ВІЙСЬКОВЕ ПРАВО

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IMPROVEMENT OF THE CONTROL SYSTEM BY THE LEVEL OF TRAINING OF PERSONNEL IN FIRE TRAINING

The article examines the principles of improving the system of control over the level of personnel training in fire training, new approaches to teaching fire training during martial law. The main problems in the use and application of firearms by applicants of higher education institutions with specific study conditions are indicated. Circumstances of lawful use of firearms are analyzed; factors affecting the quality of skills in tactical and theoretical actions with weapons.

The process of training students in the effective use of weapons and proper handling of them, which involves pedagogical influence on them with the aim of forming stable shooting skills, is analyzed. It was determined that shooting skills are acquired sequentially, one technique after another, or simultaneously in the form of a whole complex of movements, which is formed by including individual elements in the integral structure of shooting skills.

It was determined that the peculiarity of fire training as a specialized discipline is that it requires a developed material and technical base and the most effective use of training time. That is why such classes require the development of methods, techniques and technologies for presenting the material, as well as a rational distribution of time to cover the attention of all cadets and ensure the continuity of their knowledge, the systematicity of acquired skills. Practical classes, if possible, should be conducted using elements of the competition, which will also encourage you to improve your own results.

The article also mentions the importance of fire training, which is an integral part of officers' professional training. It has been studied and analyzed that the quantitative indicators of practical activity have a greater influence on the efficiency and effectiveness of the final skills – the ability to properly handle weapons and shoot, in various conditions of official activity.

Key words: *fire training, methodology, training of cadets, training under martial law, control over the level of fire training.*

Гашенко С. В. Вдосконалення системи контролю за рівнем підготовки особового складу з вогневої підготовки

У статті розглянуто принципи вдосконалення системи контролю за рівнем підготовки особового складу з вогневої підготовки, нові підходи щодо викладання вогневої підготовки під час воєнного стану. Зазначені головні проблеми у використанні та застосуванні вогнепальної зброї здобувачами закладів вищої освіти зі специфічними умовами навчання. Проаналізовані обставини

правомірного використання вогнепальної зброї; чинники, які впливають на якість навичок тактично-теоретичних дій зі зброєю. Проаналізовано процес навчання здобувачів освіти ефективному застосуванню зброї та правильному поводженню з нею, що передбачає педагогічний вплив на них із метою формування стійких навичок стрільби. Визначено, що стрілецькі навички набуваються послідовно, один прийом за іншим, або одночасно у вигляді цілого комплексу рухів, що утворюється шляхом включення окремих елементів у цілісну структуру стрілецьких навичок.

Визначено, що особливістю вогневої підготовки як спеціалізованої дисципліни є те, що вона потребує розвиненої матеріально-технічної бази та максимально ефективного використання навчального часу. Саме тому такі заняття потребують розробки методів, прийомів і технологій подання матеріалу, а також раціонального розподілу часу для охоплення увагою всіх курсантів і забезпечення неперервності їх знань, системності набутих навичок. Практичні заняття, за можливості, необхідно проводити з використанням елементів змагання, що також спонукатиме до покращення власних результатів.

Також у статті розглянуто важливість вогневої підготовки, яка є складовою частиною професійної підготовки офіцерів. Досліджено та проаналізовано, що кількісні показники практичної діяльності надають більший вплив на ефективність та результативність кінцевих навичок – вміння правильно поводитися зі зброєю та стріляти, в різних умовах службової діяльності.

Ключові слова: *вогнева підготовка, методика, навчання курсантів, навчання в умовах воєнного стану, контроль за рівнем вогневої підготовки.*

Statement of the problem. Today, the issue of fire training of personnel has gained additional relevance. The ongoing Russian aggression against Ukraine prompts scientists to search for new approaches to the training of officer personnel, to create an effective system of personnel training that would be aimed at training a specialist who is able to effectively perform official duties in combat conditions. In order to bring the educational environment closer to the real conditions of solving combat tasks in the process of organizing tactical classes for trainees according to reserve officer programs, it is advisable to implement the following provisions: to introduce into the educational methodology the solution of situational tasks; carry out simulation of the situation at the site of hostilities; use real weapons and combat vehicles; to give students the opportunity to independently model a situational task and choose a way to solve it with further practical training, which will make it possible to significantly increase the educational motivation of future officers of the Armed Forces of Ukraine and contribute to the development of the ability to make the right decisions in various service and combat situations. The issue of improving the forms and methods of fire training among cadets is relevant because it emphasizes the ability to correctly use firearms. In addition, such skills can be considered a guarantor of the officer's personal safety.

Analysis of recent research and publications. The works of such scientists as V. I. Semenyuk, O. V. Kryvosheev, O. Yu. Lavrov, M. V. Gryshin, M. M. Rudenko, A. M. Kravchuk, V. D. Shadrykov, are devoted, in particular, to the problems of improving the system of training cadets of higher military educational institutions, the organization and methodology of fire training classes, as well as a comprehensive approach to training fire training using innovative technologies.

In their works, these authors focused on issues of development and implementation of advanced teaching methods using innovative technologies, which are aimed at increasing the level of knowledge of those who study. The scientists noted the need to introduce into the educational process a comprehensive approach to fire training, which provides for educational and training support, which allows, without unnecessary expenditure of money, to implement an automated computer study of the structure of weapons and the sequence of their disassembly, to develop the skills of learning to shoot small arms and to bring them to a normal battle, providing the necessary theoretical and reference information, introduction of individual computer testing [2–4]. Paying

tribute to the contribution of scientists to the study of the problems of introducing innovative technologies into fire training, we note, however, that this issue has not yet been worked out enough.

Currently, the issue of theoretical learning of the structure of weapons and the rules for firing them, the use of computer technologies for this purpose, mostly designed not for practical, but for remote interactive educational support, testing and viewing of videos, while for obtaining sustainable skills in the correct handling of weapons practical exercises are necessary, which effectively use the latest technologies and improve the system of control over the level of personnel training in fire training [2].

The purpose of the article is to research innovative forms and methods of fire training as a necessary component of competence formation and improvement of the system of control over the level of personnel training in fire training.

Summary of the main material: The role of fire training in the professional training of future officers, as a result of the advantages of qualitative learning of material from this discipline, is extremely important. Undoubtedly, a cadet must not only shoot accurately, correctly and perfectly comply with regulations, but also know the legal principles of storing and carrying, using and using weapons, the material part of both a pistol and another type of weapon that is in service.

The system of joint military training is a set of functionally interrelated elements that, interacting with each other, contribute to the achievement of the main goal of joint military training – the training of comprehensively developed, morally stable, disciplined, highly professional future officers who possess the knowledge, skills and abilities in joint military matters necessary for successful performance of tasks as assigned.

The organization of fire training is the activity of the subjects of training aimed at well-thought-out, planned, systematic and comprehensive training and education of citizens of Ukraine who are studying under the training program of reserve officers, future employees of the VSP, etc. The organization of fire training includes: planning and conducting fire training; comprehensive provision of fire training; management of fire training. The organization of fire training in the system of combined military training of officers is influenced by the following factors:

Factors related to fire training planning:

– compliance of the content and results of training with the military training program and the qualification characteristics of the officer of the relevant military accounting specialty;

– conformity of classes with thematic plans and schedule of the educational process;

– complete implementation of educational plans and training programs;

– complete and high-quality implementation and sequence of study of sections, modules (content modules) of the military training program with rational use of the educational and material base;

– planning of classes on fire training in a complex with the study of issues of combat use of units in modern combined arms combat;

– quality planning of independent work;

– timely organization of a planned training system using educational material and technical base.

Factors related to the comprehensive provision of fire training:

– availability, capacity and remoteness of objects of the field educational material and technical base;

– availability of modern weapons and small arms;

– introduction of innovative computer programs into the educational process;

– insufficiently high level of professional and methodical training of scientific and pedagogical workers and the existing level of their professionalism.

Factors related to fire training management:

– the effectiveness of the use of pedagogical and information technologies;

– a combination of different forms, methods of training and types of classes, their constant development based on the analysis of training results and implementation of best practices;

– completeness and quality of educational and methodological support for fire training;

– constant generalization of best training experience and its implementation in the practical component of training.

Taking into account the above factors allows:

– qualitatively carry out the planning of fire training classes;

– to establish the most appropriate forms and methods of training;

– to consolidate the achieved results and determine the ways of improving the level of competences in fire training.

The process of teaching students to use weapons effectively and properly handle them involves pedagogical influence on them with the aim of forming stable shooting skills. Shooting skills are acquired sequentially, one technique after another, or at the same time in the form of a whole complex of movements, which is formed by including individual elements in the integral structure of shooting skills [1].

During training, the sequential execution of one movement with a weapon after another should not only be combined, but also automated to form stable shooting skills. At the same time, the formation of shooting skills should be accompanied by physiological and psychological preparation for the shooter's negative defensive reactions to the phenomena inherent in the shooting process: the noise effect from the sound of the shot, the physical impact of recoil forces and the blinding effect of the flash behind the muzzle of the weapon, which during handling the weapon cause a feeling of anxiety. uncertainty, anxiety, fear.

When determining the advantages and dynamism of fire training using modern interactive technologies, it should be taken into account that training on certain types of electronic simulators, for example, laser or pneumatic ones, is carried out without bullets (blank) or plastic bullets, and therefore with models of pistols that are not capable form stable skills of waiting for a shot (sound and recoil), take into account ballistics when calculating the distance to a real target.

Thus, it is only with the help of traditional means of training that it is possible to inculcate in the acquirers the skills of compliance by police officers with safety measures when handling weapons, knowledge of the material part of weapons and compliance with standards of fire training (assembly-disassembly of weapons, store equipment), detection and elimination in case of use or use firearms, possible malfunctions or delays during firing, etc. Objectively speaking, the lack of skills in the actual execution of techniques and actions with combat weapons and ammunition inevitably leads to mistakes and misses in shooting in practice, that is, reduces the effectiveness of using weapons in a specific tactical situation [3].

The above shows that the main thing in fire training is the conscious assimilation of the actions performed by the student and, based on them, the formation of basic skills in handling firearms: correct holding, pressing the trigger, working out the elements of aiming "shooter – weapon" without bullets (target – front sight – rear sight), which are first explained and corrected by the instructor (teacher), and then practiced with the help of shooting simulators, which allow to analyze and visually demonstrate the causes and consequences of the obtained shooting results.

It is the interrelationship of pedagogical constructive and interactive methods in fire training that makes it possible to introduce an individual approach in training recruits in accurate shooting and to level skills and abilities in groups with different levels of fire training at the final control stage.

There is no doubt the advantage of using multimedia simulators to practice rapid fire shooting exercises. At the same time, their use is appropriate only after the stable skills of holding (grip) the weapon for preparation for shooting, standing-preparation for shooting, control of the alignment of the front sight as a whole and smoothly pressing the trigger in the shortest possible time have been fully formed. With the help of such classes with a teacher (instructor), the shooter's muscle memory is formed, which later during shooting, including with the help of interactive shooting ranges, makes it possible to focus the main attention on controlling the operational situation.

It should be noted that the wide implementation of interactive tools in the educational process, primarily in fire training, requires from specialists in this field the skills of working with appropriate simulators, as well as the development of methodological recommendations for the use of interactive multimedia shooting ranges during scenario-oriented classes in the training disciplines of fire and tactical special training. Only complex and complete knowledge will give the cadet the opportunity to react quickly, accurately and correctly prepare for the use of weapons, warn about it, use and use weapons in exceptional cases, as well as provide assistance to victims.

Therefore, higher military educational institutions have adopted a number of legal acts that regulate the content of fire training. The peculiarity of fire training as a specialized discipline is that it requires a developed material and technical base and the most effective use of training time. That is why such classes require the development of methods, techniques and technologies for presenting the material, as well as a rational distribution of time to cover the attention of all cadets and ensure the continuity of their knowledge, the systematicity of acquired skills.

The statement that a well-trained fighter will shoot perfectly and after a year or so a certain Vogneva needs systematic training is false [5]. In the absence of this aspect, the fighter's performance significantly deteriorates. A purely psychological factor is at work here: the actions, at first glance, of a confident and well-prepared fighter, become less precise; there is an increased tension of conscious control over work techniques; inaccuracies appear and increase, etc. [4].

In our opinion, fire training should be one of the main disciplines of a cadet's training, classes on which should be held no less than two or three times a week. Only in this way will it be possible to systematize the acquired theoretical knowledge and, most importantly, bring regular practice, in particular, shooting, to the fore. Discipline should develop:

– the ability to quickly make decisions and act in an extreme situation;

– the ability to quickly prepare for shooting;

– self-confidence, poise, endurance, ability to control one's emotions, discipline; the ability to act correctly in difficult situations and solve them rationally, etc.

Therefore, fire training plays an important role in the professional training of future specialists, because the discipline actually forms an officer, laying the foundation of his competence.

Modern conditions of distance education of students require new approaches to methodical provision of classes and require the use of the latest pedagogical technologies.

The problem of methodological support is key to the organization and implementation of new forms and methods of education. Three main elements of these training methods should be distinguished: software and technical tools, information environment (Internet) and methodical support of the training process. In order to implement new approaches to the study of the discipline and the use of active methods of proving information, an interactive educational and training complex of computer programs on fire training was developed, which uses the idea of a unified approach to the standard of training and studying the main sections of fire training.

The complex consists of interactive programs of theoretical and practical orientation and allows you to: study sections of the Shooting Course and the structure of the AK-74 assault rifle; observe the operation of machine parts and mechanisms in 3D; conduct interactive disassembly and assembly of AK-74; carry out bringing weapons to normal combat; perform interactive shooting according to the conditions of shooting exercises and conduct calculations of ballistic data of the shot; independently assess learners through an interactive testing program.

The principle of visuality and interactive learning allows you to dramatically increase the percentage of assimilation of the material, as it affects not only the consciousness of the learner, but also affects his feelings, actions and practice. The implementation of new approaches to learning and general assessment criteria during distance learning allows students to be provided with the necessary theoretical and practical knowledge and, with the help of the "Moodle" system, to control the level of their assimilation of the educational material.

In connection with the above, it should be noted that currently the practical exercises for fire training classes, which are regulated and recommended by the relevant legal acts, do not correspond to the real conditions and situations of using firearms in practice. In this regard, it is necessary to take into account and develop special exercises of a professional and applied nature that correspond to the conditions of operational-service and service-combat activities under martial law:

– exercises with the conditions of rapid fire contact (aimed at the timely removal of weapons, their transfer to a combat position and the execution of 249 shots);

− exercises using short distances of the firing line (1–3 meters);

– shooting exercises in personal protective equipment (body armor and helmets);

– shooting in conditions of limited visibility.

It is also possible to indicate some methods of increasing the effectiveness of fire training classes, namely:

– it is recommended to divide a large group (25–30 people) into subgroups (12–15 people) according to the level of preparation:

1) successfully catching up;

2) barely keeping up.

The first group works collectively, in the second, more attention is paid to individual work with applicants;

– to achieve the goals of the training process in fire training, the following means must be used: physical exercises; imaginary exercises; technical means, modeling means.

Therefore, scientific and pedagogical workers of the departments of military training face the task of implementing modern approaches to training officers with increasing the practical component, taking into account the experience of the combat use of units of the Armed Forces of Ukraine in the zone of anti-terrorist operation (ATO). The specified task, in addition to increasing the time for teaching the "Fire Training" module, requires a systematic expansion and improvement of the educational and material base in accordance with modern models of small arms and weapons of combat vehicles.

The indicated educational and training tools fully simulate the dimensions, mass and tactical and technical characteristics of small arms and weapons of combat vehicles, ensure the execution of fire training exercises in various scenarios of combat operations. Their significant advantage is the possibility of maintaining the acquired skills without going to the training grounds, saving ammunition, the survivability of barrels and the motor resource of combat vehicles.

It is obvious that without the appropriate motivation of future officers, it is impossible to achieve high rates of fire training, so one of the tasks of the teacher is to activate the educational and independent work of the students, to form interest in fire training, to ensure interdisciplinary connections during the educational process at the department of military training.

Conclusion. Summing up, we can say that the professional training of scientific and pedagogical workers who are involved in fire training classes is a primary factor affecting the effectiveness of classes. In order to improve pedagogical skills and study the latest weapons, to transfer positive experience and the latest techniques, it is advisable to hold meetings of officials who are involved in fire training classes.

In order to motivate students to study fire training, it is advisable to start all classes with providing up-to-date information on events in the OOS zone (what weapons were used, what damage was inflicted on the enemy, etc.). During the study of small arms and armament of combat vehicles, it makes sense to demonstrate video material with the combat application of the model being studied. If possible, practical classes should be conducted using elements of the competition, which will also encourage students to improve their own results.

The implementation of the proposed ways of increasing the effectiveness of teaching fire training at the departments of military training will contribute to the professional growth of scientific and pedagogical workers and the image of the departments of military training as a whole.

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