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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ORGANIZING AND CONDUCTING TRAINING SESSIONS IN MILITARY EDUCATION

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Abstract. This article examines the organization and conduct of training sessions in military educational institutions through the use of information and communication technologies.

Key words: information, communication, technology, presentation, resources, simulation.

It is difficult to imagine the progress of today's multifaceted society without information and communication technologies (ICT). Globally, ICT systems are evolving rapidly.

In our country, the Ministry of Defense has issued a series of orders aimed at further developing this sector. The positive results of this policy are evident today within the Ministry of Defense's troops and military educational institutions. Particular emphasis has been placed on thoroughly studying international best practices regarding the use of ICT, e-learning resources, and multimedia presentations, as well as integrating them into the educational process.

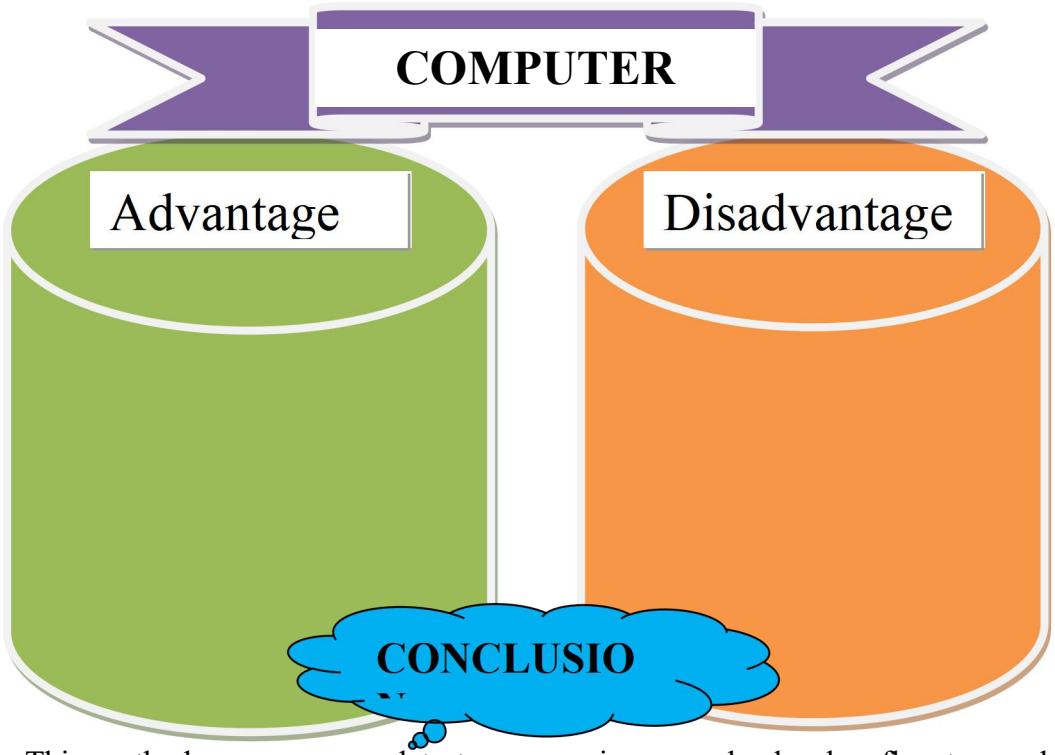
Extensive opportunities have been created to develop new forms and methods of instruction utilizing modern information and communication technologies. Furthermore, the use of ICT facilitates the in-depth study of military subjects, enhancing data comprehension, practical application, and independent learning. The era of traditional, lecture-only classes has passed. In an age of rapidly advancing information and communication technologies, it is difficult to capture a cadet's interest in learning unless every lesson is engaging and dynamic. To achieve this, the teacher must constantly seek new approaches and remain creative. In this context, conducting lessons based on game-oriented methods yields significant results—provided the games are selected with the cadets' psychology in mind. Encouraging cadets to excel in their studies always proves effective, as they naturally desire to demonstrate their abilities and stay a step ahead of their peers. Before introducing new information, the teacher should clarify and systematize the cadets' existing knowledge and perceptions; furthermore, reinforcing this knowledge through visual aids, slides, multimedia, handouts, and supplementary literature is highly beneficial. A key element of the educational process is engaging cadets in independent, free-thinking activities and practical assignments based on active interaction—practices that ultimately guide them toward personal and professional maturity. When discussing efforts to improve the quality of education, we liken the teaching process to a "bridge of goodness"; guiding our cadets across this bridge—transforming them into knowledgeable individuals with broad perspectives—is the fundamental mission of the mentor, or teacher. Any interactive methods employed in lessons serve an educational purpose, helping to consolidate, clarify, and expand the cadets' knowledge, as well as to synthesize and systematize it. It is advisable to conduct lessons in small groups, utilizing effective pedagogical technologies to boost cadet engagement during both theoretical and practical segments.

Treating cadets as individuals and employing diverse pedagogical technologies and modern methods fosters independent and free thinking, a spirit of inquiry, and a creative approach to practical tasks. It encourages a sense of responsibility, continuous professional self-improvement, and analytical skills, while promoting the effective use of scientific literature. Most importantly, this approach

strengthens their interest in their studies, the subject matter, and their chosen profession, as well as their respect for the instructor.

Monitoring the instructional process and providing necessary guidance facilitates the effective conduct of lessons in small groups. Effectively organizing training sessions using information and communication technologies fosters a love for the profession among cadets and helps them acquire the necessary knowledge and skills in their field; it also emphasizes the importance of continuous study and learning. Organizing meetings and discussions with qualified educators, mentors, and specialists further boosts the cadets' interest in the subject matter. Unit commanders must strengthen their commitment to molding their subordinates into well-rounded, knowledgeable individuals of high moral character. Research conducted by scholars in military educational institutions confirms that interactive methods and pedagogical technologies are highly effective in achieving these goals. Therefore, it is essential for faculty members to know how to appropriately apply innovative technologies during their training sessions; for instance, a class might be divided into small groups to address specific questions. Cadets provide answers, receive evaluations for correct responses, and have their group scores tracked throughout the semester, culminating in the identification of the most active group at the end of the term.

Sample



This method encourages cadets to engage in research, develop fluent speech, and effectively utilize information and communication technologies. Modern information and communication technologies create extensive opportunities for developing new forms and methods of instruction.

At the same time, in-depth training in information and communication technologies encourages cadets to process large volumes of data and engage in independent work. Many cadets entering the educational institution lack sufficient skills for independent thinking and work, and some show very little interest in learning. Providing talented, inquisitive cadets—who possess a passion for creativity—

with advanced instruction in their chosen fields of specialization serves as a key factor in their future development into highly qualified professionals.

Utilizing information and communication technologies in organizing training sessions yields the following results: the ability to conduct practical and group sessions in an engaging manner through the use of video, audio, and animation tools. The availability of capabilities such as: the widespread use of recommended educational materials—specifically, utilizing network technologies to access them across multiple classrooms and groups; the ability to rapidly modify the educational material database and incorporate new information resources; the option to switch to lecture materials during practical and group sessions; suitability as a primary tool for distance learning; and the assessment and monitoring of individual learner knowledge.

Lessons—covering both theoretical and practical components—are conducted in small groups using effective pedagogical techniques designed to boost cadet engagement. Monitoring the instructional process and providing timely guidance helps ensure the effectiveness of these small-group sessions. Integrating such educational materials into the learning process enables students to simultaneously view, read, listen to, and reflect on the content, while also allowing for repeated review to reinforce and expand their knowledge. The application of information technologies in the educational process—particularly the use of multimedia tools—creates immense opportunities for visualizing the educational process in a didactic context.

Sample

Topic: Types of firearms

Task: Identify and mark the types of weapons based on their names.

No.	**Types of weapons**	5,45 mm	7,62 mm	40 mm	9 mm	30 mm	73 mm
1.	AK-74						
2.	AKS-74						
3.	AKS-74U						
4.	RPK-74						
5.	PK						
6.	SVD						
7.	NSV						
8.	RPG-7						
9.	PM						
10.	SPG-9						
11.	AGS-17						

For 4–7 correct answers – “3”

For 7–9 correct answers – “4”

For 9–11 correct answers – “5”

Electronic textbooks play a significant role in the effective use of information and communication technologies within the educational process. An electronic textbook is a form of digital educational material designed to facilitate computer- and ICT-based teaching methods, support independent learning, and ensure the comprehensive and efficient mastery of subject-specific educational content and scientific information. Integrating information and communication technologies into the educational process accelerates the overall educational and instructional experience. Key factors contributing to this acceleration include: goal orientation; enhancing student motivation; expanding the informational scope of the curriculum; stimulating students' cognitive and

learning activities; and consolidating students' practical skills, among others. Modern information technologies are of immense importance in the effective organization of independent study sessions within the educational process. The primary objective of utilizing educational-methodological materials and electronic textbooks based on computer software is to establish modern information-educational methods; to enhance the efficiency, quality, and productivity of the educational process through the application of modern information-pedagogical and computer technologies; to widely implement modern electronic educational resources and textbooks within the continuous education system; to create libraries of such resources; and to practically introduce distance learning methods.

Electronic educational-methodological materials designed for independent study operate using automated software tools. These automated materials provide learners with information on relevant topics and assess their knowledge.

Based on the results of knowledge assessments, learners are assigned tasks of varying difficulty levels. A key requirement for organizing a distance learning system is the method of delivering educational materials to the trainees. Consequently, specific requirements are established for creating the electronic versions of the educational materials that form the foundation of the distance learning system. When presenting educational materials in electronic format, special attention must be paid to the level of comprehension by the trainees. Materials presented electronically should be user-friendly and conducive to effective learning. The recommended educational materials should facilitate access to and the efficient use of essential definitions, key terms, and keywords.

Organizing practical and group work for various subjects through virtual simulation stations within a distance learning system offers several advantages: it eliminates the need for specially equipped rooms for physical stations; it allows for the use of animations in group work and the direct demonstration of processes involving specific objects; and it enables the repeated use of the created virtual stations. Organizing practical and group work via virtual stations is of great importance in distance learning systems.

Implementing a distance learning system enables trainees to carry out practical and group work using visual educational materials, even when the educational institution lacks sufficient physical equipment for the learning process. To facilitate the creation and efficient use of these resources, electronic educational materials are converted into PDF format. The advantages of using materials prepared in this format include the following: data occupies less memory space; data is protected (safeguarded against unauthorized changes, viruses, etc.); data search and printing are accelerated; high-quality fonts are available for displaying information; compact graphical data can be created; and quick navigation to specific pages is enabled. Such characteristics constitute the key requirements for educational materials used in distance learning.

In conclusion, the use of pedagogical and information-communication technologies, internet-based educational resources, and conference-style methods in military education effectively ensures a high level of knowledge acquisition for cadets and paves the way for them to become qualified specialists.

The advantages of utilizing modern information technologies in the educational process include: a deeper and more comprehensive mastery of the material; the introduction of new forms of learning; time savings resulting from reduced instruction time; the long-term retention of knowledge and its practical application; a shorter timeframe for developing specific skills in cadets; an increase in the number of tasks performed during training sessions; and the ability to model and directly demonstrate processes that are otherwise difficult for cadets to observe or visualize.

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