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## **TRAINING CONDITIONS TO COUNTER NEGATIVE INFORMATIONAL AND PSYCHOLOGICAL INFLUENCE**

The article thoroughly analyses concepts such as “conditions” and “conditions for training future officers to counteract the enemy’s negative informational and psychological influence amidst information warfare”. A study of the scientific literature devoted to the problem of interpreting the term “conditions” revealed a variety of approaches and ambiguity in scientists’ views regarding its definition. The unanimity of the scholarly position that the proposed definition plays the role of a kind of “bridge” between theoretical principles and practical implementation was established. As an expression of methodological foundations for shaping a certain phenomenon, it contributes to achieving predetermined goals by integrating innovations into the educational process. Based on the analysis of studies on the topic concerned, it was found that researchers actively use such methods as expert assessment, discussions, and ranking in the process of determining conditions. The study outlines the conditions necessary for training future officers to effectively counteract the enemy’s negative informational and psychological influence in the context of information warfare. The need to improve the system of ensuring the national security of Ukraine is substantiated, taking into account the specifics of the State Border Service of Ukraine. Separate approaches to defining hybrid war are studied, the essence and general features of hybrid war are determined, and problematic issues of protecting national interests at the state border are analyzed.

**Key words:** training, readiness, readiness for professional activity, condition, personnel, action, effectiveness, efficiency, hybrid war; national security, State Border Service of Ukraine, armed aggression; counteraction, negative informational and psychological impact, information war.

**Problem statement.** Analysis of ways to train future border guard officers to counteract the enemy’s negative informational and psychological influence under information warfare includes determining the conditions that contribute to optimizing the personnel training process. The relevant training should be based on the prin-

ciples of countering the negative informational and psychological influence of the enemy. The main result of such an approach is the formation of the readiness of future officers to make the right decisions and take reasonable actions in professional activities. This idea relies on the principled position of Yu. Babansky, who emphasizes that

the effectiveness of any process directly depends on the conditions in which it takes place. To determine the essential content of the concepts of “conditions”, “conditions for training future officers to counteract the enemy’s negative informational and psychological influence amidst information warfare”, an analysis of literary sources was carried out within the framework of the study. Reference, encyclopedic, dictionary materials, as well as works on philosophy, pedagogy, psychology and military affairs, which highlight various aspects of the specified issues, were taken into account.

#### **Analysis of recent research and publications.**

A lack of systematic scientific research aimed at developing theoretical foundations for substantiating the conditions for training future officers to effectively counteract the negative informational and psychological influence of the aggressor in the context of information warfare has been identified. However, the scientific literature highlights the fundamentals of military pedagogy by D. Ishchenko [Ishchenko: 3] and the findings of scientific research on the professional training of future officers (V. Georgiev [Georgiev: 2], Yu. Lisnichenko [Lisnichenko: 4], O. Torichny [Torichny: 9], M. Khrupalo [Khrupalo: 10], I. Melnychuk [Melnichuk: 6], O. Tsarenko [Tsarenko: 11], V. Yagupov [Yagupov: 20], and others). Issues of pedagogical praxeology have also been the subject of scientific research.

**The purpose of the article.** Determining the conditions for training future officers to counteract the enemy’s negative informational and psychological influence in the context of information warfare and experimentally testing their effectiveness during the process.

**Presentation of the main material.** The “New Philosophical Encyclopedia” defines the term “condition” as a category reflecting the universal relationships of things with the factors that ensure their emergence and existence [Markitantonov: 5]. Thus, conditions determine the environment where a particular phenomenon or process is formed, functions, and develops. In dictionary sources this concept is interpreted as “necessary circumstances or specific characteristics of reality that allow implementing, creating, or forming something and contributing to this” [The Great Explanatory Dictionary of the Modern Ukrainian Language:

1]. The study indicates that the creation of appropriate conditions will contribute to the formation of the readiness of future officers to counteract the negative informational and psychological influence of the enemy under information warfare. In this context, the opinion of military educator D. Ishchenko is of particular importance. Studying the pedagogical aspects of increasing the effectiveness of professional training in higher military educational institutions of Ukraine, he emphasizes that conditions should be considered as a set of external and internal factors that influence the development of a specific mental phenomenon. At the same time, this influence is exerted through the activity of an individual and social dynamics.

In the Psychological and Pedagogical Dictionary, the concept of “pedagogical conditions” is defined as “factors (from Latin factor – factor), that is, the driving force or cause of a certain process”. At the same time, in modern science there is a diversity of views on the essence and content of the relevant category. For example, O. Pehota, investigating aspects of training future specialists for professional activity, substantiates that conditions are a complex of specific forms, methods, material factors, and real or subjectively created situations necessary to achieve a certain pedagogical goal [Pehota: 7]. A similar point of view is also held by O. Torichny [Torichny: 9].

Analyzing the features of training future officers to perform professional duties while mastering majors, Yu. Lisnichenko interprets conditions as an interconnected system of circumstances, factors, and external effects that ensure the most effective formation of future officers’ readiness for professional activity within the framework of learning majors [Lisnichenko: 4]. V. Georgiev’s study thoroughly analyses the concept of “conditions” amidst the formation of professional competence of future officers of highly mobile airborne troops during their professional training. The author defines conditions as a set of circumstances that contribute to the acquisition of professional knowledge, the formation of skills and know-how, as well as the development of personal and professional qualities necessary for the successful performance of official duties [Georgiev: 2].

The analysis of scientific literature devoted to the interpretation of the term “conditions” revealed a variety of approaches and a certain ambiguity in

its understanding among scientists. At the same time, the common point of view remains the belief that this definition is a “bridge” between theoretical principles and practical activities. Based on the methodological foundations for developing a certain phenomenon, it contributes to achieving previously defined goals by integrating innovative approaches into the educational process.

In the framework of the present article, we would like to highlight the scientific works of A. Shevchenko, which deserve special attention. The author thoroughly analyzes the problem of increasing the effectiveness of the formation of professional competence of future rear officers in the process of their professional training. He theoretically substantiated and practically verified a set of conditions that contribute to the process. Such conditions include the creation of an educational environment in military educational institutions that stimulates positive motivation for professional activity; the introduction of interactive technologies to increase the effectiveness of the personnel's cognitive activity; improving practical training by activating the independent work of the military personnel; stimulating self-improvement of personal qualities and the formation of the professional position of future officers [Shevchenko : 12]. We support the researcher's standpoint, who emphasizes the importance of introducing innovative approaches and improving the practical training of future officers for the effective performance of professional tasks.

It is essential to mark the detailed study of pedagogical conditions in the works of Yu. Lisnichenko, who proved that the effectiveness of training future officers for professional activity while mastering majors is significantly increased if the educational process is oriented towards the following aspects: the formation of motivation to study majors within the framework of professional training based on a competency-based approach; the activation of the educational process through the use of interactive methods for the development of professional skills; the organization of independent work in order to improve the quality of their training.

The research findings by M. Khrupal, who theoretically justified and practically tested the effectiveness of the conditions for developing professional competence of future rear officers, were taken into account. In particular, he integrated

the means of project activity into the educational process of higher military educational institutions. Such conditions include the following: creating a stable motivation and forming a value-based attitude towards project activity; using the means of project activity at different stages of their professional training; as well as ensuring subject-subject interaction between teachers and cadets aimed at developing professional competence through the implementation of project activity [Khrupalo: 10]. We share the author's opinion on the importance of raising the issue of axiology during professional training of future border guard officers to counteract the negative informational and psychological influence of the aggressor under information warfare [Shevchenko: 12]. As O. Masly rightly notes, key measures aimed at developing motivation in future officers, especially amidst hybrid warfare, are the formation of clear value orientations that determine their focus on achieving high results and effectiveness in practical activities. An important role is also played by the development of self-confidence of military specialists and the stimulation of the desire for constant professional self-improvement during the educational process [Yurchak: 13].

A targeted analysis of scientific research using a comparative-logistic approach in the field of training future officers for professional activity made it possible to identify the most universal and specific factors. It is advisable to adapt them to solve problems related to the implementation of measures to counteract the negative informational and psychological influence. Given the research approaches of modern scientists (psychologists, teachers, and military educators) and the present article's subject and objectives, the conditions for training future border guard officers to counteract the negative informational and psychological impact on personnel are considered as a specially developed system of means, methods, and techniques of a praxeological nature [Yurchak: 14]. Their optimal combination contributes to the formation of a praxeological-correctional pedagogical environment, which ensures maximum efficiency in training future officers for effective and productive professional activity [Yurchak: 15].

The process of determining the conditions of the study was based on a comprehensive approach that took into account several key aspects

[Yurchak: 16]. In particular, these are the requirements of the educational and qualification characteristics of graduates of military higher educational institutions and the curriculum of future border guard officers [Yurchak: 17]. The authors also pay attention to the general didactic principles of organizing the educational process of military personnel, research findings aimed at determining the conditions for the formation of professionally significant qualities through innovative methodological approaches, as well as the specifics of professional training for performing tasks [Yurchak: 18]. In addition, the process was based on the methodological principles of military praxeology, the central element of which is the logical requirements for organizing rational and effective actions of future border guard officers in the context of their professional duties [Yurchak: 21]. Analyzing dissertation research related to the issue under consideration, it was found that when determining the conditions for optimizing the process of forming a certain phenomenon, researchers widely use such methods as expert evaluation, collective discussion, and ranking [On the Information: 8].

To determine the most effective training conditions for professional activities aimed at counteracting the negative informational and psychological influence of the aggressor and minimizing the subjective influence on the specified process, the method of ranking conditions was applied. The experts were 12 teachers of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytsky, who took part in the. The teachers were offered a questionnaire containing 15 options of conditions in random order for the implementation of praxeology ideas in the process of professional training of future officers [Yurchak: 19]. The participants were asked to rank the proposed factors, choosing those that they regarded the most effective for ensuring training for professional activities aimed at counteracting the negative informational and psychological influence of the enemy. Analysis of the experts'

answers, taking into account the identified priorities, made it possible to single out the conditions that became the basis of the study, namely:

- 1) formation of motivational and value orientations of the personnel towards the performance of professional duties under increased informational and psychological load;
- 2) formation of sustainable professional competencies that ensure readiness to counteract negative informational and psychological influence;
- 3) integration of individual and group forms of learning using innovative technologies.

The implementation of these conditions revealed their positive impact on the process of forming readiness to counteract the aggressor's negative informational and psychological influence.

**Conclusions.** Thus, based on the application of literature analysis on the issues concerned, observations, interviews and surveys of teachers, it was determined that the specified conditions can significantly affect the effectiveness of training future border guard officers to counteract the enemy's negative informational and psychological influence under information warfare and professional activities aimed at counteracting the relevant impact. When determining pedagogical conditions, it was taken into account that they are a structural framework for the implementation of pedagogical models. Since the readiness of a future officer to perform "correct" professional actions is considered as a certain pedagogical model, which is important to regard in the educational process of military and police universities, a hypothesis was put forward that each condition should be focused on the formation of a particular component of readiness under consideration.

Future prospects include the study of advanced pedagogical experience and the accumulation of our own pedagogical conditions for counteracting negative informational influence on prisoners of war by the enemy, as well as the study of ways to counter negative informational influence on personnel in enemy captivity.

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## **УМОВИ ПІДГОТОВКИ ДО ПРОТИДІЇ НЕГАТИВНОМУ ІНФОРМАЦІЙНО-ПСИХОЛОГІЧНОМУ ВПЛИВУ**

У статті проведено ґрунтовний аналіз понять, як “умови”, та “ умови підготовки майбутніх офіцерів до протидії негативному інформаційно-психологічному впливу противника в умовах інформаційної війни”. Дослідження наукової літератури, присвяченої проблемі інтерпретації терміна “умови”, виявило різноманіття підходів і неоднозначність у поглядах науковців щодо його визначення. З’ясовано однастайність позиції учених, що запропоноване визначення виконує роль своєрідного “містка” між теоретичними засадами та практичною реалізацією. Воно як вираження методологічних основ формування певного явища сприяє досягненню заздалегідь визначених цілей через інтеграцію інновацій у навчально-виховний процес. На основі аналізу досліджень, присвячених обраній тематичі, з’ясовано, що дослідники у процесі визначення умов активно застосовують такі методи, як експертна оцінка, дискусії та ранжування. У ході дослідження окреслено умови, необхідні для підготовки майбутніх офіцерів до ефективної протидії негативному інформаційно-психологічному впливу ворога в контексті інформаційної війни. Обґрунтовано необхідність удосконалення системи забезпечення національної безпеки України з урахуванням специфіки Державної прикордонної служби України. Вивчено окремі підходи до визначення гібридної війни, визначено сутність та загальні риси гібридної війни, проаналізовано проблемні питання захисту національних інтересів на державному кордоні.

**Ключові слова:** підготовка, готовність, готовність до професійної діяльності, умова, особовий склад, дія; результативність, ефективність, гібридна війна, національна безпека, Державна прикордонна служба України, збройна агресія, протидія, негативний інформаційно-психологічний вплив, інформаційна війна.