33.7
Resultant	14	7.1	125	63.8	57	29.1

**Table 7.** Levels of military-patriotic education development of the control group cadets after the first stage of the experiment (second cross-section).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	17	8.4	117	57.6	69	34.0
Ideological	15	7.4	108	53.2	80	39.4
Motivational	14	6.9	114	56.2	75	36.9
Resultant	9	4.4	120	69.2	74	36.4

During the experiment, its participants faced such difficulties as the limited possibilities for their military-patriotic self-education due to the statutory daily routine and dissatisfaction of cadets with certain inappropriate living conditions and inconveniences. These difficulties created obstacles for the participants of the experiment regarding the qualitative performance of the planned experimental activities. Therefore, a raise in the level of military and patriotic education of cadets at this stage of the experiment, as can be seen from the data given in Table 8 was not significant.

**Table 8.** Distribution of the overall criterion (OC-2) values of military-patriotic education after the first stage of the experiment (second cross-section).

Groups	Number of cadets	Levels of military-patriotic education					
		High		Middle		Low	
		absol.	%	absol.	%	absol.	%
EG-2	196	14	7.1	125	63.8	57	29.1
CG-2	203	9	4.4	120	69.2	74	36.4

Assessment of military-patriotic education of border guard cadets was carried out at the end of the formative phase of the experiment as well. The third testing performed in the experimental and control groups on the basis of the relevant criteria and their indicators by the group of experts made it possible to find improvement in the level of military-patriotic education of the experimental group cadets in comparison with the results of the second cross-section. In the control group, the level of military-patriotic education remained almost unchanged (Tables 9, 10, and 11).

In order to verify the experimental hypothesis that there is a significant difference between the median values of the indicator of military-patriotic education in the experimental and control groups at the end of the experiment (as for OC-3), in favor of the implemented pedagogical conditions of military-patriotic education of future border guard officers, the U-criterion of Mann-Whitney was used. The results of the calculations are given in Tables 12 and 13.

**Table 9.** Levels of military-patriotic education development of the cadets of the experimental group at the end of the experiment (third cross-cut).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	59	30.1	130	66.3	8	4.1
Ideological	57	29.1	127	64.8	12	6.1
Motivational	53	27.0	136	69.4	7	3.6
Resultant	58	29.6	130	66.3	8	4.1

**Table 10.** Levels of military-patriotic education development of the cadets of the control group at the end of the experiment (third cross-cut).

Criteria	Education levels					
	High		Middle		Low	
	absol.	%	absol.	%	absol.	%
Cognitive	19	9.4	121	59.6	63	31.0
Ideological	18	8.9	113	55.7	72	35.4
Motivational	17	8.4	120	59.1	66	32.5
Resultant	13	6.4	124	61.1	66	32.5

**Table 11.** Distribution of the overall criterion (OC-3) values of military-patriotic education at the end of the experiment (third cross-cut).

Groups	Number of cadets	Levels of military-patriotic education					
		High		Middle		Low	
		absol.	%	absol.	%	absol.	%
EG-3	196	58	29.6	130	66.3	8	4.1
CG-3	203	13	6.4	124	61.1	66	32.5

**Table 12.** Rank sums in CG-3 and EG-3 samples at the end of the experiment (third cross-section).

Groups	Number of people	Middle rank	Rank sums
CG-3	203	184.41	37435.50
EG-3	196	216.15	42364.50
Total	399		

**Table 13.** Mann-Whitney's statistic at the end of the experiment (third cross-section).

Value of the criterion	Data of two samples (for CG-3 and EG-3)
U - Mann-Whitney's statistic	16729.5
W - Wilcoxon statistic	37435.5
Z	-2.93
p-value (two-sided hypothesis)	0.003



Table 13 shows that  $p$  equals 0.003 which does not exceed the selected level of significance (0.05), while the Mann-Whitney criterion calculated by means of the normal distribution function is equal to or less than the critical value for these parameters of the samples and the given level of significance ( $U_{emp} \leq U_{cr0.05}$ ), being in the deviation area, thus indicating a significant difference between the two sets of data. Accordingly, it is possible to accept the experimental hypothesis that there is a significant difference between the indicators of military-patriotic education in the experimental and control groups at the end of the experiment in favor of the implemented pedagogical conditions of military-patriotic education of future border guard officers and to reject the null hypothesis.

At the final stage of the pedagogical experiment, the processing of the results was carried out. Their generalization, systematization, theoretical analysis and comparison with the results obtained with the help of other empirical and theoretical research methods were conducted (Table 14). At the same stage, results description was made; they were presented to the participants of the process of military-patriotic education in the NASBGSU, with further implementation of pedagogical conditions of the future border guard officers' military-patriotic education.

**Table 14.** Dynamics of the changes in the level of cadets' military-patriotic education formation during the experimental work, %.

Levels of military-patriotic education	Stages of the formative experiment					
	1 <sup>st</sup> cross-cut.		2 <sup>nd</sup> cross-cut.		3 <sup>rd</sup> cross-cut.	
	CG-1	EG-1	CG-2	EG-2	CG-3	EG3
High	3.9	4.7	4.4	7.1	6.4	29.6
Middle	58.8	52.5	69.2	63.8	61.1	66.3
Low	37.3	42.8	36.4	29.1	32.5	4.1

Consequently, the content, organization and methods of the research and experimental verification of the effectiveness of the pedagogical conditions of future border guard officers' military-patriotic education included the development of goals, tasks and peculiarities of various stages of its

realization, contributing to the successful implementation of the research program, fulfillment of the basic requirements relating to the conduct of the experiment.

Different aspects of previous pedagogical researches conducted in military units were reflected in the works of many scientists (Kamysh, 2014; Bondarenko, 2016; Andriychenko, & Kuchirina, 2017). Our research confirms the hypotheses they formulated.

Authors (Finin, 2012; Converskyi, 2016; Vychrush, 2011) specified the following main elements of the methodology of legal culture formation problems study: the concept on which the methods are based; specific pedagogical phenomena, features, parameters that are subject to scientific study; ties, dependencies and interconnections between them; methods used to study particular subject; rules of application of methods, techniques and their algorithms; algorithm and procedure of mathematical generalization of research results. While carrying out experimental work, the author was guided by the following principles: humanization of the content of experimental work; democratization of research work; comprehensiveness and versatility of scientific and methodological support. A verified polyfunctional pedagogical system of border guard officers' legal culture formation became the main result of the formative experiment conducted by the scholar.

Experimental verification of pedagogical conditions of higher military educational institutions cadets' education during the academic process was carried out in the works (Rakitskyi, 2017; Palchyk, 2014; Pashkova, 2015; Kovtun, 2016). At the same time, the methodology of future officers' professional creativity forming was developed and verified experimentally by E. Brizhatyi (2016), S. I. Kamysh (2014), O. V. Didenko (2009), V. V. Raiko (2008), D. V. Ishchenko (1999), S. D. Maksimenko (2001).

The researchers used the following methods: theoretical (analysis of psychological and pedagogical literature, systematization, comparison and generalization in order to determine the state of problem development at the theoretical level and to specify the content of the basic concepts of research, to

define the conceptual foundations of the study; comparison of foreign and domestic experience on the chosen topic; theoretical modeling); empirical (survey, expert evaluation, testing, interviewing, self-evaluation, direct and indirect observation) – to determine the cadets' manner levels (formation of certain qualities); a pedagogical experiment – to verify the effectiveness of certain pedagogical conditions for future border guard officers' education; statistical methods (quantitative and qualitative data processing) – to process the results obtained and to establish quantitative relationships between the phenomena and processes under investigation. The problems of military-patriotic education of schoolchildren, students, cadets are widely represented in the works of many scholars (Baranovsky, 2013; Bova, & Bova, 2015; Kuchinskyi, 2015; Sidak, 2015; Bondarenko, 2016; Budak, 2016; Cheplakov, & Kostyuk, 2016).

We have taken into account the scientific provisions, conclusions and recommendations contained in these and other scientific works. They are of great value for solving the problems of our research. However, the content, organization and methodology of future border guard officers' military-patriotic education's pedagogical conditions effectiveness verification remained unexplored. This encouraged us to do the corresponding scientific search.

## **CONCLUSIONS.**

Consequently, the experimental work on verifying the effectiveness of the pedagogical conditions of the military-patriotic education of future border guard officers included holding of the diagnostic and formative (preparatory, main and final periods) stages of the experiment, each of which corresponded to a particular content of work and appropriate tasks were set for them. Both empirical (observations, generalizations, interviews, discourses, questioning, verification, forecasting) and theoretical (analysis, induction, analogy, abstraction, mathematical statistics) methods were used.

The results of our study indicate that the pedagogical conditions of military-patriotic education of future border guard officers, which were developed and further introduced by us at the NASBGSU, in general, have positively influenced the level of military-patriotic education of the cadets of the experimental group.

The analysis of testing results, the feedback of the experimental group units' commanders, the study of the dynamics of border guard cadets' military-patriotic education level of development formation confirm the hypothesis of the effectiveness of certain pedagogical conditions of military-patriotic education of future border guard officers, as well as the possibility to apply them in practice.

Prospective directions of further research of this issue are the study of the peculiarities of military-patriotic education of cadets during their internship, analysis of military-patriotic and national education of border guard cadets.

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#### **DATA OF THE AUTHORS.**

- 1. Valentyna Miroschnichenko.** Doctor of Pedagogical Sciences, Associate Professor, Head of Pedagogics and Social-Economic Disciplines Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: mvi\_2016@ukr.net .
- 2. Ihor Bloschynskyi.** Doctor of Pedagogical Sciences, Professor, Head of English Translation Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: i.blosch@gmail.com
- 3. Yurii Kuz.** Ph.D. in Pedagogics, Associate Professor of Border Control Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: kuzdps@ukr.net
- 4. Oleh Stavyskyi.** Doctor of Pedagogical Sciences, Associate Professor, Head of Border Security Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: ostavic@ukr.net
- 5. Kostiantyn Prontenko.** Doctor of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Physical Education, Special Physical Training and Sport, S. P. Koroliov Zhytomyr Military Institute (Zhytomyr, Ukraine). E-mail: prontenko-kostya@ukr.net

**6. Olha Mysechko.** Ph.D. in Pedagogics, Associate Professor, Associate Professor of the English Translation Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: ov.mysechko@ukr.net

**7. Tetiana Shchegoleva.** Ph.D. in Pedagogics, Associate Professor, Senior Instructor of the English Language Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: shchegolevatanya1@gmail.com

**8. Tetiana Vakoliuk.** Ph.D. in Pedagogics, Associate Professor, Senior Instructor of the English Language Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: vakoliuktanya@gmail.com

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