

UDC 355.5



V. Lukianenko



V. Trobiuk

CONCEPTUAL PRINCIPLES OF DEVELOPMENT OF A PERSONNEL TRAINING SYSTEM FOR SPECIAL PURPOSE STATE BODIES AND MILITARY FORMATIONS WITH LAW ENFORCEMENT FUNCTIONS

Theoretical and methodological foundations of professional training of the personnel for special purpose state authorities and military formations with law enforcement powers in the context of ensuring national security and defense have been substantiated. The key factors that influence the effectiveness of training and professional growth have been identified, including the level of competence, mental preparation, stress resistance, and interagency cooperation.

Specifics of contemporary approaches to the formation of professional skills necessary for performing operational and tactical tasks under difficult circumstances have been revealed. The use of technological tools in the training process has been analyzed. Their impact on the quality of staff preparation and the efficiency of decision-making in critical situations has been assessed.

The criteria for evaluating the effectiveness of professional education have been identified, including the level of theoretical knowledge acquisition and the ability to respond quickly to operational situations. The necessity of professional standards perfecting considering current challenges and threats faced by the security and defense sector has been proven.

Recommendations for improving attitudes towards personnel training for special purpose state bodies and military formations with law enforcement functions have been developed. It has been demonstrated that an integrated approach to the development of professional competencies contributes to an increase in the level of national security and the efficiency of service performance.

Keywords: *national security and defense, continuous professional development, military formations, law enforcement agencies, interagency cooperation, competence, personnel management, professional standards.*

Statement of the problem. Professional personnel training requires a complex approach and integration of relevant advanced methods and technologies in the conditions of modern challenges, such as war and hybrid and information operations of the enemy.

The preparation of staff for special-purpose state bodies and military formations with law enforcement functions in the field of public security provision is currently subject to significant changes and innovations. The war became a milestone that significantly affected both this and other components of the national security of Ukraine. Dramatic transformations take place in the training system of the members of the Security Service of Ukraine (SSU), the Department of State Protection (DSP), the State Border Guard Service of Ukraine (SBGSU), and the National Guard of Ukraine (NGU) as a result of the hostilities. Contemporary challenges in the security, defense, and law enforcement areas require specialists to constantly refresh their competencies, be able to skillfully deal with military service missions (MSM). A structure based only on initial practice without further improvement does not correspond to contemporary needs and does not guarantee a high level of readiness toward real challenges.

One of the key issues confronting professional training systems is the disruption of an integrated mechanism for updating theoretical knowledge and practical skills in line with the dynamic changes in the environment.

The concept of static information absorption, which does not provide an adequate level of preparation in terms of complex and unpredictable situations, dominates the conventional educational paradigm. Servicemen, law enforcement officers, and security experts should not only possess basic competencies but also constantly improve their skills on the grounds of relevant data gained from hands-on experience.

Another serious problem lies in the gap between theoretical knowledge and its practical implementation. Quite often, instructing is based on abstract models that do not reflect the true conditions of the operational activity. As a result, difficulties occur in adapting the acquired proficiency to specific situations while performing official duties. There is a lack of a permanent link between educational programs and the actual causes of inefficient resource usage, resulting in rapid staff retraining without proper consistency.

Technological advancement also creates additional challenges to vocational training. New methods of warfare, cyber threat applications, artificial intelligence utilization, automated control systems, and computerized equipment demand expanding personnel competencies. Traditional coaching does not properly adapt to these changes, which negatively affects the effectiveness of executing both the MSM and combat missions (CM).

Problems also arise at the levels of interagency cooperation and coordination of actions within the scope of operations conducted at the tactical and operational levels. In today's environment, efficient implementation of security and defense tasks requires synchronization of various structures' efforts, from security services to think tanks and international partners. However, the existing scheme of professional training does not fully take these features into account, which makes joint planning and prompt response difficult.

Consequently, it becomes necessary to create a system that can effectively combine relevant information, adaptive skills and solve challenging issues in the field of security and defense. It should be dynamic, technologically equipped, and aimed at continuous improvement of professional competencies. Only such an approach can guarantee an effective implementation of the MSM and ensure a high level of preparation for modern threats.

Analysis of recent research and publications. The legislative framework regulating personnel training in the sphere of national security has been processed. It contains a number of normative legal acts that define the basic requirements and schooling standards. The laws of Ukraine [1–5] establish legal boundaries for the organization of the educational process, define the main areas of training and specific tasks for each agency, but do not provide a clear mechanism for the continuous professional development of workforce for special-purpose state bodies and military formations with law enforcement functions in the field of national safety.

The issues of formal education, specialized occupational training, and functional activities are covered in the works of V. Riabchii [6], V. Kopcha [7], P. Horpynych, M. Sierbin [8], but not ordered into a single comprehensive system of personnel education and preparation that would cover all stages of occupational evolution – from general education to practical work in accordance with the existing needs.

The studies by H. Tikhonov, E. Kirilkin, H. Shpanchuk, I. Smirnov [9], M. Honcharuk, D. Muzychenko, V. Shvaliuchynskyi [10], S. Bielai, A. Holovnia [11] explore ways to improve training and professional growth but do not sufficiently structure the mechanism for integrating theoretical knowledge with hands-on skills, which is necessary to ensure a high level of readiness to implement the MSM in the security and defense sector.

The purpose of the article an integrated theoretical and methodological justification of approaches to professional personnel training for special purpose state agencies and military formations with law enforcement functions in the paradigm of ensuring public security and defense, considering the transformational processes, analysis of the current status of the educational system, and identification of effective ways to improve the organization of occupational activity to facilitate the formation of highly qualified staff.

Summary of the main material. The personnel training system has a hierarchical structure that includes fundamental training, formal or non-formal education (academic), specialized studies, practical coaching, and continuous professional growth. The staff preparation for the special purpose state bodies and military formations with law enforcement functions in the field of national security is carried out in leading higher education institutions.

For instance, the main educational establishment for the SBGSU is the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine. This academy fosters specialists at the tactical and operational levels responsible for management, analytical activities, and support in matters of border control, security, and defense.

The Security Service of Ukraine provides education at the SSU National Academy, which specializes in preparing professionals in the fields of intelligence, counterintelligence, operational activities, and cybersecurity protection. The academy's training is focused on providing service members with the competency and skills to fight terrorism, espionage, economic crime, and other national security threats.

Employees of the Department of State Protection are trained at the DSP Institute of Ukraine of Taras Shevchenko National University of Kyiv, which provides specialized knowledge of ensuring the security of public figures, protecting important facilities, and countering terrorist threats.

The National Guard of Ukraine conducts coaching at the National Academy of the National Guard of Ukraine and specialized training centers concentrated on combat instruction, public order management, and emergency assistance. Service members of the NGU receive comprehensive education: troop directing, ensuring public order, participating in special operations, etc.

Thus, it appears correct to claim that the general trend of continuous professional development (CPD) should be constructed on the basis of the following components: fundamental academic education, specialized vocational training, and practical activities. The interplay of this system is depicted in Figure 1, where fundamental education is defined as a capstone, and professional preparation and routine activities are united in the process of career becoming as constantly supplementing one another. The symbiosis of all these elements forms a continuous professional development.

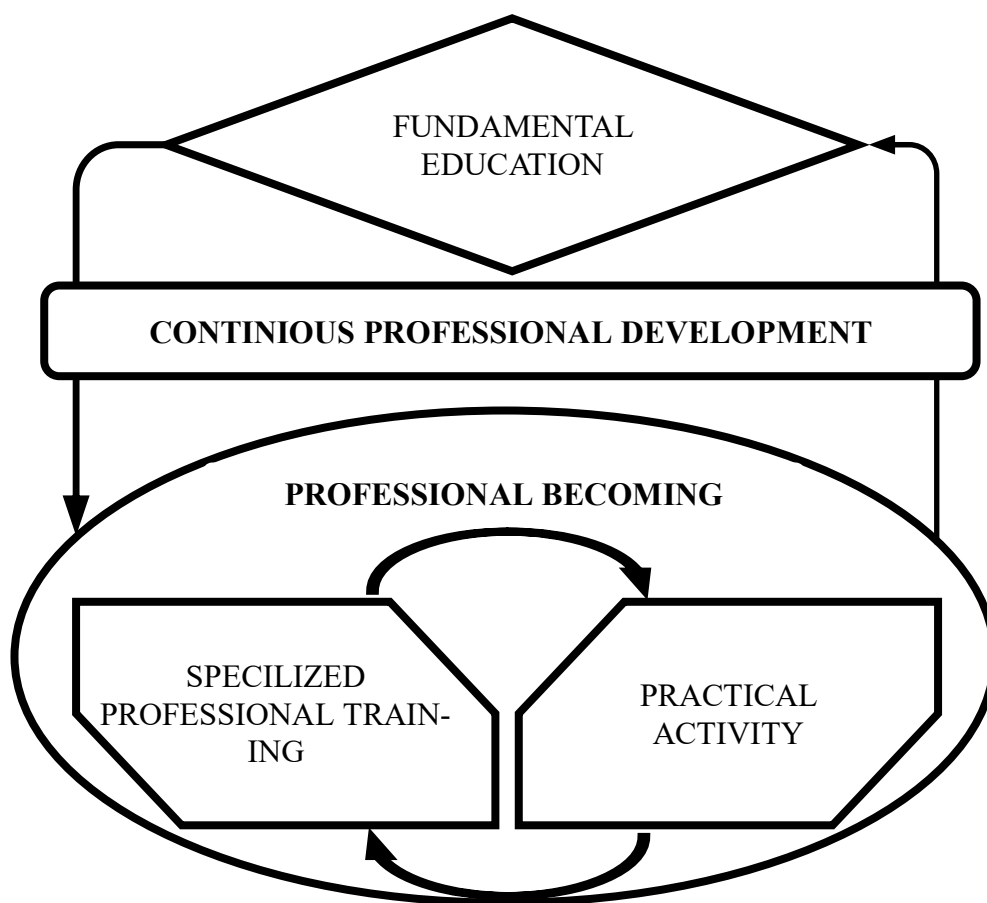


Figure 1 – Interaction of the parts of the continuous professional development system

The ongoing professional development is the basis for the effective preparation of specialists in the sphere of security, administration, and defense. The system consists of several interrelated elements, each of which has a positive impact on the experts' training. A detailed consideration of these components helps to identify the factors of its influence and formulate ways of its perfection.

Higher education as part of the continuous progress of security sector experts ensures a well-grounded understanding of social processes, methods of analysis, and decision-making at the tactical, operational, and strategic levels. It covers a wide range of academic disciplines, including law, political science, economics, psychology, and management, which shape a integral vision of the modern world and skills that will back up effective career performance.

Legal studies, as part of the fundamental education, allow for mastering the basics of domestic and international law and the principles of social relations lawful regulation, which is a premise for maintaining law and order. Proficiency in constitutional, administrative, and criminal law helps professionals make legitimate decisions, comply with ethical standards, and protect the rights and freedoms of citizens in the course of their occupational duties.

The political science component of learning contributes to the understanding of political processes, international relations, and the functioning of public institutions. It helps to analyze political conflicts, assess risks, and forecast possible scenarios in the security and defense sector.

Economic studies develop an awareness of macro- and microeconomic processes, functioning principles of the economy, and financial mechanisms. Experts involved in the security sector need to know how economic factors affect the stability of the state, what mechanisms can be used to prevent economic crises, as well as how to effectively manage resources in the corresponding security agencies.

Psychology develops the skills of interpersonal communication, conflict resolution, behavioral pattern analysis, and stressful events control for specialists. Mastering the ability to build leadership skills and stress resistance is an integral feature of a person responsible for the decisions made.

The managerial component of education makes it possible to master modern methods of tactical, operational, and strategic administration, decision-making under uncertainty, organization of teamwork, and effective command. It shapes competence and the ability to plan, coordinate, and control the implementation of the MSM in challenging environments.

Hence, academic schooling is not only the foundation of theoretical knowledge but also contributes to critical thinking, analytical skills, and strategic vision for effective functioning in the field of security and defense. It lays the groundwork for further specialized professional training and gaining practical experience, which together form a well-educated and competent workforce.

The next element is specialized expert preparation, which is based on fundamental education but has a clearly defined applied focus aimed at developing specific, capably relevant skills, techniques, and algorithms of actions.

The main feature of single-purpose professional development is its procedure-oriented nature. That is, the curriculum is designed not only to convey theoretical knowledge but also to develop the ability to acquire intelligence in a more dynamic and complex environment. The emphasis in training is placed on performing standard and non-standard scenarios, establishing algorithms for responding to critical situations, developing an increased level of psychological stability in such situations.

Specialized professional preparation guarantees a differentiated approach; mastering its content and methods depends on the profile of future activities. It includes academic programs/modules that combine a theoretical component and learning in close-to-real conditions, as well as crisis simulation and analysis of their resolutions. The use of interactive and practical teaching methods helps to improve adaptability, speed of making decisions, and the ability to act effectively in critical settings.

An essential feature of focused training is its dynamic character, which ensures constant updates of the curricula content in line with the security environment changes, the introduction of the latest technologies, and adaptation to modern working methods. Therefore, it is closely linked to scientific research, analysis of present threats, and the elaboration of approaches to providing security and defense of the state.

In addition, specialized vocational preparation involves the integration of different stages of the academic process, from acquiring basic professional skills to preparing for complex and specialized tasks. It covers both individual and collective training, securing not only the expert competence of each specialist but also the coherence of actions within the teamwork and interagency cooperation. One example of this is the SSU's programs that emphasize operational and investigative actions, intelligence and counterintelligence methods, and anti-terrorism measures. The SBGSU educational programs focus on combating illegal migration, smuggling, and border security.

Consequently, specialized professional training is an integrated process that equips specialists not only with narrowly focused information but also with the established skills necessary for effective work in the field of

state security and defense. Its main goal is to produce competent personnel capable of operating in modern setting, quickly adapting to changes, and ensuring a high level of safety at the tactical, operational, and strategic levels.

Practical activity is the final element in the cycle of occupational competence realization and the most crucial component of the professional becoming of a specialist, in particular, since the acquired knowledge, skills, and abilities are directly applied in real conditions of occupational work at this stage. It represents a certain criterion for the effectiveness of the previous periods of the CPD because the level of adaptability of a specialist, his/her ability to make informed decisions, analyze situations, and predict their development is revealed specifically in the course of functional activity.

The core of hands-on operations lies in the interaction between the theoretical framework and real-world experience, where intelligence gets functional significance and teaching methods are transformed into mechanisms for solving actual professional problems. Practical activity is characterized by complexity, as it requires not only the mechanical application of the obtained models and procedures but also critical comprehension of each situation faced by the staff. In the current context of occupational activity, especially in the areas of security and defense, public administration, the ability to act in the face of instability, limited resources, and responsibility for made decisions is of great significance.

The professional sphere of the personnel training system for governmental special-purpose agencies covers a wide range of tasks that differ significantly in terms of complexity and urgency. The dynamism of practice is determined by its variability and the need to adapt to a particular context. Praxis has an extremely important value at military formations with law enforcement functions in the field of state security since direct participation in combat activities or special operations is the main indicator of the professional competence of regular staff.

Apart from performing functional duties in the course of exercises, there also occurs a process of continuous self-improvement, which is reflected in the ability to analyze one's own actions, identify errors, and quickly eliminate them. This is due to occupational reflection, which contributes to the formation of innovative approaches to problem solution.

Therefore, practical activity is not only a phase of professional becoming but also an element of career growth that ensures the effective functioning of personnel in a real service environment and the main indicator of the quality of education, training, and personal readiness to perform MSM.

Professional growth involves the gradual formation of a specialist's individuality through the integration of training within the limits of received schooling with preparation, specialized vocational skills, and actual practical activity. Its essence is to acquire and improve the competencies necessary for the effective performance of occupational duties.

That process involves such components as specialized vocational training and on-the-job routine. Its dynamic nature is also distinctive: it does not end at the stage of initial indoctrination or the first years of service but lasts throughout life. Accordingly, effective professional growth stipulates more than just the integration of specialized training and functional work but also a willingness to gain new knowledge and improve received skills.

After analyzing all the elements of the continuous professional development system, it is worth noting that such a pattern is a precondition for effective vocational activity, as it is not a static phase in the personnel's career but a long-term process that integrates constant information updates, adaptation to changing environments, and perfection of practical skills. Its purpose is to ensure that the staff meets the modern requirements of the profession, develops the ability to think analytically, forecasts progress trends, and actively influences the occupational environment.

One of the main characteristics of continuous professional advancement is its multilevel structure, which covers studies at the stage of degree receiving or primary specialization, as well as a system of continuous improvement: updating theoretical knowledge, developing skills, and improving command competencies. The permanence of this process secures the sustainability of expert efficiency, which is especially important for the operations of special purpose state bodies and military formations with law enforcement functions in the field of providing national safety.

The modern scheme of professional development implies not only education and instruction but also independent work and exchange of experience. The staff's ability to critically evaluate their level of preparation, identify weaknesses, and actively work to resolve them is important. Successful vocational

realization requires a systematic approach in which training and practice are viewed not as separate stages but as mutually dependent components of a single process of progress.

Agencies that provide conditions for staff qualification advance gain a competitive advantage due to the high level of their competence. It shows that CPD has a significant impact on the institutional layer since the involved professionals demonstrate greater flexibility in decision-making, the capacity for independent analysis, and confidence in the career activity simultaneously. It is also necessary to emphasize the maintenance and improvement of skills throughout the entire career assurance. Participation in meetings, practice, and international exercises, as well as studying new technologies and methods in the security and defense sphere, contributes to that [12]. For example, the NGU system provides for periodic retraining and qualification upgrading [13], which makes it possible to be ready to perform tasks in the new circumstances of the offensive brigades.

Therefore, ongoing professional development is a complex process where the effectiveness depends on institutional support, personal motivation of the workforce, availability of appropriate educational opportunities, and the potential to adapt to the dynamic conditions of the occupational environment.

The provision of common approaches to defining and improving the competencies of personnel of state special forces and military formations with law enforcement functions should help to maximize the activation of the CPD elements. Expansion and improvement of vocational standards in accordance with the methodological recommendations that define the legal and regulatory foundations and practical approaches to their creation, implementation, and upgrade is a tool for doing so.

Special attention to raising the professional standards of security forces contributes to the effective performance of law enforcement structures and military formations, standardization of the requirements for knowledge, skills, and capacities of the staff, and compliance with modern demands. Vocational norms are the basis for the formation of a system of professional qualifications, which, in turn, affects the training and retraining of personnel, their certification, and career growth [14]. Clearly defined standards regulating both core competencies and special skills at the tactical and operational levels are critical.

The process of drafting and approving vocational standards allows for the consideration of international experience, facilitating Ukraine's integration into the global structure of job qualifications. Professional standards should be regularly renewed in line with the changes in the security force structures, technological progress, and new assignments.

The evolution of professional standards for the power sector is a strategic step in improving the efficiency of state bodies and military formations in the field of national security and defense. It will help to systematize personnel training, ensure transparency of recruitment policy, and increase the level of staff professional development.

Conclusions

Thus, continuous professional development is an important component of ensuring high efficiency and competence of personnel for special purpose state bodies and military formations with law enforcement functions in the field of public security, especially in the context of rapid technological advances, legal and regulatory base changes, and new challenges in securing national safety and defense. Its performance depends on a balanced combination of theoretical knowledge and practical experience.

A well-coordinated operation of the system of continuous occupational evolution, which should be flexible, comprehensive, and focused on modern military realities, plays a significant role. The research of this system resulted in the following conclusions.

1. The scheme of ongoing professional development is an integral part of occupational activity, which ensures continuous knowledge, skills, and abilities are updated in accordance with contemporary requirements. The modern world demands not only basic education or periodic advanced training but also constant improvement of competencies through a system of assemblies, educational courses, internships, and self-study.

2. The periodic renewal of the components of continuing professional development will help to meet the requirements of the times constantly. It requires reviewing the regulatory framework, implementing new instructional methods, and expanding access to learning resources. In addition, there is a need to ensure the relationship among fundamental education, professional training, and practical activities, which facilitates adaptation to real-life conditions of service.

3. One of the main components of continuous vocational development in the field of public administration and security is the standardization of requirements for job competencies, which guarantees a unified approach to personnel training, assessing, and certifying. The design and improvement of professional standards for special-purpose state bodies and military formations with law enforcement functions should be based on modern practices, considering national specifics and tasks in the security and defense sector. Special attention should be paid not only to technical preparation but also to tactical/operational analysis and information security training. Standards must ensure the integration of vocational education and practical learning for the creation of an effective system of training highly qualified specialists.

Further scientific research in the field of lifelong professional development should focus on improving the system of professional training, optimizing curricula, and upgrading the set of standards for the occupational activities of special public authorities and military formations performing law enforcement duties in the field of state security.

References

1. *Zakon Ukrainy "Pro Sluzhbu bezpeky Ukrainy" № 2229-12* [Law of Ukraine about the Security Service of Ukraine activity no. 2229-12]. (1992, March 25). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surl.lujatgyv> (accessed 20 January 2025) [in Ukrainian].

2. *Zakon Ukrainy "Pro derzhavnu okhoronu orhaniv derzhavnoi vlady Ukrainy ta posadovykh osib" № 160/98-BP* [Law of Ukraine about the State Protection of State Authorities of Ukraine and Officials activity no. 160/98-BP]. (1998, March 4). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surl.li/xfucky> (accessed 20 January 2025) [in Ukrainian].

3. *Zakon Ukrainy "Pro Derzhavnu prykordonnu sluzhbu Ukrainy" № 661-IV* [Law of Ukraine about the State Border Guard Service of Ukraine activity no. 661-IV]. (2003, April 3). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surl.li/yblpce> (accessed 20 January 2025) [in Ukrainian].

4. *Zakon Ukrainy "Pro Natsionalnu hvardii Ukrainy" № 876-VII* [Law of Ukraine about the National Guard of Ukraine activity no. 876-VII]. (2014, March 3). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surl.li/xtfpnm> (accessed 20 January 2025) [in Ukrainian].

5. *Zakon Ukrainy "Pro osvitu" № 2145-VIII* [Law of Ukraine about the Education activity no. 2145-VIII] (2014, September 3). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surl.cc/cnupem> (accessed 20 January 2025) [in Ukrainian].

6. Riabchii V. V. (2022). *Metodyka i taktyka rozsliduvannia zlochyniv, pidslidnykh slidchym orhaniv bezpeky* [Methods and tactics of investigating crimes investigated by investigators of security agencies]. Retrieved from: <https://surl.li/ninxve> (accessed 4 February 2025) [in Ukrainian].

7. Kopcha V. V. (2024). *Sudovi ta pravookhoronni orhany Ukrainy* [Judicial and law enforcement bodies of Ukraine]. Uzhhorod : UzhNU. Retrieved from: <https://surl.li/vzugot> (accessed 4 February 2025) [in Ukrainian].

8. Horpynych P., Sierbin M. (2022). *Osoblyvosti pobudovy prohramy navchannia dlia kursantiv chetvertoho kursu na kafedri vohnevoi ta taktyko-spetsialnoi pidhotovky Natsionalnoi akademii DPSU* [Peculiarities of building a training program for fourth-year cadets at the Department of Fire and Tactical-Special Training of the National Academy of the State Border Service of Ukraine]. *Zbirnyk naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy*. Khmelnytskyi : NA DPSU, vol. 3 (30), pp. 166–179. DOI: <https://doi.org/10.32453/pedzbirnyk.v30i3.1210> [in Ukrainian].

9. Tikhonov H., Kirilkin E., Shpanchuk H., Smirnov I. (2022). *Napriamy udoskonalennia profesiinoho rozvytku ofiterskoho skladu shchodo pidvyshchennia boiovykh spromozhnosti viisk (syl)* [Directions for improving the professional development of officers in order to increase the combat capabilities of troops (forces)]. *Zbirnyk naukovykh prats Tsentru voienno-stratehichnykh doslidzen Natsionalnoho universytetu oborony Ukrainy imeni Ivana Cherniakhovskoho*, vol. 3 (76), pp. 111–117. DOI: <https://doi.org/10.33099/2304-2745/2022-3-76/111-117> [in Ukrainian].

10. Honcharuk M., Muzychenko D., Shvaliuchynskyi V. (2018). *Shliakhy udoskonalennia pidhotovky fakhivtsiv, diialnist yakykh poviazana zi zbroinym zakhystom derzhavy* [Ways to improve the training of specialists whose activities are related to the armed defense of the state]. *Viiskova osvita*, no. 1 (37), pp. 81–92. DOI: <https://doi.org/10.33099/2617-1783/2018-1/81-91> [in Ukrainian].

11. Bielai S., Holovnia A. (2021). *Teoretychni osnovy vdoskonalennia profesiinoho rozvytku ofitseriv Natsionalnoi hvardii Ukrainy* [Theoretical foundations of improving the professional development of officers of the National Guard of Ukraine]. *Chest i zakon*, no. 2 (77), pp. 35–41. DOI: <https://doi.org/10.33405/2078-7480/2021/2/77/237377> [in Ukrainian].

12. Ktitorov M. O. (2023). *Suchasnyi stan rozvytku systemy viiskovoi osvity yak skladovoi zahalnodержavnoi systemy osvity* [The current state of development of the military education system as a component of the national education system]. *Naukovyi chasopys Ukrainskoho derzhavnoho universytetu imeni Mykhaila Drahomanova*, vol. 92, pp. 59–64. DOI: <https://doi.org/10.31392/NPU-nc.series5.2023.92.1.12> [in Ukrainian].

13. NA NGU (2024). *V Akademii NHU prokhodiat komandno-shtabni kursy taktychnoho rivnia L2* [The NGU Academy conducts command and staff courses of tactical level L2]. *Novyny Natsionalnoi akademii Natsionalnoi hvardii Ukrainy*. Retrieved from: <https://surli.cc/tkgdfk> (accessed 20 March 2025) [in Ukrainian].

14. *Postanova Kabinetu Ministriv Ukrainy "Pro zatverdzhennia Poriadku rozroblennia, vvedennia v diiu ta perehliadu profesiinykh standartiv" № 373* [Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for the Development, Implementation and Revision of Professional Standards" activity no. 373]. (2017, May 31). *Vidomosti Verkhovnoi Rady Ukrainy*. Retrieved from: <https://surli.li/joopoc> (accessed 4 February 2025) [in Ukrainian].

The article was submitted to the editorial office on 17 April 2025

УДК 355.5

В. С. Лук'яненко, В. І. Тробюк

НАУКОВО-КОНЦЕПТУАЛЬНІ ЗАСАДИ РОЗВИТКУ СИСТЕМИ ПІДГОТОВКИ КАДРІВ ДЛЯ ДЕРЖАВНИХ ОРГАНІВ СПЕЦІАЛЬНОГО ПРИЗНАЧЕННЯ І ВІЙСЬКОВИХ ФОРМУВАНЬ З ПРАВООХОРОННИМИ ФУНКЦІЯМИ

Проаналізовано основні тенденції трансформації системи освіти та її адаптації до сучасних викликів, зокрема через війну та гібридні загрози, які вона провокує. Визначено ключові чинники, що впливають на ефективність навчального процесу. Ідеться про рівень початкової підготовки, інтеграцію практичних компонентів у навчальні програми, застосування сучасних технологій і методів навчання.

Досліджено особливості сучасних підходів до формування професійних навичок, необхідних для виконання тактичних, оперативних і стратегічних завдань у різних умовах, зокрема екстремальні ситуації, бойові дії, кризові сценарії та правоохоронна діяльність. Розглянуто значення психологічної підготовки військовослужбовців і працівників правоохоронних органів, зроблено акцент на її впливі на прийняття рішення у стресових умовах, а також на стійкості до психологічного тиску й підтриманні високого рівня бойової готовності.

Визначено критерії оцінювання ефективності професійної освіти, а саме: рівень засвоєння теоретичних знань, здатність оперативно реагувати на ситуації, володіння сучасними технологіями, розвиток лідерських якостей, стратегічного мислення й адаптивності до багатовекторних загроз. Обґрунтовано необхідність удосконалення освітніх програм шляхом упровадження модульного навчання, збільшення кількості практичних занять, активного використання новітніх технологій і посилення міжвідомчої співпраці у підготовці кадрів сектору безпеки і оборони.

Розроблено рекомендації щодо поліпшення підходів до професійної підготовки військовослужбовців і працівників правоохоронних органів. Ідеться про впровадження інноваційних методів навчання, розширення програм спеціалізованої підготовки, інтеграцію сучасних цифрових технологій і створення єдиної системи підготовки кадрів національної безпеки. Доведено необхідність удосконалювання професійних стандартів у системі підготовки кадрів спеціального призначення та

військових формувань з правоохоронними функціями з огляду на сучасні виклики й загрози, що постають перед сектором безпеки і оборони. Оцінено ефективність різних освітніх стратегій, спрямованих на підвищення професійної компетентності, розвиток тактичного мислення, аналіз бойових ситуацій і прийняття обґрунтованих рішень в умовах високої невизначеності.

Доведено, що комплексний підхід до формування професійних компетентностей у військовослужбовців і працівників правоохоронних органів сприятиме зміцненню національної безпеки, підвищенню обороноздатності держави та ефективності виконання службових обов'язків. Рекомендується подальше дослідження в галузі професійної військової і правоохоронної освіти, розширення міжнародного співробітництва та впровадження інноваційних технологій для підтримання розвитку сучасної системи підготовки кадрів сектору безпеки і оборони.

LUKIANENKO Vitalii – Senior Consultant of the Center for Organization of the Educational Process and Scientific Work, Institute of Department of State Protection of Ukraine of Taras Shevchenko National University of Kyiv

<https://orcid.org/0009-0004-5644-1910>

TROBIUK Volodymyr – Candidate of Military Sciences, Associate Professor, Head of the Educational and Scientific Center for the Organization of the Educational Process, National Academy of the National Guard of Ukraine

<https://orcid.org/0000-0002-3248-2935>