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Leadership qualities of physical training teacher of higher military educational institution

Cechy przywódcze nauczyciela wychowania fizycznego wyższej uczelni wojskowej

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Abstract. The effectiveness of higher education teacher's (hereinafter in the text: teacher) work, the success of cadets in physical culture and sports events, the level of their somatic health and psychophysical state largely depends on the high level of professional training of physical education specialists, the leadership qualities of teachers, and their attitude to the educational and training process. The article considers the issue of leadership qualities of physical training teacher of a higher military educational institution in the process of physical education, special physical training and sports of future officers. The research was conducted jointly by specialists of the Department of Social Sciences and the Department of Physical Education, Special Physical Training and Sports of the Zhytomyr Korolov Military Institute in 2021-2022. In the study, which was aimed to research the leadership qualities of teachers of the Department of Physical Education, Special Physical Training and Sports, senior year cadets as future officers (n = 446) took part. According to the results of an anonymous survey of cadets regarding the determination of the leadership qualities of physical training teachers of the military institute and the relationship between future officers and teachers during physical training classes and individual work with cadets, it was stated that the majority of respondents consider the following to be the main leadership qualities: expertise (knowledge in professional field) (80.4%), organizational skills (75.4%), physical fitness (69.3%), willpower (62.1%), discipline (60.1%), admiration feelings (58.5%), kindness (57.7%). Mutual relations of respect and trust (69.6%), companionship (61.1%), friendly relations (48.9%), etc., prevail between teachers and cadets. Thus, the effectiveness of physical training classes at a higher military educational institution largely depends on the leadership qualities of the teacher and his authority.

Keywords: leadership qualities, higher education teacher, physical training

Abstrakt. Efektywność pracy nauczyciela szkolnictwa wyższego (dalej: nauczyciela), sukcesy podchorążych w kulturze fizycznej i sporcie, poziom ich zdrowia somatycznego i stanu psychofizycznego w dużej mierze zależą od wysokiego poziomu przygotowania zawodowego specjalistów wychowania fizycznego, cech przywódczych nauczycieli oraz ich stosunku do procesu kształcenia i szkolenia. W artykule podjęto problematykę cech przywódczych nauczyciela wychowania fizycznego wyższej uczelni wojskowej w procesie wychowania fizycznego, specjalnego przysposobienia fizycznego i sportu przyszłych oficerów. Badania zostały przeprowadzone wspólnie przez specjalistów Wydziału Nauk Społecznych oraz Katedry Wychowania Fizycznego, Specjalnego Przysposobienia Fizycznego i Sportu Żytomierskiego Instytutu Wojskowego im. Żyłomira Korolowa w latach 2021-2022. W badaniu, którego celem było zbadanie cech przywódczych nauczycieli Katedry Wychowania Fizycznego, Specjalnego Przysposobienia Fizycznego i Sportu, wzięli udział podchorążowie starszych lat jako przyszli oficerowie (n = 446). Zgodnie z wynikami anonimowej ankiety przeprowadzonej wśród podchorążych, dotyczącej określenia cech przywódczych nauczycieli wychowania fizycznego wojskowego instytutu oraz relacji między przyszłymi oficerami a nauczycielami podczas zajęć wychowania fizycznego i indywidualnej pracy z podchorążymi, stwierdzono, że większość respondentów za główne cechy przywódcze uważa: ekspertyzę (wiedza z zakresu zawodowego) (80,4%), umiejętności organizacyjne (75,4%), sprawność fizyczną (69,3%), siłę woli (62,1%), dyscyplinę (60,1%), uczucie podziwu (58,5%) oraz życzliwość (57,7%). Między nauczycielami a kadetami dominują wzajemne relacje oparte na szacunku i zaufaniu (69,6%), koleżeństwie (61,1%), przyjaznych stosunkach (48,9%) itd. Tak więc skuteczność zajęć wychowania fizycznego w wyższej wojskowej instytucji edukacyjnej w dużej mierze zależy od cech przywódczych nauczyciela i jego autorytetu.

Słowa kluczowe: cechy przywódcze, nauczyciel szkolnictwa wyższego, wychowanie fizyczne

Introduction

Nowadays, Ukrainian society, even more than ever, needs professional leaders who could significantly change the main life quality indicators of Ukrainians in the military, economic, social, and moral spheres, as well as revive and elevate the well-being of the population. The Armed Forces of Ukraine play a key role in the state defense capability. Not an exception are military scientific and pedagogical faculty and cadets of higher military educational institutions (hereinafter in the text: HMEI), who have a high level of psychophysical readiness for combat activity and courageously stand in defense of the territorial integrity and inviolability of Ukraine's borders.

Currently, the system of physical education of cadets of HMEI should be considered as the basis of professional health and physical capacity of future officers as higher education graduates, who should also be competent specialists in their field and be competitive. Physical training, as an element of a complete system of physical education, has significant opportunities in improving the efficiency of the professional activity of military personnel, in strengthening their health, and in increasing work capacity.

Physical training affects all components of military personnel combat capability. The objective basis of this is the transfer of physical qualities, motor skills, biological properties of the body, features of the psyche and consciousness of servicemen, formed in the process of physical training, to combat capability. Future officers with a high level of development of physical qualities in combat conditions prevail

on the servicemen who have a lower level of these qualities in various indicators of military professional activity. Thanks to a high level of physical fitness, servicemen are able to overcome significant physical and mental stress, maintain a high level of work capacity and stress resistance, resist the negative factors of combat activity and quickly restore the level of combat capability.

However, today, in the conditions of martial law, there is a negative trend towards the deterioration of the health of entrants to higher military educational institutions, a low level of motivation of cadets to engage in physical training is observed, which results in an insufficient level of physical fitness of future officers of higher military educational institutions and negatively affects the performance combat and other missions as assigned in the future.

The indispensable background for the functioning of the physical education system in the modern conditions of higher education institutions is the professional skill and leadership competences of physical education teachers in implementing a systemic approach, which is designed to ensure the unity of interests of all the participants in the educational and training process. The effectiveness of this process will depend a lot on the teacher himself, as a specialist in his field, his business and personal qualities.

The basis of the professional activity of a teacher of physical training at HMEI is the preventive mission and life-long preservation of one's own health. This is about the style of a teacher that should be a kind of example for the cadets to perform practical actions in terms to improve the quality of life.

Service and educational activities without diseases require future officers to have a certain behavior, lifestyle, diet, and properly organized free time. Taking all this into account, it becomes obvious that the role of the teacher as a leader in physical training in the formation of the psychophysical readiness of future officers for combat activity in the conditions of HMEI is urgent and incontrovertible.

1. Literature review

The analysis of literary references and our own pedagogical experience gives us the opportunity to state that the success of any physical training and sports activities, the effectiveness of physical culture and sports classes largely depend on the academic staff, the level of their professional training, leadership qualities, attitude to the field of their activity. The personality of the teacher, his authority among the cadets play a substantial role in achieving the goals of study and education.

Leadership is comprehended as the process of organizing and managing a small social group, which contributes to the achievement of a common group goal in the shortest possible time with the maximum effect, determined by the prevailing social relations in society (Ahaiev, Kokun, Pishko et al., 2014, pp. 12-14).

Yevhen H. Starokon believes that a leader is a member of a group who performs the main role in organizing joint activities and regulating relationships, according to which the group recognizes the right to make decisions in significant situations to which all members of the group voluntarily obey (Korniiuchuk, Starokon, Shkatula, 2018).

In the study of Boiko, Koberskyi, Kozhevnikov et al. we discover that leadership qualities are personal qualities that ensure effective leadership. However, there is no “universal” set of leadership qualities. The success of becoming a group member as a leader depends on his ability to demonstrate the necessary qualities (including skills, abilities) in the appropriate situations (Boiko, Koberskyi, Kozhevnikov et al., 2012, p. 38).

In the psychological structure of leadership qualities of chiefs, who are physical training teachers, the following main components can be distinguished: communicative and organizational (communicability, persuasiveness, tact, diplomacy, empathy, flexibility, developed speech and organizational skills); emotional and volitional (purposefulness, persistence, determination, self-confidence, demandingness, self-control, stress resistance); motivational (motivation for leadership and success); mental (thinking speed, logic, creativity, insight, the ability to predict and generalize, criticality, prudence); personal (activity, initiative, obligation, reliability, responsibility, sense of humor, optimism, honesty, patriotism, striving for self-improvement) (Ahaiev, Kokun, Pishko et al., 2014, pp. 12-14).

The teacher’s leadership, as a valuable phenomenon, determines the ability to form and implement a vision in life, to lead changes. The key for a leader is the ability to form this vision, that is, an imaginary, positive (optimistic), clear, equally understandable for everyone, concise picture of the desired future. Leadership is based on the ideals of creativity, practicality and strategic thinking, and is characterized by the ability to influence both an individual and a group, directing efforts to achieve the goals of the organization (Korniiuchuk, Starokon, Shkatula, 2018).

The leader can be a teacher who has considerable authority in the team. It is known that the authority of the teacher can dramatically increase the level of perception of the information that he conveys, at this point the mechanisms of suggestion are connected, when beliefs, i.e., the attitude to the values of physical training, are formed even without proper reasoning (Krutsevych, 2008, pp. 65-69). The authority of a physical training teacher, a sports coach is mostly determined by his professional competence, attitude to the professional field, although some of his business qualities, personal traits, as well as external attractiveness play an important role in this.

A thorough analysis of the scientific researches made it possible to determine the integrative characteristics of personal traits and professional and business qualities of physical training teachers of HMEI, which allow them to implement general pedagogical and specific functions, each of which is aimed at solving the

tasks of the educational process on academic discipline “Physical education, special physical training”.

The general pedagogical functions of a teacher include educational, instructional, developmental, cognitive, informative, project, planning, organizational, value orientation, control, communicative and research. Among the specific ones there are health-preserving, preventive, ensuring the safety of life, and judicial (Hryban, 2012, pp. 186-187).

The list of functions of a teacher leader of physical training is not exhaustive, since all functions are closely interconnected, mutually determined, and are a component of the structure of his activity. They can be supplemented, changed and adjusted. Depending on their ratio, as well as the degree of their specific combination in the process of activity, the individual style of the teacher's professional and pedagogical activity is formed.

Among the personal qualities of a specialist that contribute to his success in the field of physical training and can be attributed to the qualities inherent in a teacher leader, the following are important: courage, perseverance, determination, kindness, the ability to empathize with your subordinate (empathy), willpower, honesty, tolerance, justice, the ability to correctly assess the group and implement your plan of action, and if necessary, show flexibility, endurance, energy, find a more optimal relationship with cadets, etc. (Kuramshyna, 2010, pp. 122-123).

The professional abilities of a teacher leader in physical education include the presence of pedagogical abilities; motivation to work in one's field of activity and satisfaction with such work; good personal physical condition, which allows you to show an example of performing a motor task; a fairly high level that corresponds to professional training; personal qualities and external features that cause sympathy in those who are taught; typological features characterized by strength, mobility and balance of the main nervous processes (Hryban, 2012, pp. 186-187).

Tatiana Yu. Krutsevych notes in his study that among capable specialists in physical education, with a fairly objective assessment of their work, there are practically no persons with low professional training. As for the true professional training and professional skill of specialists, then, first of all, it is a good pedagogical method, which contains pedagogical knowledge, skills and abilities, pedagogical forecasting, imagination, and a tendency to pedagogical creativity. A highly qualified specialist combines all this with special knowledge, skills and abilities in the field of physical education. He has general pedagogical knowledge and knows how to apply it in specific sections of physical education (Krutsevych, 2008, pp. 65-69).

The teacher's pedagogical method involves the ability to rely on the didactic principles of learning and the ability to take into account the requirements of the principles of sports training. Pedagogical method includes skillful application of oral, visual and practical teaching strategies and techniques taking into account specific educational situations.

Specialists also distinguish a number of special professional pedagogical skills, which in this case should be possessed by a well-trained professional teacher of physical training. They are gnostic skills associated with deep knowledge in the field of his specialty; project skills, which determine the ability to competently design the dynamics of the learning of educational material; constructive skills related to planning a specific lesson; organizational skills that allow a teacher to organize any specific lesson well, taking into account its features, the audience of the training group, the availability of sports equipment; communication skills that determine the establishment of positive contacts with those who study (Dovidnykmpz.info, 2020).

In our opinion, the professional pedagogical training of a specialist in physical training of the HMEI also assumes that he has a special psychological and pedagogical tact, which is related to empathy and allows him to understand the feelings of his subordinate and establish positive relations of mutual understanding and trust with him. In a relationship with a group or team, this is the way to a good psychological climate. The features of pedagogical tact determine the establishment of such relations between the teacher and the cadets which would be most favorable for the successful solution of educational tasks.

According to Yu. F. Kuramshyn, there are several statements in the tactics of behavior of a teacher and trainer, which characterize the features of pedagogical tact in dealing with those who study, as demandingness without rudeness, self-conceit, and arrogance; unconstrained manner of communication, simplicity of behavior, but without excessive familiarity, the one being taught should not forget that he is dealing with a teacher; manifestation of modesty without pretense, without its self-promotion; and attention to his subordinates, but also without emphasizing it; humor without rude mockery; advice without being overly annoying; the ability to listen without interrupting, without being distracted by other problems, to show interest in the interlocutor, his thoughts, etc. (Kuramshyn, 2010, pp. 122-124).

The successful achievement of academic, training and educational goals indicates the pedagogical skill of a specialist in physical training, the presence of leadership qualities. This is especially peculiar to those cases when some negative situation develops, there is a low motivation of those who study for physical improvement, organizational difficulties arise, but academic issues are still solved. In addition, the presence of professional pedagogical skill is evidenced, as mentioned above, by the observance of the principle of educational training, the obligatory solution of the most important educational tasks, the formation of important personal qualities.

It is also necessary to add that a teacher leader, a specialist in physical training and sports must possess high general culture, high moral, legal and aesthetic education, have good artistic taste, knowledge of literature, art, poetry, fine arts and the field of physical culture.

During physical training and sports classes under the leadership of a teacher leader, in addition to improving the general physical condition and psychophysical

qualities of future officers, which contribute to the mastery of professional activities, a number of personal qualities are developed at a high social level. Such development can take place more effectively if it is purposefully carried out and organized by special pedagogical actions for the transfer of necessary knowledge, the formation of patriotic, moral, legal and aesthetic qualities in the very process of physical training. The role of a teacher, a trainer, who possesses leadership qualities, necessary abilities, professional pedagogical training, pedagogical skill and pedagogical culture, is especially important in this matter.

The aim of the study is to research the leadership qualities of a teacher of physical training of a higher military educational institution in the process of physical education, special physical training and sports of future officers.

2. Method

The study was conducted at Zhytomyr Korolov Military Institute in 2021-2022 by specialists of the Department of Social Sciences and the Department of Physical Education, Special Physical Training and Sports. In the study, which was aimed to research the leadership qualities of teachers of the Department of Physical Education, Special Physical Training and Sports, senior year cadets as future officers (n = 446) took part. The main purpose of the experiment was to study the leadership qualities of the teachers of the Department of Physical Education, Special Physical Training and Sports of the Institute by surveying cadets of the 3rd to 5th years of study. At the end of the study, mathematical processing of the data and analysis of the cadets' answers were carried out.

Research methods: theoretical analysis and generalization of educational and methodological scientific studies on the subject of research and long-term teaching experience; sociological methods (questionnaires); the statistical data processing method was used to process the survey results and display them in tabular forms.

3. Results and discussion

In order to achieve the aim, solve the tasks of physical training of cadets and ensure the effective functioning of the educational process in the academic discipline "Physical education, special physical training", as well as the educational and training process of future officers at the HMEI, the teacher must possess professional competences and leadership qualities and skillfully implement the systemic approach in physical culture and health activities.

Actually, the teacher leader should have a perception of the training group of future officers as a certain system. At the same time, cadets must attend training

sessions on physical training and mass sports activity, independently engage in physical training and sports with a set goal under the guidance of a teacher, coach. There should also be a perception of the educational process of physical training and mass sports activity of future officers as a purposeful complex structure with a certain hierarchy. This means that mass sports activity conducted with a group of cadets by a teacher should be clearly oriented towards the set goal in the form of increasing the level of physical fitness of cadets, forming a motivational and valuable attitude to physical education, increasing functional readiness, strengthening health, attracting future officers to independent physical exercises, etc.

It is mandatory for the teacher leader to observe the principle of conformity of the structure and organization of the educational process in physical training and sports and mass sports activity, that is, the purpose and tasks of the educational process must correspond to the form of their organization. In addition, the teacher must take into account resources, own capabilities and limitations. The setting of goals and objectives, as well as the organization and implementation of the educational process on physical training and sports, as well as mass sports activity of future officers of HMEI should take into account the resources and capabilities of the Department of Physical Education, Special Physical Training and Sports of the Military Institute. Improving the quality of educational work with cadets and methodological support and its implementation in the educational process is considered as the most important resource. The opportunities for future officers to achieve the goal of physical training are consistent with internal and external limitations, i.e., planning. The teacher is obliged to organize and conduct educational classes on physical training and sports and mass sports activity in accordance with the age, sex, individual characteristics of the cadets' bodies, their educational and service activities, daily life, educational and sports base, materiel and technical support of classes, etc.

In addition, it would be expedient for the teacher to take into account the "human factor" when working with cadet teams at HMEI. This requirement of a systemic approach is implemented on the basis of the teacher leader's application in his activities of the achievements of pedagogical and social psychology, the theory of education, and the methodology of moral education. Taking into account the individual characteristics of the cadets by the teacher leader will allow him to effectively manage the process of physical, social and moral formation of the personalities of the future officers of HMEI.

The survey of senior year cadets, which was conducted anonymously for the purpose of reliability of the results, showed that the effectiveness of the influence on future officers in the process of training classes on physical training at HMEI largely depends on the authority of the teacher, his personal and professional leadership qualities, as well as preparedness.

Among personal leadership qualities, cadets consider the following to be the most important: physical fitness (69.3%), willpower (62.1%), admiration feelings (58.5%), kindness (57.7%), attentiveness (53.9%), tolerance (53.7%), honesty (45.8%) and others (see Table 1). It should be noted that among the most important personal leadership qualities that influence the authority of a physical training teacher in the minds of cadets are a high level of personal physical fitness and achievements in a certain sport, strong-willed qualities and the ability to unconsciously arouse feelings of admiration and attract people to oneself.

Table 1. Personal leadership qualities of physical training teachers of HMEI, according to the definition of cadets (in %, n = 446)

No.	Leadership qualities	Year of study at HMEI			Average value in %
		3rd	4th	5th	
1.	Physical fitness	73.5	68.6	65.9	69.3
2.	Willpower	65.7	52.6	68.1	62.1
3.	Admiration feelings	56.8	58.2	60.4	58.5
4.	Kindness	60.6	61.2	57.3	57.7
5.	Attention	54.9	51.7	55.0	53.9
6.	Tolerance	54.4	49.2	57.6	53.7
7.	Honesty	52.1	43.8	41.4	45.8
8.	Justice	43.7	48.6	44.1	45.5
9.	Endurance	39.5	45.1	40.9	41.8
10.	Tact	40.2	39.8	42.1	40.7
11.	Goodwill	35.6	38.6	37.8	37.3
12.	Repartee	38.4	35.1	33.6	35.7
13.	Cheerfulness	31.8	40.0	32.5	34.8
14.	Energy	36.2	32.7	32.2	33.7
15.	Caring	30.1	29.4	32.8	30.8
16.	Optimism	32.3	27.2	30.5	30.0
17.	Compassion	21.6	25.4	20.9	22.6
18.	Attractiveness	18.8	22.4	20.7	20.7
19.	Sincerity	20.9	19.5	21.4	20.6
20.	Talent	18.2	20.8	14.8	17.9

Source: own elaboration

The professional leadership qualities of physical training teachers of HMEI, which according to the cadets are the most important, include expertise (knowledge in professional field) (80.4%), organizational skills (75.4%), discipline (60.1%), enthusiasm for one's work (58.9%), initiative (56.5%), communication skills (54.7%), etc. (see Table 2). It should be emphasized that it is the professional qualities of teachers who are specialists in their field that are rightly given primary importance.

Table 2. Professional leadership qualities of physical training teachers of HMEI, according to the definition of cadets (in %, n = 446)

No.	Leadership qualities	Year of study at HMEI			Average value in %
		3rd	4th	5th	
1.	Expertise	80.2	77.9	83.3	80.4
2.	Organizational skills	72.5	74.6	79.1	75.4
3.	Discipline	69.5	58.4	52.5	60.1
4.	Enthusiasm for one's work	63.7	58.1	54.9	58.9
5.	Initiative	70.4	55.3	43.8	56.5
6.	Communication skills	51.5	63.1	49.7	54.7
7.	Earnestness	43.4	44.5	48.1	45.3
8.	Responsibility	46.2	41.0	36.9	41.4
9.	Demandingness	40.9	36.2	36.7	37.9
10.	Diligence	38.1	39.9	35.3	37.8
11.	Persistence	33.7	42.1	29.4	35.1
12.	Dedication	50.3	24.3	27.6	34.1
13.	Intellectuality	14.6	48.6	25.6	29.6
14.	Rigor	47.2	11.3	-	29.3
15.	Composure	16.4	18.3	27.7	20.8
16.	Independence	18.8	22.1	7.8	16.2
17.	Erudition	11.5	2.8	17.5	10.6
18.	Morale	1.8	12.4	-	7.1

Source: own elaboration

The survey indicated that the perceptions of the senior year cadets about the leadership qualities of physical training teachers of HMEI, which significantly affect his authority, are almost identical, the difference is only in the ranking of these leadership qualities.

The listed qualities inherent in physical training teachers of the HMEI form the style of the teacher's relationship and communication with future officers during the educational process.

Also, the question of the relationship between cadets and teachers of HMEI in the process of training classes on physical training and mass sports activity will be investigated by the method of anonymous questionnaires. The study showed that mutual respect and trust for each other (69.6%), sociable (61.1%) and friendly relations (48.9%), less often official (30.8%), etc. prevail (see Table 3). The cadets appreciate when the teacher is in the role of an elder, and at the same time is on an equal footing with the cadets. Although sometimes there are mutual relationships of familiarity (10.1%) and flirting (2.9%), which does not improve the effectiveness of educational and training classes in any way.

Table 3. Relationships between physical training teachers and cadets in the process of studying at HMEI (in %, n = 446)

No.	Relationship	Year of study at HMEI			Average value in %
		3rd	4th	5th	
1.	Respect and trust	58.2	82.1	68.4	69.6
2.	Sociable	54.8	55.5	72.9	61.1
3.	Friendly	39.1	44.7	62.8	48.9
4.	Official	31.4	33.5	27.5	30.8
5.	Strict and exclusive	14.5	23.6	11.0	16.4
6.	Familiarity	-	6.7	13.4	10.1
7.	Flirting	2.1	3.6	-	2.9

Source: own elaboration

Summary

Currently, there are many different theories and approaches to the justification of teacher leadership as a socio-psychological phenomenon. However, it is known for certain that the level of functioning of the physical training system in the Armed Forces of Ukraine, the effectiveness of physical training classes and mass sports activity at a higher military educational institution largely depends on the professional training, competence, leadership qualities of the teacher and his authority.

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