

## MILITARY PROFESSIONAL FORMING OF THE CADETS AT VASIL LEVSKI NATIONAL MILITARY UNIVERSITY

Vanya Banabakova<sup>1\*</sup>, Marin Georgiev<sup>2</sup>

<sup>1</sup>Prof. Ph.D., National Military University, Veliko Tarnovo, Bulgaria, email: v.banabakova@abv.bg;

<sup>2</sup>Ph.D. student, National Military University, Veliko Tarnovo, Bulgaria, email: clementon@abv.bg.

\*Corresponding author

### Abstract

The military professional forming of the Cadets results from the mission of “Vasil Levski National Military University” and is the core of their training process. Despite of this, the made efforts not always achieve the desired results during the training of each cadet as versatile officer.

All these require the military professional realization of the cadets to be subjected to an overall and profound analysis and on that base to find out the achievements, to reveal the weaknesses and difficulties of the process, to identify the reasons for them and to outline the directions and means for its improvement.

**Keywords:** Military training, training of cadets.

### 1 INTRODUCTION

The goal of the military professional realization of the Cadets results from the mission of Vasil Levski National Military University. In the light of its contents it represents a developing in the cadets of the basic military professional competences and abilities of the Commander.

The academic training at Vasil Levski National Military University builds the fundamental military professional abilities of the commander in the prevailing part of the graduates.

Part of the graduating officers adapt more difficult to the environment of the military units, they are not capable enough of working together with the subordinated personnel and don't demonstrate the needed independency, activity and persistence during the execution of the assigned duties. Although, that in the last few years the military professional realization of the Cadets is the core of their training, the made efforts not always achieve the desired results during the training of each cadet for a versatile Commander.

All these require the military professional realization of the cadets to be subjected to an overall and profound analysis and on that base to find out the achievements, to reveal the weaknesses and difficulties of the process, to identify the reasons for them and to outline the directions and means for its improvement.

### 2 NATURE AND STRUCTURE OF THE MILITARY PROFESSIONAL COMPETENCES AND ABILITIES OF THE COMMANDER

The military professional capabilities of the officer represent a specific reflection of the structure and of the contents of his activity. As we know, it can be reduced to the performance of the following functions: organizer, leader, educator, military specialist, Head of the daily military life. These functions are connected

with each other and complement and support each other while performing the tasks, assigned to the Commanders. A special place among them occupies the organizational function. It represents the main contents of all the rest, ensuring their qualitative performance. Its importance increases rapidly under the modern circumstances (Terziev, Nichev, 2017g, 631-635).

The professional capabilities represent such a totality of individual mental qualities of the person, which determines the successful learning, performance and improvement of the particular activity. The successful learning of knowledge, habits and competences and the building of a Commanders' mastery depend on the capabilities.

On entering Vasil Levski National Military University the young people usually possess only potential capabilities for the performance of the military professional work. These are features of their personality, which had been developed during their former viable activity. Certain inborn prerequisites have a share in this development. They can have both favorable and negative influence on the learning and performance of a particular work.

Gradually during their life and in the process of their training at the Military University the potential capabilities are transforming into actual military professional competences. But they are being upgraded, manifested and developed, depending on the ability of the academic staff to model the conditions of the officer's work and to engage the Cadet to participate actively in the work.

The military professional activity is determined by a range of military professional qualities and competences.

The target qualities (motives, affiliations, ideals, interests, leanings, self-esteem) determine the military professional inclination of the Cadet, while the preparedness, including: knowledge, habits and competences, is a necessary condition for the performance of the work.

The combat competences represent capabilities of the brain, of the emotions and of the will. In combination with the organization abilities they guarantee the successful battle guidance. They are being displayed in an analytical-synthetic kind of thinking; in rapid orientation; operability and flexibility of thinking; in ability to capture the trend for change of the situation; in foresight; in combination of courage of thinking and risk with prudence; in sense of the location, time and dynamic of the battle; in preparedness to take a personal responsibility. They comprise also such will qualities, as: purposefulness, persistency and determination, courage and self-control, independency and sense of initiative (Zhelezarov, 2003, p. 82).

The special military competences are particular for each speciality and are reflected in the qualification characteristics and study plans of each speciality (Nichev, 2017, pp. 399-404).

The military educational capabilities include constructive, organization and communicative skills. These skills are based on an educational leaning of the watchfulness, imagination and thinking; on the pedagogical tact and rigour; on the ability to link the study materials with real life and practice; on consistency, convincingness and figurativeness of the speech and also on a number of specific qualities, representing elements of the pedagogical technique.

The organization skills are being specific only for the organization work. They include: specific watchfulness, practical organizational thinking, psychological tact, emotional-cognitive steadiness, rigour and leaning to organizational activity (Zhelezarov, 2009).

The common qualities (discipline, organization, communicativeness, efficiency etc.) make another very important condition for a successful officer's work. They are called "common", because they are related to the performance of each function of the work. The conditions of the contemporary battle and the training of the military personnel for it require from the Commander also such physical abilities as: strength, steadfastness, fastness, agility and flexibility (Zhelezarov, 2005).

During the process of the officer's practical activity all these qualities and abilities complement and determine one other, affect each other thus developing and readjusting. Depending on the contents and the specific features of the speciality, some of them become more important, occupying a leading position, while others step backward (Terziev, Nichev, 2017a, pp. 627-630; Terziev, Nichev, 2017g, pp. 631-635).

### **3 ORIENTATION OF THE WORK OF THE ACADEMIC STAFF FOR THE FORMATION OF MILITARY PROFESSIONAL CAPABILITIES IN THE CADETS AND WAYS FOR THE WORK IMPROVEMENT**

The formation of military professional capabilities in the Cadets is a complicated, extensive and controversial process, which is implemented in a particular social environment and depends on multiple factors.

A defining factor of the social building up of the cadet is the socio-political environment with its social relations, ethic and morality. It has influence on the Cadet and determines his leaning and his military professional activity according to motives, means and methods.

The socio-political environment affects the Cadets directly and by means of its military organization – the Army. Their influence, normally, is being mediated by the so called “microenvironment” – National Military University, military unit or family.

The main position among the components of the microenvironment is occupied by the National Military University. It represents a sort of barrier, which breaks the influences, coming from outside (making some of them stronger, others – weaker or neutralized, or transforming others, or becoming a source of others).

Main components of the military educational environment, which take the defining place in the military professional building of the Cadets, are: the educational process, the activities, resulting from the daily regime, and the military-patriotic work.

The primary team – the platoon or the class detachment, which is manifested as a special socio-psychological group, regulating the behavior and the activity of the Cadet, occupies a special position in the military-educational environment. In the process of the military professional building it takes a special place, including it into definite military functional and personal relations by means of the taken roles. Among them the most important are both: the role of the military chain of command – commander or manager and in the interpersonal relations – leader or captain. Precisely these roles determine the ways of interaction or communication of the cadet, hence, his opportunities to be built up as an officer (Terziev, Nichev, 2017f, pp. 682-694).

In the process of mastering of each of the roles, the primary team affects strongly its members. It determines to a great extent their approach to the military profession, the learning process and to the occupied role, the ideals and the life aspirations and this way determines, what the group expects from the cadet, consequently the mechanism of self-control.

Determinant however is not the role of the team as a whole, but of the so called “reference” (sample) group or persons, with whose conceptions or actions the person aspires to harmonize his own behavior.

The most important role among the factors of the military educational environment has the military pedagogical team. Its main function is to transform the demands, which are expected from the cadets, into demands of the person from himself. For this specific purpose, the team directs and connects all the rest factors into elements of the common educational system, characterized by a deliberate and purposeful kind of educational process (Ivanov, I., I. Zhelezarov, 1998).

#### **4 IMPROVEMENT OF THE FORMING OF THE MILITARY PROFESSIONAL QUALITIES DURING THE EDUCATIONAL PROCESS**

The educational process is the main source of knowledge for the Cadets, a base for forming and developing of their personality, for stimulation of the self-education. The analyses of the military professional forming of the cadets during the study process has shown, that certain success has been achieved in the rational utilization of particular subject disciplines and kinds of training classes. These are foremost the tactical, the special tactic and the all-army disciplines.

The general educational disciplines possess great opportunities for the development of the cognitive and emotional-volitional processes, of the psychomotorik, of the speech and of the practical purposefulness of thinking. It relates to the fundament for the origin of these qualities, which represent a potential basis of the military professional capabilities and competences. Without such disciplines the modern officer would not be able to obtain a creative, independent and critical professional thinking.

The complete utilization of these disciplines for the military professional forming of the Cadet requires: participation of each cadet into an active intellectual and practical work during the whole process of the lesson; systematic and daily practical training and persuasion of the Cadets, that each of the disciplines has been studied not only in order to broaden their knowledge, but also for the sake of their future work, and that all studied subjects must become means of action and research; utilization of the practical classes not only as an illustration of the theoretical concepts, but as a source of knowledge and especially as a sphere of their implementation; the implementation of knowledge must have a creative character and to be connected with the future activity; a special attention must be paid to the development of the speech abilities of the cadets (Terziev, Nichev, 2017c, pp. 659-670).

The realization of these demands improves the opportunities also of the profile disciplines.

## **5 IMPROVEMENT OF THE FORMING OF MILITARY PROFESSIONAL CAPABILITIES DURING THE TRAINEESHIP AND THE PRACTICE**

Terziev and Nichev share the opinion, that in the traineeship and the practice as an integral, but specific part of the educational process possess their own peculiarities during the military professional forming of the Cadets. They provide the cadets the opportunity to get familiar directly through observation and personal participation with the life organization in the military units and with the complicated and versatile work of the Commanders. The Cadets have the chance to exercise to solve different tasks at the real situation of the military service. The life in the military units gives the cadets the opportunity to be convinced in the significance of the organization, of the discipline and especially of the personal capabilities of the Commander (Terziev, Nichev, 2017e, pp. 646-658; Terziev, Nichev, 2017f, pp. 682-694; Terziev, Nichev, 2017g, pp. 631-635).

The complete implementation of the capacities of the practice regarding the military professional forming of the Cadets requires: high grade and complete coordination concerning the practice; linking the assignment with the tasks of the military unit and its subordination to the military professional forming of the Cadet. It's necessary to consider the practice to be the highest level of this process and to guarantee the needed personal interest of the Unit Commanders for the adequate and qualitative implementation of the practice assignments. From this point of view, it's purposeful to improve categorically the control over the practice of the National Military University (Terziev, Nichev, 2017e, pp. 646-658). Also high finality and impartiality are needed for the evaluation of the Cadets' work during the practice.

## **6 IMPROVEMENT OF THE FORMING OF MILITARY PROFESSIONAL CAPABILITIES FOR THE ACTIVITIES, RESULTING FROM THE DAILY REGIME AT THE NATIONAL MILITARY UNIVERSITY**

In the military service there is no single act, which wouldn't play any educational role and in case of a particular pedagogical management wouldn't facilitate for the forming of the needed personality. In this respect, the regime of Vasil Levski National Military University and the resulting activities of the cadets is an irreplaceable practical school for the verification and the forming of their military professional qualities.

The daily regime at the National Military University provides opportunities for the habituation of such capabilities as: organization, discipline and high culture of behavior. A special attention must be paid to the performance of the duties of the non-commissioned commanders and the obligations of the officials of the twenty-four-hour duty detail (Terziev, Nichev, 2017b, pp. 447-451; Terziev, Nichev, 2017c, pp. 659-670).

The rational utilization of the daily regime for the perfection of the military professional forming of the Cadets requires: the elaboration of a carefully considered system for the transition of the Cadets through the main posts, resulting from the University regime; during the performance of each position the cadets must learn the rules for its implementation; the demonstrated by the Cadets abilities at these posts and the attitude of the Cadets to the posts must be periodically discussed; the cadet has to be deliberately stimulated at his commander work in order to improve his personal organization, discipline and culture of behavior, taking into account his individual specific features; training of the cadets for means and ways of self-education; increasing the requirements for the finality of the command-teaching staff and especially regarding its personal model.

## **7 IMPROVEMENT OF THE FORMING OF MILITARY PROFESSIONAL CAPABILITIES AT THE SOCIAL ACTIVITY**

The character of the social activity allows such moral qualities to appear, to be formed and developed in the process of its performance, as: team spirit, sense of social responsibility, criticism and self-criticism, aspiration for self-perfection etc. Along with this it facilitates the development of organizational skills in the cadets (Nichev, 2017, pp. 399-404). All this facts show, that the social activity is not just one of the spheres, where the cadet is built up as an officer, but also is such an environment, outside which this forming could not be complete.

### **7.1 Self-Education of the Cadet As Officer**

The revealing of the process of forming military professional qualities in the cadets can't be complete without evaluating their own role for the process. The attitude of the person towards his own progress is one of the topical problems of the contemporary pedagogic.

The self-education is treated as means of assisting and supplementing the education, as motive power for the development of the person and as a necessary way for the versatile development, as the highest degree of participation in one's progress, as eminence of self-recognition, as growth of the independency and of the self-educational progress etc. All these definitions reveal its essence and its extraordinary role as a forming factor from different sides. That's why the versatile pedagogic activity of the command-teaching staff affects in so far as it facilitates the deliberate and active work of the cadets aimed on their own perfection. This way, the self-education, its scope and its level are peculiar indicators of the education effectiveness.

Nichev and Terziev emphasize, that the improvement of the military professional forming of the cadets, it's not purposeful to neglect the deliberate utilization of such a powerful factor as the self-education. It's an exceptional way of compensating the weakness of the individual educational work. A number of lecturers couldn't be able to hold a successful educational activity, if the cadets were not facilitating the process, implementing alone their capabilities (Terziev, Nichev, 2017b, pp. 447-451; Terziev, Nichev, 2017c, pp. 659-670 Terziev, Nichev, 2017d, pp. 695-706).

It's necessary, along with increasing the role of the organizational and educational work of the lecturer, also to facilitate the cadets in their real self-evaluation of their own capabilities. There exist different ways of activating their discontent at the achieved progress level and their aspiration for self-perfection.

It's of special importance to orientate and to facilitate the cadets for the self-evaluation of their personal organization of the self-education. Special attention must be paid to the stimuli, to the gradual and durable recognition of those stimuli, which are of public significance.

## **7.2 Planning and Reporting of the Military Professional Building up of the Cadets**

The military professional forming of the cadets needs no special planning, because is being implemented at an organic integrity with the remaining tasks, being solved by the educative work at the NMU. This means in no way, that it's being implemented by itself in the process of solving other tasks. It's necessary to pay a special attention to the military professional forming of the cadets, whereby its goals and organization are reflected into the study programs, in the curricula, in the practice, in the educational and further initiatives.

In order to make the process of the military professional forming more effective, it must be manageable. Without a particular impartial evaluation of the results of that management process as a deliberate and purposeful activity, it can't be discussed. That's why the question about the studying, the evaluating and the reporting of the military professional qualities attains a special significance.

## **8 CONCLUSION**

The achieving of the goal for an even more complete military professional forming of the cadets demands to orientate the educational activity to the following main directions:

First, increasing the effectiveness of the military professional forming, through the complete utilization of the opportunities of all components of the social environment, of all its factors, specific stimuli and means; a special attention must be paid to the development of the training and material facilities and its subordination to this forming.

Second, increasing the educational role of the academic staff, increasing the role of the personal model sample and perfection of the special preparedness in the sphere of the military professional forming, evaluating and reporting.

Third, stimulating and facilitating the self-education of the military professional qualities in the cadets.

Fourth, linking all directions, conditions and factors of the military professional forming into an integral, purposeful educational system, having influence on the cadets during the whole process of training at the „Vassil Levski” National Military University.

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