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PEDAGOGICAL MECHANISMS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE PRE-CONSCRIPTION MILITARY EDUCATION TEACHERS

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ABSTRACT

This paper examines pedagogical mechanisms for developing the professional competence of future pre-conscription military education teachers. Their professional preparation requires more than subject knowledge: it also involves pedagogical decision-making, communication, educational planning, the ability to work with learners with different needs, and the integration of military-patriotic education with contemporary teaching practices. The paper identifies five interrelated components of professional competence: motivational and value-based, cognitive, practical, communicative, and reflective. It proposes four complementary mechanisms—goal-oriented, content-based, organizational-methodological, and diagnostic-reflective—and discusses practical methods such as case studies, microteaching, project work, problem-based learning, and reflective analysis. The study is conceptual and methodological in nature; it does not report experimental data or statistical evidence of effectiveness.

Keywords: pre-conscription military education; future teachers; professional competence; pedagogical mechanisms; military-patriotic education; teacher training; microteaching; reflective practice.

1. INTRODUCTION

Changes in contemporary education have expanded expectations of teachers. In addition to subject knowledge, teachers are expected to plan learning, respond to learners' individual needs, communicate effectively, make informed decisions in challenging situations, and continuously improve their practice. These expectations are particularly relevant to future pre-conscription military education teachers, whose work combines instructional responsibilities with the development of discipline, responsibility, teamwork, civic commitment, and patriotic values.

The professional preparation of these teachers therefore needs to connect pedagogical and psychological knowledge with the subject-specific content of pre-conscription military education, educational guidance, safety awareness, and the effective use of modern teaching resources. Knowledge acquired in separate courses should be applied coherently to professional tasks.

The purpose of this paper is to identify and theoretically substantiate pedagogical mechanisms for developing the professional competence of future pre-conscription military education teachers and to outline practical approaches for their implementation. The discussion draws on established perspectives on teacher knowledge and integrative pedagogy. Shulman (1986) emphasizes the relationship between subject knowledge and pedagogical knowledge, while Tynjälä et al. (2016) highlight the integration of theoretical knowledge, practical experience, self-regulation, and social competence in teacher education.

2. METHODOLOGICAL APPROACH

The paper is based on a conceptual and methodological analysis of professional competence and teacher preparation. The analysis employs a systems perspective, a competence-based approach, activity-oriented learning, learner-centred principles, and reflective practice. Literature analysis, comparison, synthesis, classification, and pedagogical modelling are used to organize the components of competence and formulate a framework for their development.

The proposed framework is intended as a theoretical-methodological model. No experimental intervention was conducted for this paper, and no statistical claims about its effectiveness are made.

3. COMPONENTS OF PROFESSIONAL COMPETENCE

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Professional competence is considered as an integrated structure consisting of five related components:

• Motivational and value-based competence: commitment to the teaching profession, pedagogical responsibility, respect for learners, and a sustained interest in professional development.

• Cognitive competence: knowledge of pedagogy, psychology, pre-conscription military education methodology, educational theory, communication, and digital learning resources.

• Practical competence: the ability to plan and conduct lessons, select appropriate methods, manage group activities, assess learning, and respond to pedagogical situations.

• Communicative competence: the ability to communicate clearly and respectfully with learners, colleagues, parents, and institutional stakeholders, and to support constructive collaboration.

• Reflective competence: the ability to evaluate one's teaching, identify strengths and areas for improvement, use feedback, and set goals for further professional growth.

These components should not be developed in isolation. For example, planning a lesson requires subject knowledge, an understanding of learners, the selection of suitable teaching methods, clear communication, and subsequent evaluation of the lesson.

4. PEDAGOGICAL MECHANISMS AND PRACTICAL METHODS

Four complementary mechanisms are proposed for the systematic development of professional competence.

First, the goal-oriented mechanism identifies the professional requirements to be developed and translates them into clear learning outcomes. Students should understand the expected professional tasks and set individual development goals.

Second, the content-based mechanism connects pedagogical, psychological, methodological, military-educational, and digital knowledge around authentic professional tasks. This helps students move beyond learning separate topics and apply knowledge in an integrated way.

Third, the organizational-methodological mechanism provides structured opportunities to practise professional tasks. It may include problem-based learning, case studies, microteaching, project work, role-play, teaching practice, peer observation, and mentoring.

Fourth, the diagnostic-reflective mechanism evaluates progress and uses the results to plan further development. Assessment may combine practical tasks, observation, interviews, portfolios, self-assessment, and feedback from instructors.

These mechanisms form a continuous cycle: identifying professional requirements, setting learning goals, selecting relevant content, organizing practical activity, assessing performance, and improving subsequent learning. The cycle should be repeated as students gain experience and encounter increasingly complex professional tasks.

Case studies can help students analyse classroom and training situations. For example, when learners show different levels of engagement during a lesson, the student teacher can identify possible causes, consider age-related and individual differences, adapt tasks, and select appropriate motivational strategies. The quality of the proposed response can be assessed through its pedagogical justification, feasibility, and attention to learner needs.

Microteaching offers another practical opportunity. Students prepare and deliver a short lesson segment, after which peers and instructors provide structured feedback on lesson objectives, explanation, method selection, classroom communication, time management, and assessment. Reflective discussion helps the student identify specific improvements for the next attempt.

Project-based tasks can integrate instructional and educational responsibilities. For instance, students may design a programme for a military-patriotic education week. The project can specify objectives, activities, participants, resources, implementation stages, and evaluation criteria. Such work supports planning, collaboration, initiative, and responsibility.

5. DISCUSSION

The proposed framework places professional competence at the centre of teacher preparation and connects knowledge acquisition with practical performance and reflection. This is consistent with

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Shulman's (1986) account of pedagogical content knowledge and with the integrative approach discussed by Tynjälä et al. (2016). Research on integrated teacher education also points to the importance of curriculum coordination and supportive organizational conditions (Bourke et al., 2022). Wang and Sang (2024) similarly emphasize the role of professional development and interdisciplinary competence.

Implementation may nevertheless be constrained by weak coordination between courses, limited time for practical training, insufficiently structured teaching practice, or inconsistent assessment criteria. Institutions can address these challenges by strengthening collaboration among instructors, developing a shared bank of professional cases, aligning course outcomes with professional tasks, and using transparent assessment rubrics.

Because the framework has not yet been empirically tested in the present study, its practical effectiveness should be examined through future research. Such work could include validated assessment tools, baseline and follow-up measurements, and comparisons between experimental and control groups.

6. CONCLUSION

The professional competence of future pre-conscription military education teachers should be developed as an integrated and continuous process. It includes motivational and value-based, cognitive, practical, communicative, and reflective components. The paper proposes four mechanisms—goal-oriented, content-based, organizational-methodological, and diagnostic-reflective—to connect these components with the requirements of professional practice.

Problem-based learning, case studies, microteaching, project work, pedagogical simulation, and reflective analysis provide practical opportunities to connect theoretical knowledge with professional tasks. Their implementation should take account of the distinctive educational responsibilities of pre-conscription military education, including discipline, teamwork, communication, learner development, and military-patriotic education.

Further research should test the proposed framework in teacher education institutions, examine the validity of its assessment criteria, and evaluate outcomes using appropriate empirical and statistical methods.

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