

**MINISTRY OF DEFENCE OF UKRAINE**

**MILITARY ACADEMY (ODESA)**

**EDUCATIONAL PROGRAMME OF THE  
PROFESSIONAL MILITARY EDUCATION COURSE  
*TACTICAL-LEVEL COMMAND COURSE  
OF SPECIAL OPERATIONS FORCES, L-1C (SOF)***

**according to the military occupational specialty** 081000, 082000, 094100, 094200 "Command and control of special operations units"

**APPROVED**

by the Academic Council of the Military Academy (Odesa)

(the minutes of "27" August 2024 № 1)

Head of the Academic Council

Military Academy (Odesa)

Major General

**Andrii KOVALCHUK**

Put into operation

by the order of the Commandant of the Military Academy (Odesa)

"27" August 2024 year № 696

**Odesa  
2024**

## APPROVAL SHEET

### OF THE EDUCATION PROGRAMME OF THE PROFESSIONAL MILITARY EDUCATION COURSE SPECIAL OPERATIONS TACTICAL-LEVEL COMMAND COURSE L-1C (SOF)

according to the military occupational specialty 081000, 082000, 094100, 094200 "Command and control of special operations units"

APPROVED

Director of the Department of military education and science of the Ministry of Defence of Ukraine  
Doctor of Technical Sciences,  
Professor

Volodymyr MIRNENKO

" \_\_\_\_ " \_\_\_\_\_ 2024

APPROVED

Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine  
Colonel

Oleh PAVLOVSKY

" \_\_\_\_ " \_\_\_\_\_ 2024

APPROVED

Commander of the military unit A0987  
Brigadier General

Oleksander TREPAK

" \_\_\_\_ " \_\_\_\_\_ 2024

**Developed and introduced**

**Head of the working group**

Deputy Chief of Staff of military unit A0987  
Colonel

Dmytro SVISHCHOV

" \_\_\_\_ " \_\_\_\_\_ 2024

## **PREFACE**

### **Developed by a working group:**

Command of the military unit A0987 and the Military Academy (Odesa).  
Order of the Commander of military unit A0987 dated " \_\_\_\_ " \_\_\_\_\_ 20\_\_ year  
№ \_\_\_\_

### **Head of the working group:**

Dmytro SVISHCHOV - Colonel, deputy chief of staff of military unit A0987.

### **Members of the working group:**

Yurii MAKSYMENKO - Colonel, Candidate of Technical Sciences, Associate Professor, Head of the Department of Intelligence and Information Work and Intelligence Equipment of the Faculty of Military Intelligence and Special Operations Forces Training of the Military Academy (Odesa);

Ihor ZELENYI - Lieutenant Colonel, Deputy Head of the Faculty of Military Intelligence and Special Operations Forces Training for Educational and Scientific Work - Head of the Educational Unit of the Military Academy (Odesa);

Ihor SHUMKOV - Colonel, Head of the Department of Management of Military Intelligence and Special Operations Forces of the Faculty of Military Intelligence and Special Operations Forces of the Military Academy (Odesa);

Vitalii RUDYNSKYI - Lieutenant Colonel, Deputy Head of the Department of Management of Military Intelligence and Special Operations Forces of the Faculty of Military Intelligence and Special Operations Forces of the Military Academy (Odesa);

Yurii RYDIN, Lieutenant Colonel, Senior Teacher at the Department of Management of Military Intelligence and Special Operations Forces, Faculty of Military Intelligence and Special Operations Forces, Military Academy (Odesa);

Serhii TRUTNEV - Lieutenant Colonel, Senior Teacher at the Department of Management of Military Intelligence and Special Operations Forces of the Faculty of Military Intelligence and Special Operations Forces of the Military Academy (Odesa);

Volodymyr HERYCH - Major, Teacher of the Department of Management of Military Intelligence and Special Operations Forces of the Faculty of Military Intelligence and Special Operations Forces of the Military Academy (Odesa);

Oleksandr MANOILO, Associate Professor of the Department of Management of Routine Activities of Units of the Military Academy (Odesa), PhD in Military Science, Associate Professor.

### **ACCOUNTED FOR:**

- 1. Professional standard of a tactical officer of the Armed Forces of Ukraine.*
- 2. Comments from internal and external stakeholders.*
- 3. Proposals from students.*
- 4. Experience in combat operations.*

**I. PROFILE OF THE EDUCATIONAL PROGRAMME  
TACTICAL-LEVEL COMMAND COURSE  
OF THE SPECIAL OPERATIONS FORCES L-1C**

<b>1 - General information</b>	
<b>Full name of the higher education institution (HMEI, MTU HEI)</b>	Military Academy (Odesa)
<b>Name of the document on completion and scope of the educational programme of the professional military education course</b>	Certificate of completion of the "Command Course of the Tactical Level of Special Operations (L-1C SSO)" MOS 081000, 082000, 094100, 094200. Scope of the educational programme: 20 ECTS credits.
<b>Background</b>	A higher education degree of at least a bachelor's degree and completion of a tactical level L-1B course.
<b>Language(s) of instruction</b>	Ukrainian
<b>Validity of the educational programme of the professional military education</b>	Until a new educational programme is updated or introduced.
<b>2 - Objectives of the study programme</b>	
Training of highly qualified, comprehensively developed, competitive tactical officers capable of performing special tasks and conducting Special Reconnaissance, making decisions on intelligence tasks, and their comprehensive support in accordance with NATO principles and standards	
<b>3 - Characteristics of the study programme</b>	
<b>Subject area</b>	Field of knowledge: "25" - Military sciences, national security, state border security Speciality: "253" - Military management (by type of Armed Forces) Specialisation: "Management of special operations units".
<b>The main focus of the curriculum of the professional military education course</b>	Special education in the field of military management (by type of Armed Forces) in the area of management of Special Operations Forces units.
<b>Features of the programme</b>	Study of the procedure and methods of performing reconnaissance and special tasks in accordance with the doctrinal and regulatory documents of the Armed Forces of Ukraine and NATO standards, taking into account the experience of combat operations. Study of tactical and special training methods. Study of the procedure for the work of the Special Forces commander in different types of combat according to the procedures of troop management (TLP, MDMP).
<b>4 - Opportunities for graduates to find employment and further education</b>	
<b>Employment opportunities</b>	<i>Commander</i> of a special purpose <i>company</i> of a special operations detachment; <i>Commander of a team</i> (combat swimmers, divers, miners - diving specialist) of a special purpose detachment of a special operations unit; <i>Chief of Staff - Deputy Commander</i> of the Special Operations <i>Unit</i> ; <i>deputy commander of a detachment</i> (diving specialist) of special operations; <i>Head of the operational and planning group</i> of the special operations unit;

	<b>Head of the operational and planning group</b> - diving specialist of the special operations unit;	
<b>Further training</b>	Continuing education in higher military educational institutions of Ukraine and abroad to improve qualifications, taking L-2 courses "Command and Staff Course of Tactical Level", obtaining operational level education. Continuing education in master's programme.	
<b>5 - Teaching and assessment</b>		
<b>Teaching and training</b>	The main types of classes used to teach the components of the educational programme are: lectures, seminars, group, practical, group exercises, tactical (tactical-special, tactical-structure) classes and training, consultations, independent studies.	
<b>Evaluation</b>	Types of control: current, thematic, periodic, final, self-control. Forms of control: oral and written questioning, test tasks, including computer-based testing, presentations, test, exam. The assessment of students' learning outcomes includes the full range of control measures provided by the programme of educational components and is carried out on a 100-point scale, ECTS scale and national scale.	
<b>6 - Programme competences</b>		
<b>Military-specific competences (MSC)</b>	MSC-18	Ability to plan and organise training activities in the subjects of study.
	MSC-19	The ability to use personal authority and leadership qualities of the commander (chief) in the formation of professionalism and leadership of subordinate officers (NCOs) and enlisted personnel. To select and assign servicemen to the positions of junior commanders, taking into account the leadership potential of skills and abilities.
	MSC-20	The ability to apply knowledge and skills in organising and maintaining company economy, providing comprehensive support and manning with the necessary material and technical means, weapons and military equipment of the unit to perform a combat mission.
	MSC-21	Ability to apply knowledge of the organisation of general and direct training of a special task force to perform assigned tasks.
	MSC-22	Ability to perform the duties of an operational officer.
	MSC-23	Ability to manage (as a reconnaissance detachment commander) the personnel of Special Forces groups in the course of performing assigned tasks.
<b>7 - Programme learning outcomes</b>		
<b>Military specialised training</b>	LOmstt-24	Carry out planning and organise training activities by subject.
	LOmst-25	To be able to use personal authority and leadership qualities of the commander (chief) in the formation of professionalism and leadership of subordinate officers (NCOs) and enlisted personnel. To select and assign servicemen to the positions of junior commanders, taking into account the leadership potential of skills and abilities.
	LOmst-26	To be able to organise and maintain company housekeeping, to provide comprehensive support and manning with the necessary material and technical means, weapons and military equipment for the unit to perform a combat mission.
	LOmst-27	Be able to organise the provision of general and direct

		training of a special task force to perform assigned tasks.
	LOmst-28	Know and perform the duties of an operational officer.
	LOmst-29	Be able to manage (as a reconnaissance detachment commander) the personnel of Special Forces groups in the course of performing tasks.
<b>8 - Resource support for programme implementation</b>		
<b>Human resources support</b>	The academic staff involved in the educational programme are full-time employees of the Military Academy, have academic degrees, academic titles and a proven level of scientific and professional activity. Professional competencies are developed by professionals with professional experience and combat experience.	
<b>Logistical support</b>	The material and technical base of the Military Academy (Odesa) and the Centre for Supporting the Educational Process of the Military Academy is used to implement the competences and learning outcomes specified in the programme. The material and technical support meets the licensing requirements for the provision of educational services in the field of higher education and is sufficient to ensure the quality of the educational process, in particular: classrooms; computer classes (laboratories); specialised laboratories; gyms, sports grounds; library, reading room; multimedia equipment; premises for academic staff; barracks; canteen, etc.	
<b>Information and educational support</b>	The programme is implemented using the virtual learning environment of the Military Academy (Odesa), author's developments, textbooks and manuals, and other teaching and learning materials. The official website of the Academy ( <a href="http://vaodesa.mil.gov.ua/">http://vaodesa.mil.gov.ua/</a> ) provides an opportunity to use all available library resources without hindrance.	

**2. A LIST OF COMPONENTS OF THE CURRICULUM OF THE PROFESSIONAL MILITARY EDUCATION COURSE AND THE CORRESPONDENCE OF PROGRAMME COMPETENCES AND LEARNING OUTCOMES TO THE COMPONENTS OF THE CURRICULUM**

**2.1. List of components of the EP**

<b>Code n/disc.</b>	<b>Components of the study programme (academic disciplines)</b>	<b>Number of credits</b>	<b>Form of final control</b>
MS 1.	Leadership	1	Credit
MS 2.	Routine Activities	0,7	Credit
MS 3.	Organisation of Moral and Psychological Support	0,8	Credit
MS 4.	English Language (Intensive Course)	0,5	Credit
MS 5.	Tactics	1,6	Examination
MS 6.	Fundamentals of Military Communications	0,5	Credit
MS 7.	Reconnaissance Training	0,2	Credit
MS 8.	Engineer Support	1	Credit
MS 9.	Medical Support for Units	1	Credit
MS 10.	Fire Control	0,3	Credit
MS 11.	Logistics Support (Logistics Services, Rocket-Artillery Supply) for Military Units	1,6	Credit
MS 12.	Troop Leading Procedures (TLP)	2,7	Credit
MS 13.	Special Reconnaissance	2	Examination
MS 14.	Information and Analytical Work in the Intelligence System	2	Credit
MS 15.	Military Decision-Making Process (MDMP)	4,1	Examination

<b>Total under the loan programme</b>	<b>20</b>	
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## 2.2 Correspondence of programme competences to the components of the study programme

	MS 1.	MS 2.	MS 3.	MS 4.	MS 5.	MS 6.	MS 7.	MS 8.	MS 9.	MS 10.	MS 11.	MS 12	MS 13	MS 14	MS 15
MSC 18		+			+	+	+	+	+	+					
MSC 19	+		+	+											
MSC 20											+				
MSC 21					+	+	+	+	+			+	+	+	
MSC 22													+		
MSC 23													+		+

## 2.3 Relevance of learning outcomes to the components of the study programme

	MS 1.	MS 2.	MS 3.	MS 4.	MS 5.	MS 6.	MS 7.	MS 8.	MS 9.	MS 10.	MS 11.	MS 12	MS 13	MS 14	MS 15
LOmst-24		+			+	+	+	+	+	+					
LOmst-25	+		+	+											
LOmst-26											+				
LOmst-27					+	+	+	+	+			+	+	+	
LOmst-28													+		
LOmst-29												+	+		+

### 3. DISTRIBUTION OF EDUCATIONAL PROGRAMME COMPONENTS BY ACADEMIC DISCIPLINES (SUBJECTS OF STUDY)

No. s/n	Academic discipline code	Name of the discipline (module)	examinations	credits	Number of ECTS credits	Number of hours						
						total volume	Audit			measure	Independent work	
							in total	including				
								lectures	group, seminars			practical
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
1	MS 1.	Leadership		2	1	30	18	2	16		2	12
2	MS 2.	Routine Activities		2	0,7	20	10	4	6		2	10
3	MS 3.	Organisation of Moral and Psychological Support		2	0,8	24	14	2	10	2	2	10
4	MS 4.	English Language (Intensive Course)		2	0,5	16	16			16	2	
5	MS 5.	Tactics	6		1,6	50	30		24	6	6	20
6	MS 6.	Fundamentals of Military Communications		2	0,5	13	10		6	4	2	3
7	MS 7.	Reconnaissance Training			0,2	6	4		4			2
8	MS 8.	Engineer Support (mine and IED)		2	1	30	18		18		2	12
9	MS 9.	Medical Support for Units		2	1	30	18	2	12	4	2	12
10	MS 10.	Fire Control		2	0,3	8	4	2	2		2	4
11	MS 11.	Logistics Support (Logistics Services, Rocket-Artillery Supply) for Military Units		2	1,6	48	36	2	16	18	2	12
12	MS 12.	Troop Leading Procedures (TLP)		2	2,7	81	44		10	34	2	37
13	MS 13.	Special Reconnaissance	6		2	60	30		30		6	30
14	MS 14.	Information and Analytical Work in the Intelligence System		2	2	60	30	6	12	12	2	30
15	MS 15.	Military Decision-Making Process (MDMP)	6		4,1	124	86		26	60	6	38
<b>Total number of:</b>			18	22	20	600	426	20	192	156	30	232
<b>Total number of</b>					20	600	426	20	192	156	30	232
<b>Number of hours per week</b>												
<b>Number of exams 3</b>												
<b>Number of credits 11</b>												

## **4. PROGRAMME OF ACADEMIC DISCIPLINES OF THE EDUCATIONAL PROGRAMME**

### **LEADERSHIP**

#### **The general objective of the educational programme component:**

##### **Objective:**

The purpose of teaching the discipline "Leadership" is: to improve leadership skills, developing character and professionalism, achieving excellence and basic competencies of military leaders; improvement of personal skills of course participants in solving tasks and performing duties; formation of practical skills in mastering knowledge in other areas of professional activity, searching, analysing and providing critical evaluation of information from various sources; development of creative thinking in course participants

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

##### **Knowledge:**

requirements for organising and conducting internal communication work in the unit;  
basic requirements and methodology for conducting formal and informal APD in the unit;  
models and features of situational leadership in a military unit;  
effective forms and methods of resolving interpersonal conflicts in a military unit.

##### **Skills:**

skilfully use methods of stress neutralisation and emotional and volitional self-regulation techniques;  
use methods of effective prevention of deviant and suicidal behaviour of servicemen and women, prevention and resolution of conflicts in the service (unit);  
organise and conduct internal communication work in the unit with local authorities and the local population;  
take measures to maintain an appropriate level of moral and psychological state of personnel;  
to form an effective combat team and maintain its readiness to perform combat missions;

Identify and develop the leadership skills of personnel;  
establish interaction with the media.

Competencies:

**MSC-17** The ability to use personal authority and leadership qualities of the commander (chief) in the formation of professionalism and leadership of subordinate officers and personnel. To select and assign servicemen to the positions of junior commanders, taking into account their leadership potential.

### **Organisational and methodological guidelines:**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (learning theory). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments, teams), depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skills, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive (problematic);

search (heuristic).

A verbal and visual method in which the teacher systematically and consistently communicates the educational material while using demonstration of the subjects studied to help students gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures (units).

The situational and cognitive (problem-based) course involves consideration and discussion of real (probable) actions, familiarisation with the experience of commanding troops (forces) in military conflicts and problem solving, and development of information and analytical skills.

Problem-based teaching involves posing a problem to the students and solving it, but the teacher shows the ways to solve it and reveals the course of his/her thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills. Problem-based methods provide a deep learning of knowledge at the level of its creative application, mastering the methods of creative thinking and practical experience.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own through preliminary training and implementation of individual elements of the solution. This method is used in group classes, when the way to find the optimal solution is determined by the class leader, but the solution is found by the student.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the foundations of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of teaching the educational material. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held for the purpose of detailed study by students of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods are explanation with demonstration and discussion. Technical means of information and visualisation (tables, diagrams, slides, diagrams and posters) should be used to ensure clarity during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during the roundtable discussion:

A round table is a form of public discussion or coverage of educational (problematic) issues, when participants speak in a certain order or discuss problems with equal rights of participants. The purpose of the roundtable is to discuss existing problematic issues and then prepare proposals for resolving these issues.

The roundtable should be aimed at consolidating and deepening the knowledge gained during lectures and group classes, as well as during independent work, and at developing the skills to solve problematic issues that arise in the daily work of officers.

During the online roundtable, students are assessed on the basis of their presentation on the issues identified for discussion in accordance with the requirements of the online course.

when organising independent work:

Work independently with a purpose:

practice and mastery of the training material;

consolidation and deepening of knowledge, skills and abilities;

preparing for the next lessons and control activities;

Developing a culture of mental work, independence and initiative in the search for, acquisition and enrichment of knowledge among students.

Independent work should be provided with teaching and learning materials (textbooks, manuals, assignments and guidelines). All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Study of independent work issues, which are studied during online classes, are defined by individual tasks and performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;  
final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process. It checks the students' readiness to complete the next learning tasks and ensures the management of their learning motivation. The information obtained during the current control is used to adjust the methods and means of teaching, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination, the deadline is set by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

Concept of Educational Work in the Armed Forces and Other Military Formations of Ukraine. Approved by Presidential Decree No. 981/98 of 4 September 1998 (as amended by Presidential Decree No. 28/2004 of 12 January 2004).

Order of the Ministry of Defence of Ukraine of 04.01.2017 No.4 "On Approval of the Instruction on Organisation of Information and Propaganda Support in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine of 30.04.17 No.233 "On measures to prevent drunkenness in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine of 14.12.16 No.685 "On Approval of the Regulation on the Service of Military Clergy (Chaplaincy Service) in the Armed Forces of Ukraine".

Order of the Minister of Defence of Ukraine of 19.04.1997 No.11 "On Strengthening Military Discipline in the Armed Forces of Ukraine".

Order of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine of 16.11.2012 No. 240 "On the introduction of psychological training of personnel in the training process of command and control bodies and troops (forces)".

Order of the General Staff of the Armed Forces of Ukraine of 27.04.2018 No. 173DSK "On Approval of the Guidelines for Moral and Psychological Support of Training and Use of the Armed Forces of Ukraine".

Order of the General Staff of the Armed Forces of Ukraine of 29.04.2017 No. 153 "On Approval of the Instruction on Assessment of the Moral and Psychological Condition of the Personnel of the Armed Forces of Ukraine" (as amended by Order of the General Staff of the Armed Forces of Ukraine of 16.08.2017 No. 287 "On Approval of Amendments to the Instruction on Assessment of the Moral and Psychological Condition of the Personnel of the Armed Forces of Ukraine").

Order of the General Staff of the Armed Forces of Ukraine No. 462 of 27.12.2018 "On Approval of the Instruction on the Organisation of Psychological Decompression of the Military Personnel of the Armed Forces of Ukraine".

Order of the Commander-in-Chief of the Armed Forces of Ukraine No. 173 of 23 October 2020 "On Approval of the Instruction on the Organisation of Psychological Training in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine dated 19.01.16 No. 27 "On Approval of the Instruction on Organisation of Social and Legal Protection of Servicemen, Persons Liable for Military Service and Reservists Called up for Training (or Testing) and Special Training, and Members of Their Families, Employees of the Armed Forces of Ukraine in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine of 10.12.14 No. 883 "On Approval of the Instruction on the Organisation of Professional and Psychological Selection in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine of 16.01.16 No. 25 "On Approval of Amendments to the Instruction on the Organisation of Professional and Psychological Selection in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine "On the Code of Honour of an Officer of the Armed Forces of Ukraine" No. 412 of 31 December 1999.

Order of the Ministry of Defence of Ukraine "On Approval of the Concept of Strategic Communications of the Ministry of Defence of Ukraine and the Armed Forces of Ukraine" No. 612 of 22.11.2017.

Boyko O.V., Mytsenko D.V., Romanyshyn A.M. Psychological and Pedagogical Workshop on Leadership of a Platoon (Company) Commander: Study guide. - Lviv: DIA, 2009. - 153 p.

Military Education: History, Theory and Methodology: A Study Guide / Edited by V.V. Yahupov - Kyiv: Graphic&Design, 2002. 560 p.

Information and analytical materials on the use of military units in the anti-terrorist operation.

Leadership of Sergeant and Officer (psychological and pedagogical aspect): Study guide / O.V.Boyko, O.V.Kopanytsia, A.V.Lunkov, A.M.Romanyshyn, N.Speid - Lviv: LISV, 2009. 188 p.

Methodological recommendations: Algorithm of actions of a military unit commander in identifying and referring servicemen with alcohol dependence for treatment: Methodological recommendations / [O.V. Druz, A.R. Tchaikovsky, A.M. Samoilenko et al.

Methodological recommendations for organising and conducting combat training with due regard to the training facilities created at the training grounds. CSR OF THE ARMED FORCES OF UKRAINE, 2014.

Organisational and methodological guidelines for the organisation of work with personnel in the Armed Forces of Ukraine in 2019.

Temporary instruction on the organisation of psychological support and psychological recovery of servicemen. Kyiv, 2018.

Information resources:

<http://www.milpsy.effcon.ru/literatura.html>

<http://www.mil.gov.ua>

There is such a profession as defending the homeland, <https://studopedia.org/12-98095.html>

Patriotism and loyalty to military duty are important values of servicemen <https://studopedia.org/12-98095.html>

Military etiquette. Culture of communication of military personnel. <http://newsdaily.com.ua/etiket/8266-vijskovij-etiket-kultura-spilkuvannyavijskovosluzhbovciv-ta-normi-povedinki.html>

Hackett, John, Sir. The Profession of Arms: The 1962 Lees Knowles Lecture Given at Trinity College Cambridge. Times Publishing Company, 1962. [https://history.army.mil/html/books/070/70-18/cmhPub\\_70-18.pdf](https://history.army.mil/html/books/070/70-18/cmhPub_70-18.pdf).

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>30</b>	<b>18</b>	<b>12</b>	<b>Topic 1: Leadership.</b>
1.	Lecture 1/1	4	2		<b>Lesson 1: The problem of leadership in the context of the value and ethical paradigm of our time.</b> The essence and content of value-based leadership theories. <b>1.</b> Value aspects of leadership for professional training of military specialists.
				2	<b>Ethics of military professional activity of an officer.</b> 1. Types of professional ethics and their humanistic orientation. 2. Peculiarities of professional ethics of military personnel. 3. The Code of Honour of an Officer of the Armed Forces of Ukraine.
2	Group session 1/2	4	2		<b>Lesson 2: Gender aspects of professional activity of an officer.</b> 1. Gender equality in the security and defence sector of Ukraine. 2. Gender competence as a component of an officer's professional competence. 3. The role of the commander (chief) in ensuring equal rights and opportunities for men and women.
				2	<b>Command qualities of an officer.</b> 1. Development of team qualities and ways of personal growth of an officer. 2. Psychological climate and culture of the military unit.
3	Group session 1/3			2	<b>Leadership in the military sector.</b> 1. Success and leadership in the military industry. 2. Developing personal leadership skills.
		6	2		<b>Lesson 3: Professionalism and leadership of officers.</b> 1. Authority and leadership of the commander (chief). 2. Fundamentals of professionalism and leadership development of officers.
				2	<b>Diagnostics of leadership qualities.</b> 1. Content and procedure for assessing the level of authority and leadership of commanders (chiefs).

					2. Selection and assignment of servicemen to junior commanders based on leadership potential.
	Group session 1/4	4	2		<b>Lesson 4. Deviant behaviour in war.</b> 1. The essence and characteristics of deviant behaviour in war. 3. Forms and methods of social and psychological relaxation and rehabilitation of military personnel.
4	Group session 1/5			2	<b>Ethnic composition, religion and hierarchy of religious groups in the area of operations.</b> 1. Ethno-cultural issues and their consideration in the performance of combat missions. 2. Centres of concentration, social and ethnic composition of the population. 3. Social characteristics, traditions, sex-role functions and gender relations.
		10	10		<b>Lesson 5. Prohibited means and methods of warfare.</b> 1. Restrictions on the general nature of warfare. 2. Prohibited methods and means of warfare. 3. The use of weapons by military personnel to protect health and life, to repel an attack on military objectives.
				2	<b>Problems of developing military leadership in the Armed Forces of Ukraine.</b> 1. Preparing for the test.
<b>Control measures</b>		2	2		<b>Credit.</b>
<b>Total for the educational component</b>		<b>30</b>	<b>18</b>	<b>12</b>	

## ROUTINE ACTIVITIES

### **General objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Routine Activities" is to improve students' personal skills in organising Routine Activities in the unit; to develop practical skills in organising and planning combat training of the unit, organising the service of troops; to develop students' creative thinking and organisational skills that ensure the quality of tasks in the course of Routine Activities of the units.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military educational institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military educational institution that carries out

#### Knowledge:

international legal regulation of human rights and freedoms;  
basics of military law;  
the procedure for organising Routine Activities in the logistics company;  
basic forms and methods of combat training in the company.

#### Skills:

organise and conduct combat training in the unit (logistics support company), and keep records of it;  
Develop planning and reporting documents for combat training;  
Organise and support the day-to-day activities of the unit;  
organise and manage company housekeeping.

#### Competencies:

**MSC-18** The ability to organise and conduct combat training in a unit, military unit, in accordance with the requirements of the guidelines for the organisation of combat training in a unit, military unit and the requirements of the guidelines for the organisation of the main types of training with units. Organise individual training for officers and non-commissioned officers.

### **Organisational and methodological guidelines:**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be the student's mastery of the method and logic of solving a particular problem, but without the ability to apply them independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the foundations of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the assimilation of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the online practical training, students are assessed based on the results of completing tasks to fill in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of students and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

#### Information and methodological support

Statutes of the Armed Forces of Ukraine. Approved by the Laws of Ukraine of 24.03.99 No. 548 (as amended).

Law of Ukraine "On Military Duty and Military Service" of 25.03.1992 No. 2232-XII (as amended).

Law of Ukraine "On State Secrets" of 21.01.94 No. 3855-XII (as amended).

Law of Ukraine "On the Armed Forces of Ukraine" of 06.12.1991 No. 1934-XII (as amended).

Law of Ukraine "On mobilisation training and mobilisation" of 21.10.1993 No. 3543-XII (as amended).

Resolution of the Cabinet of Ministers of Ukraine dated 18.12.2013 No. 939 "On Approval of the Procedure for Organisation and Ensuring Secrecy in State Bodies, Local Self-Government Bodies, Enterprises, Institutions and Organisations and Invalidation of Certain Resolutions of the Cabinet of Ministers of Ukraine".

Resolution of the Cabinet of Ministers of Ukraine of 14.02.2018 No. 68 "On Approval of the Procedure for the Use of Weapons and Military Equipment by Formations, Military Units and Subdivisions of the Armed Forces of Ukraine in the Performance of Tasks in the Area of Anti-Terrorist Operation in Peacetime".

Order of the Ministry of Defence of Ukraine of 24.10.2016 No. 553 "On Approval of the Instruction on the Organisation of Guard Service in the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine dated 25.10.2016 No. 561 "On Approval of the Regulation on the Watch Guard and the Instruction on Organisation and Performance of Service by the Watch Guard".

Order of the Ministry of Defence - General Staff of 10.03.17 No. 1t/05 "On Approval of the Temporary Instruction on the Procedure for Assessing Combat and Mobilisation Readiness, Readiness to Perform Functional Duties in Military Organisational Structures of the Ministry of Defence of Ukraine and the Armed Forces of Ukraine in a Special Period".

Order of the Minister of Defence of Ukraine of 29.05.2013 No. 352 "On Approval of the Temporary Instruction on the Procedure for Organising and Conducting Inspections and Assessment of Acquiring Operational (Combat) Capabilities in the Armed Forces of Ukraine".

Order of the Minister of Defence of Ukraine of 29.06.2005 No. 359 "On Approval of the Instruction on Organisation of Accounting, Storage and Issuance of Small Arms and Ammunition in the Armed Forces of Ukraine" (as amended).

Order of the Ministry of Defence of Ukraine of 20 November 2017 No. 606 "On Approval of the Rules for Wearing Military Uniforms and Insignia by Military Personnel of the Armed Forces of Ukraine and Students of Military Lyceums".

Order of the Ministry of Defence of Ukraine of 29.04.2016 No. 232 "On the provision of clothing to the military personnel of the Armed Forces of Ukraine".

Order of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine of 14.11.2005 No. 180 "On Approval of the Regulations on the Service of Troops in the Armed Forces of Ukraine".

Order of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine of 27.09.2016 No. 363 "On Approval of the Instruction on Establishing the Degree of Threats during the Performance of Combat (Special) Tasks, Combat Training Activities".

Order of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine of 27.09.2016 No. 364 "On Approval of the Procedure for the Use of Protective Equipment by the Military of the Armed Forces of Ukraine and the Status of Weapons Loaded in accordance with the Degree of Threat".

Order of the Security Service of Ukraine of 12.08.2005 No. 440 "On Approval of the Code of Information Constituting a State Secret".

Order of the Ministry of Defence of Ukraine of 26.05.2014 No. 333 "On Approval of the Instruction on the Organisation of Accounting of the Personnel of the Armed Forces of Ukraine".

Combat Regulations of the Mechanised and Tank Forces of the Land Forces of the Armed Forces of Ukraine. Part II. Battalion, company. Order of the Commander of the Land Forces of the Armed Forces of Ukraine of 30.12.2016, no. 605.

Guidelines for training planning in the Armed Forces of Ukraine. Approved by the NGS of the Armed Forces of Ukraine, 09.2020.

Methodological recommendations on the procedure for accepting and handing over cases and positions by officers of the Armed Forces of Ukraine.

Individual Training Programme for NCOs of the Armed Forces of Ukraine, approved by the NCO School of the Armed Forces of Ukraine on 08.2020.

Military administrative activity: A Study Guide / M.A. Holova, V.M. Durach, O.V. Ivashchenko, R.I. Sapiga, N.T. Stukalina - Lviv: NASU, 2012. 240 p.

Guidelines on company management and organisation of control over the service of troops. L., DIA, 2010.

Fundamentals of Combat Training of the Land Forces of the Armed Forces of Ukraine: Study guide / Edited by Major General of the Reserve M.A. Holova. - Lviv: NASV, 2018. 240 p.

Vyshnevskiy Y., Toropchyn D., Chepur O.. Fundamentals of military management. Study guide. Л. 2009.

A. V. Korzh. Documentation of business law. Study guide, Kyiv. 2002 inv. 2944.

### **Information resources**

Official website of the Ministry of Defence of Ukraine: <http://www.mil.gov.ua/>.

Military Doctrine of Ukraine. Decree of the President of Ukraine No. 555/2015// [Electronic resource]: <http://www.president.gov.ua/documents/5552015-19443>.

National Security Strategy of Ukraine. Decree of the President of Ukraine of 26 May 2015, No. 287/2015// [Electronic resource].

## Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>11</b>	<b>4</b>	<b>7</b>	<b>Topic 1: Fundamentals of organisation and methods of combat training of units (subunits).</b>
1	Lecture 1/1	5	2		<b>Lesson 1: Organisation of combat training in a unit, military unit.</b> 1. Requirements of the guiding documents on the organisation of combat training in a unit, military unit. 2. Requirements of the guiding documents on the organisation of the main types of training with units.
				1	<b>A system of combat training for a unit or subdivision.</b> 1 Requirements for the combat training system of a unit (subunit). 2 Principles, forms and methods of military training.
				2	<b>Organisation of individual training in the unit.</b> 1. Organisation of individual training for officers. 2. Organisation of individual training of NCOs.
2	Group session 1/2	6	2		<b>Lesson 2: Planning combat training in units.</b> 1. Organisation and planning of combat training in units and subunits of the Land Forces. 2. Content, procedure and rules for developing a battalion combat training plan.
				2	<b>Basic provisions for planning combat training in a unit.</b> 1. General provisions for planning combat training. 2. Initial data for planning combat training. 3. Responsibilities of unit officials in planning combat training.
				2	<b>Restoration of combat capability and combat coordination of the military unit.</b> 1. The purpose of restoring combat capability. 2. The procedure for restoring combat capability. 3. Combat coordination of a military unit.
		<b>9</b>	<b>6</b>	<b>3</b>	<b>Topic 2. Fundamentals of organisation and management of military economy.</b>
3	Lecture	3	2		<b>Lesson 1: Fundamentals of military economy organisation.</b>

	2/1				<p>1. Military economy and the procedure for organising military economy in the unit.</p> <p>2. Organisation of a park and economic day in the company (separate platoon).</p>
				1	<p><b>Accommodation of servicemen and internal order when troops are stationed at training grounds (camps).</b></p> <p>1. Requirements of the governing documents for the placement of employees, equipment and security of premises.</p> <p>2. Peculiarities of organising internal service when troops are stationed at training grounds (camps).</p>
4	Group session 2/2	4	2		<p><b>Lesson 2: Receiving and handing over cases and positions by a unit commander (chief of service).</b></p> <p>1. General provisions on acceptance and delivery of cases and the position of the unit commander.</p> <p>2. Forms of accounting documents kept in the unit.</p> <p>3. The work of the unit commander during the acceptance of cases and position, especially in the conditions of modern warfare.</p>
				2	<p><b>Peculiarities of military property accounting.</b></p> <p>1. Peculiarities of accounting for food and property of the food service.</p> <p>2. Peculiarities of accounting for tangible property.</p> <p>3. Peculiarities of accounting for fuels and lubricants and property of the fuel and lubricant service.</p>
5	Group session 2/3	2	2		<p><b>Lesson 3. Oral health care and its management.</b></p> <p>1. The work of the unit commander in accounting for material resources in the unit.</p> <p>2. Preparation of documents for receipt and delivery of material assets to the unit's warehouse.</p>
<b>Control measures</b>		<b>2</b>	<b>2</b>		<b>Credit.</b>
<b>Total for the educational component</b>		<b>20</b>	<b>10</b>	<b>10</b>	

## **PROGRAMME**

### **ORGANISATION OF MORAL AND PSYCHOLOGICAL SUPPORT**

#### **General objective of the educational programme component:**

##### **Objective:**

The purpose of teaching the discipline "Organisation of Moral and Psychological Support" is to improve students' knowledge and skills in organising moral and psychological support in the unit; to develop practical skills in students of the courses to effectively influence the consciousness and psyche of servicemen to ensure that they perform tasks under any conditions of the situation; to develop analytical and creative thinking in students to ensure the quality of assigned tasks.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

##### **Knowledge:**

general principles of organising moral and psychological support and effective personnel management;

theoretical aspects of organising internal communication work in the unit;

the system of work of the unit commander on the methodology for assessing the moral and psychological state in the unit;

theoretical foundations of planning and organising moral and psychological support in a military unit;

the basics of a unit commander's work to identify and prevent combat-related mental trauma and disorders in soldiers.

##### **Skills:**

take into account and apply the types, forms and methods of psychological training;

independently and creatively solve the tasks of information-propaganda and psychological support of the personnel of a military unit (military collective), apply the acquired knowledge in practice;

organise moral and psychological support in the unit, skilfully use methods of stress neutralisation and emotional and volitional self-regulation techniques;

organise moral and psychological support for the training and use of the unit;

master the methods and technologies of working with personnel to form, maintain and restore the moral and psychological state of servicemen.

Competencies:

**MSC-17** The ability to use personal authority and leadership qualities of the commander (chief) in the formation of professionalism and leadership of subordinate officers and personnel. To select and assign servicemen to the positions of junior commanders, taking into account their leadership potential.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form of training, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups that work in parallel;

individual form of training, when cadets complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student

learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the class leader, but the solution is found by the trainee.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

during practical training:

Practical training is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Practical exercises should be aimed at consolidating and deepening the knowledge gained during lectures and group classes, as well as during independent work, and developing skills in solving practical problems of everyday military activities. Practical lesson on the topic: "Organisation and Planning of Combat Training" should be conducted in a specialised classroom, where, based on the prepared documents, students, under the guidance of the instructor, develop a unit's training schedule, draw up a plan for conducting training with subordinates according to the training standards and assess the individual (basic general military, professional) training of servicemen and collective training of the unit.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust the methods and means of teaching, as well as for students' independent work.

Current control can be conducted in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

Constitution of Ukraine. The Basic Law. - Kyiv, 1996 (as amended) // Official Gazette of Ukraine of 21.02.2019.

Order of the General Staff of the Armed Forces of Ukraine of 27.04.2018 No. 173DSK "On Approval of the Guidelines for Moral and Psychological Support of Training and Use of the Armed Forces of Ukraine".

The Doctrine of Military Leadership Development in the Armed Forces of Ukraine, developed by the Main Doctrine and Training Department of the General Staff of the Armed Forces of Ukraine, December 2020.

Order of the Commander-in-Chief of the Armed Forces of Ukraine No. 173 of 23.10.2020 "On Approval of the Instruction on the Organisation of Psychological Training in the Armed Forces of Ukraine".

Order of the Commander-in-Chief of the Armed Forces of Ukraine No. 97 dated 14.04.2021 "On Approval of the Algorithm for Conducting Professional and Psychological Selection of Candidates for Contractual Military Service in the Armed Forces of Ukraine".

Standard "Psychological Training" STI 01.22.A, June 2018.

Order of the General Staff of the Armed Forces of Ukraine of 29.04.2017 No. 153 "On Approval of the Instruction on Assessment of the Moral and Psychological Condition of the Personnel of the Armed Forces of Ukraine" (as amended by Order of the General Staff of the Armed Forces of Ukraine of 16.08.2017 No. 287 "On Approval of Amendments to the Instruction on Assessment of the Moral and Psychological Condition of the Personnel of the Armed Forces of Ukraine").

Order of the General Staff of the Armed Forces of Ukraine of 27.12.2018 No. 462 "On Approval of the Instruction on the Organisation of Psychological Decompression of the Military Personnel of the Armed Forces of Ukraine".

Order of the Ministry of Defence of Ukraine of 04.01.2017 No. 4 "On Approval of the Instruction on Organisation of Information and Propaganda Support in the Armed Forces of Ukraine".

Methodological recommendations for psychological training of the Armed Forces of Ukraine on the formation of stress resistance to actions in conditions of a sharp change in the combat situation. TKP 1-160(31)03.01, Main Department of Moral and Psychological Support of the Armed Forces of Ukraine, January 2021.

Guidelines on the use of social media in the Armed Forces of Ukraine, approved by the Commander-in-Chief of the Armed Forces of Ukraine on 01.09.2021.

Methodological recommendations for commanders (chiefs) on the prevention of gambling addiction among servicemen, approved by the Chief of the General Staff of the Armed Forces of Ukraine on 30.06.2021.

Leadership psychological techniques: a manual for the company (platoon) commander / V.M. Moroz, O.H. Skrypkin - Kyiv: Research and Development Centre of the General Staff of the Armed Forces of Ukraine, 2020.

Methodological manual "Culture of relations in a military team. An Adviser to the Commander." / edited by N. A. Hahaiev. K.: Osvita Ukrainy Publishing House, FOP Maslakov R.O., 2021.

Psychology of Combat: Activities of a Unit Commander. Study guide. - Lviv: Mont Blanc, 2017.

Moral and psychological support in the Armed Forces of Ukraine. Textbook / Stasiuk V.V. - K.: NUOU, 2020.

Experience in the Use of the Armed Forces of the Leading Countries of the World (to be taken into account when acquiring capabilities by troops (forces) to perform assigned tasks), parts 1-3, 2014.

Information and analytical materials on the use of military units in the JFO, 2014-2020.

**Topics and allocation of class time by type of class**

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
<b>MODULE 1</b>					
		<b>16</b>	<b>10</b>	<b>6</b>	<b>Topic 1: Organisation of Moral and Psychological Support for the preparation and use of the company.</b>
1	Group session 1/1	5	2		<b>Lesson 1: The essence and content of moral and psychological support in the Armed Forces of Ukraine in the context of modern warfare</b> 1. General provisions for the moral and psychological support of troops in the Armed Forces of Ukraine. 2. Information and propaganda support in the Armed Forces of Ukraine: the essence, structure and legal basis of the organisation.
				3	<b>Experience of moral and psychological support for the use of military units of the Armed Forces of Ukraine.</b> 1. Experience of information and propaganda support for the performance of tasks by the Armed Forces of Ukraine in the context of modern warfare. 2. Experience in protecting the personnel of military units of the Armed Forces of Ukraine from negative information and psychological influence while performing tasks in the conditions of modern warfare.
2	Group session 1/2	2	2		<b>Lesson 2: Organisation and conduct of internal communication work in the mouth.</b> 1. The content of the activities of the unit's officials in relation to informing. 2. Organisation in the company Analysis of actions taken.
3	Group session 1/3	2	2		<b>Lesson 3: Information hygiene of troops.</b> 1. Protection against negative information and psychological influence. 2. A warrior and a mobile phone.
4	Practical session 1/4			3	<b>Organising the planning of moral and psychological support measures.</b> 1. Basic requirements of regulatory and legal acts on the organisation and conduct of the MPE in the Armed Forces of Ukraine. 2. Peculiarities of planning moral and psychological support for the preparation and use of the company.

		5	2		<b>Lesson 4. Formation, maintenance and restoration of the moral and psychological state of the company's personnel.</b> 1. The essence and content of the assessment of the moral and psychological state of the unit's personnel. 2. The procedure for assessing the moral and psychological state of company personnel.
5	Group session 1/5	2	2		<b>Lesson 5. Conflict prevention and resolution in the military environment.</b> 1. Peculiarities of manifestation of conflicts in the conditions of military service. 2. The essence of the process and technology of conflict resolution in the mouth.
<b>MODULE 3</b>					
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 1: Organisation of Moral and Psychological Support for the preparation and use of the company.</b>
6	Group session 1/6			2	<b>Psychological training of personnel.</b> 1. The essence and content of psychological training in the company. 2. The main types, directions and methods of psychological training.
		4	2		<b>Lesson 6. Manifestations of deviant behaviour in the military environment.</b> 1. Deviant behaviour: forms, types, causes, prevention. 2. Psychological characteristics and prevention of alcohol and drug addiction in military personnel.
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 2. Fundamentals of civil-military cooperation</b>
7	Lecture 2/1	4	2		<b>Lesson 1: Legal basis of interaction of the AFU units with the civilian population, state authorities and local self-government bodies in the course of performing assigned tasks.</b> 1. Purpose and objectives of civil-military cooperation. 2. Legal basis of interaction between the units of the AFU and state authorities and local self-government bodies in the performance of assigned tasks.
				2	<b>Legal basis for interaction of the AFU units with the civilian population, state authorities and local self-government bodies in the course of performing assigned tasks.</b> 1. Main functions of civil-military cooperation. 2. Principles of civil-military cooperation.
<b>Control measures</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>24</b>	<b>14</b>	<b>10</b>	

**PROGRAMME**  
**ENGLISH LANGUAGE (INTENSIVE COURSE)**

**General objective of the educational programme component:**

**Objective:**

The aim of the discipline is to prepare a tactical level military management officer capable of communicating with representatives of foreign countries within the scope of the studied topics and making an oral report in English

**Knowledge:**

At least 800 vocabulary items of commonly used, socially and professionally oriented vocabulary.

Word-forming morphemes and patterns typical of modern English.

Grammatical phenomena within the selected educational minimum required for speaking, listening and working with original literature of a socially and professionally orientated nature

**Skills:**

understand by ear the information of a message delivered at a normal pace and related to general household, socio-cultural or professional topics.

conduct a conversation within the scope of the topic studied and make an oral presentation in English.

improve your English language skills on your own.

**Competencies:**

**MSC-17** The ability to use personal authority and leadership qualities of the commander (chief) in the formation of professionalism and leadership of subordinate officers and personnel. To select and assign servicemen to the positions of junior commanders, taking into account their leadership potential.

**Organisational and methodological guidelines**

Features of the methodology for conducting classes

The teaching of the discipline should be based on the educational material acquired in the study of a foreign language in secondary and higher education, general information related to everyday life, geographical, political, cultural, economic and military spheres.

during practical training:

Practical training is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Practical classes should focus on active and intensive teaching methods that ensure the formation and development of skills and abilities of different types of speech activities: receptive (listening and reading) and productive (speaking and writing). All types of speech activity are interrelated, but their ratio changes at different stages of learning.

Speaking as a type of language activity is divided into listening and speaking. The selection of material for teaching oral communication is based on the thematic principle. This allows you to group lexical items according to their structural and semantic features and select those grammatical models that correspond to a particular topic.

Tasks for developing speaking skills are divided into fully controlled exercises (i.e., training exercises for repeating words or phrases), semi-controlled or conditional communicative exercises (filling in the gaps in sentences, transformational and substitution exercises) and low-control exercises, which consist of freer forms of expression. Teaching oral communication involves students mastering speaking in two forms: dialogic and monologic. Dialogic speech is mostly situational. It is recommended that communicative exercises for developing speaking skills be conducted in the form of role-playing games or open discussions.

As a result of studying English in the scope of this programme, students should recover the following oral communication skills:

- understand by ear speech both in direct communication and in sound recording at a rate of 100-120 words per minute. The duration of the sound is within 3 minutes;

- prepare an oral report on the topic studied. The volume of a monologue is 10-12 phrases, the speech rate is up to 120 words per minute;

- Participate in a conversation within the scope of the topic studied.

Teaching different types of speech activities should be based on the formed language skills: phonetic, lexical and grammatical. In the process of speaking, these language skills are constantly being improved.

Mastering the phonetic structure of the English language involves correcting pronunciation, improving pronunciation skills and abilities when reading aloud and speaking. Particular attention should be paid to the intonation of the sentence (division into syntagms, rules for placing phrasal and logical stress, and the peculiarities of placing stress in multisyllabic words). Pronunciation work should be based on both reading texts and special phonetic exercises. It is recommended that at the beginning of each lesson, phonetic exercises are carried out against a certain communicative background.

The practical aim of teaching English grammar is to ensure that learners master the phenomena of the grammatical structure of the language that are necessary for the development of skills and abilities in speaking within the topics covered by this programme. Communicative-oriented teaching of grammar involves not only mastering the form of a particular grammatical phenomenon, but also understanding its main meanings and functions and using it correctly in the appropriate context. The principles of frequency and necessity play a major role in the selection of the grammar minimum.

The main goal of teaching vocabulary is to expand students' vocabulary, as well as to form, develop and improve their lexical skills. The development of linguistic conjecture involves students' independent semantisation of lexical units of a certain type, which include: international words; derivative words formed by means of suffixes and prefixes from known words; compound words formed by means of known elements; convertible words; attributive phrases. Particular attention should be paid to the polysemy of words, the phenomena of synonymy and homonymy, and the use of phraseological phrases.

In order to master the language material in practical classes, it is recommended to perform both oral and written lexical and grammatical exercises such as substitution, addition, shortening and expansion of sentences, transformation exercises, question and answer exercises. The complexity and ratio of training and communicative exercises should be varied depending on the group's preparation, the topic of the lesson and the material being studied.

Frequency and peculiarities of current control, general procedure for determining the score for current control

The current control is carried out at each practical lesson in order to check the quality of students' learning of both previously studied material and new language phenomena that are being worked on in this practical lesson. It is recommended to conduct this control at the beginning of the lesson when checking homework and during the whole lesson when performing various training oral and written exercises. Classes and knowledge tests in distance learning of English are held in a relaxed atmosphere, in a comfortable environment for students. The distance learning format allows you to establish a trusting and friendly relationship between the teacher and the students. The teacher is perceived not only as a teacher who needs to be listened to carefully, but also as a close friend with whom you can talk and share your thoughts.

Practical classes should be aimed at consolidating and deepening the knowledge gained by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical problems of everyday military activities. The English language classes held remotely are based on modern technologies in the learning process, including the use of social media and multimedia along with traditional methods. Classes are held in the form of role-playing games, with the use of audio and video materials, game applications and electronic teaching aids.

**Logistics:**

Practical classes under the guidance of a teacher are conducted in classrooms equipped with audiovisual teaching aids, using various tables, diagrams and other visual aids.

**Information and methodological support:**

Verba G.V., Verba L.G. Handbook of English Grammar. K.: Osvita, 1993.

Altamirano, Yvonne Baker & Mellor-Clark, Simon. Campaign 1. Student's book. Oxford, Macmillan Publishers Limited, 2004.

Altamirano, Yvonne Baker & Mellor-Clark, Simon. Campaign 1. Workbook. Oxford, Macmillan Publishers Limited, 2004.

Altamirano, Yvonne Baker & Mellor-Clark, Simon. Campaign 1. Teacher's book. Oxford, Macmillan Publishers Limited, 2004.

Military English. Resource Pack. York, University College of Ripon & York, 1999.

Murphy, R. Essential Grammar in Use. Cambridge, Cambridge University Press, 1996.

Tactical English for Land Forces in Peace Support Operations. Workbook. Vilnius, Public Service Language Centre, 1999.

Soars, John & Liz. Headway Elementary. Teacher's book. Oxford, Oxford University Press, 1993.

Soars, John & Liz. Headway Elementary. Student's book. Oxford, Oxford University Press, 1993.

Soars, John & Liz. Headway Elementary. Workbook. Oxford, Oxford University Press, 1993.

Soars, John & Liz. Headway Pre-Intermediate. Workbook. Oxford, Oxford University Press, 1991.

**Titles of topics and distribution of study time by type of class**

№ s/n	Types of training sessions and control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>16</b>	<b>16</b>		<b>Topic 1: General information about the Armed Forces.</b>
1	Practical session 1/1	2	2		<b>Lesson 1: Introduction. Personal data.</b> 1. Incoming testing. 2. Personal pronouns in the nominative case. 3. The verb "to be" in the Present Simple: affirmative, interrogative and negative sentences. 4. Mini-dialogues on the topic. Vocabulary and grammar exercises.
2	Practical session 1/2	2	2		<b>Lesson 2. The working day.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Numbers 0-20. Hours and days of the week. 3. Possessive pronouns. Plural nouns. 4. Use of the Present Simple in different types of sentences. Adverbs of frequency. 5. Vocabulary and grammar exercises.
3	Practical session 1/3	2	2		<b>Lesson 3: Military Ranks in the US and UK Army.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Repeating the rules for using verbs in the Present Simple in different types of sentences. 3. Types of questions. Composing mini-dialogues. 4. Reading and translating text.
4	Practical session 1/4	2	2		<b>Lesson 4. Military career.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Use of the Past Simple. Regular and irregular verbs. 3. Work with the text "A career in the military". 4. Vocabulary and grammar exercises.
5	Practical session	2	2		<b>Lesson 5. Units and formations of the US and British Army.</b> 1. Introduction and activation of new vocabulary on the topic.

	1/5				2. Formation and use of ordinal numerals. 3. Texts and dialogues on the topic. Vocabulary and grammar exercises.
6	Practical session 1/6	2	2		<b>Lesson 6. Branches and Services of the US and UK Army.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Work with the text "Arms and service of the British Army". 3. Use the infinitive to indicate purpose. 4. Texts and dialogues on the topic. Vocabulary and grammar exercises.
7	Practical session 1/7	2	2		<b>Lesson 7. Military uniform and equipment.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Formation and use of the Present Simple Passive in different types of sentences. 3. Texts and dialogues on the topic. Vocabulary and grammar exercises.
8	Practical session 1/8	2	2		<b>Lesson 8. Military technologies.</b> 1. Introduction and activation of new vocabulary on the topic. 2. Use of the modal verb "can" in the Present Simple in different types of sentences. 3. Texts and dialogues on the topic. Vocabulary and grammar exercises. 4. Description of the tactical and technical characteristics of the combat vehicle (illustrative material). 5. Express control.
<b>Control measures</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>16</b>	<b>16</b>		

## TACTICS

### **The general objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Tactics" is: to form students' general competencies and general professional competencies in the specialty in accordance with the requirements of educational and professional programme (standard of higher military education) for the training of military specialists, in readiness for their use, skills and abilities in the performance of service (combat) functions and tasks on the use of units in the main types of combat operations.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

#### Knowledge:

basic provisions of military regulations and guidelines, experience of military art, conduct of combat operations in modern warfare and modern armed conflicts, taking into account the norms of international humanitarian law during combat missions;

the procedure for managing a unit in difficult combat conditions, organising combat on the ground, interaction, combat support and command;

the procedure for organising and carrying out the march of units, positioning them in place, using the protective and camouflage properties of the terrain, providing direct protection under the constant threat of the enemy's use of weapons of mass destruction, air strikes, airborne assault and sabotage and reconnaissance groups.

#### Skills:

plan, organise and apply combat skills of the unit (by types, branches of the Armed Forces of Ukraine and other military formations established in accordance with the laws of Ukraine)

manage a unit in difficult combat conditions, organise combat on the ground, interaction, combat support and command;

#### Competencies:

**MSC-25** Ability to apply knowledge of the procedure of actions of a reconnaissance platoon (company), during the performance of various reconnaissance methods and reconnaissance tasks; the capabilities of subordinate units (as part of a company) to allocate

reconnaissance bodies, the procedure for their use; preparation and organisation of company actions as part of a reconnaissance detachment.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the learning of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the online practical training, students are assessed based on the results of completing tasks to fill in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of independent work issues that are studied during the online course, the definition of individual tasks are performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

The main guiding documents for the teacher in preparing for classes on the topics of the discipline are:

Combat Statute of the Airborne Assault Forces of the Armed Forces of Ukraine, Parts II, III, IV - K.: KDSHV, AFU, 2023.

The Combat Statute of the Mechanised and Tank Troops of the Armed Forces of Ukraine, Part II (Battalion, Company). - KYIV: KSV ZSU, 2016.

Combat Regulations of the Mechanised and Tank Troops of the Armed Forces of Ukraine, Part III (platoon, section, crew). - K.: KSV ZSU, 2016.

Tactics of mechanised units (mechanised platoon): a textbook / [ Virko

Tactics of mechanised units (mechanised company): a textbook / [Ftemov Y., Pohnatiuk S., Repin I.] - Lviv: DIA, 2012.

Order of the General Staff of the Armed Forces of Ukraine dated 11.09.2020 No. 140 "On Approval of the Temporary Procedure for the Processing of Operational (Combat) Documents".

Managing the actions of a mechanised unit (tank) during the preparation and conduct of combat (tactical) operations: a manual.

Training and combat kit of units (subdivisions) of the Armed Forces of Ukraine and a conditional enemy: a textbook.

Recommendations for mechanised units on actions on the battlefield in modern conditions. Kyiv: GUBP GKSV of the Armed Forces of Ukraine, 2002.

Collection of standards for combat training of the Land Forces of the Armed Forces of Ukraine. Kyiv: Vipol, 2001.  
TP 7-00(03).01 Basic Combined Arms Training Programme, Order of the NGS of the Armed Forces of Ukraine of 25.01.2020.  
STI 000G.06L Tactical training (course of studying actions as part of a squad (platoon)), Order of the General Staff of the Armed Forces of Ukraine No. 35 of 17.03.2020.  
DM to STI 000G.06L Reference material for tactical training.

### **Information resources**

Official website of the Ministry of Defence of Ukraine: <http://www.mil.gov.ua/>.  
Military Doctrine of Ukraine. Decree of the President of Ukraine No. 555/2015// [Electronic resource]:  
<http://www.president.gov.ua/documents/5552015-19443>.

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
		<b>5</b>	<b>4</b>	<b>1</b>	<b>Topic 1: Fundamentals of tactical actions of mechanised (tank) units in a general battle.</b>
1.	Group session 1/1	2	2		<b>Lesson 1: Fundamentals of Combined Arms Combat.</b> 1. Basic concepts and definitions. 2. Units in a general battle.
2.	Group session 1/2	3	2		<b>Lesson 2: Organisational structure, weapons and combat equipment of mechanised units (squad, platoon, company and battalion).</b> 1. Organisation, armament and combat equipment of a mechanised squad, platoon, company, battalion on an armoured personnel carrier (APC). Technical specifications of weapons and military equipment. 2. New Ukrainian-made weapons and military equipment used in the armed forces and planned for future deployment.
				1	<b>Fundamentals of tactical actions of mechanised (tank) units in a general battle.</b> 1. Fundamentals of general combat. 2. Organisational and staffing structure, weapons and combat equipment of mechanised units (squad, platoon, company, battalion).
		<b>7</b>	<b>4</b>	<b>3</b>	<b>Topic 2. The procedure for developing and maintaining combat documents.</b>
3.	Group session 2/1	2	2		<b>Lesson 1: Purpose and procedure for developing (drafting) combat documents.</b> 1. Types of combat documents, methods and rules for their development. Rules for developing textual and graphic combat documents. 2. Procedure and rules for drawing the location and actions of troops and the situation on the working map.
4.	Group session 2/2	5	2		<b>Lesson 2. Conventional symbols and basic abbreviations used in combat documents.</b> 1. The main symbols used in combat documents using NATO standards. 2. The main abbreviations used in combat documents using NATO standards.

				3	<p><b>The procedure for developing and maintaining combat documents.</b></p> <p>1. Types of combat documents, methods and rules for their development. Rules for developing textual and graphical combat documents. Procedure and rules for drawing the location and actions of troops and the situation on a working map.</p> <p>2. Basic symbols used in combat documents. Basic abbreviations used in combat documents.</p>
		<b>18</b>	<b>10</b>	<b>8</b>	<b>Topic 3. Units on the march and in place. Transportation of units.</b>
5.	Group session 3/1	4	1		<p><b>Lesson 1. Location of mechanised units on the ground.</b></p> <p>1. The basics of mechanised units (platoon, company, battalion) on the ground.</p> <p>2. The work of the unit commander in organising the location on the ground.</p> <p>3. Actions of mechanised units in guard duty.</p>
				3	<p><b>Units on the march and in place.</b></p> <p>1. Location of mechanised units on site.</p> <p>2. The work of the unit commander in organising the location on the ground.</p> <p>3. Actions of mechanised units in guard duty.</p>
6.	Group session 3/2	4	1		<p><b>Lesson 2: Transporting units.</b></p> <p>1. Transportation by rail.</p> <p>2. Transportation by river and sea transport.</p> <p>3. 3. Transportation by air.</p>
				3	<p><b>Transportation of units.</b></p> <p>1. Transportation by rail.</p> <p>2. Transportation by river and sea transport.</p> <p>3. 3. Transportation by air.</p> <p>4. Final control for MODULE 1. "Distance learning"</p>
7.	Group session 3/3	4	2		<p><b>Lesson 3: Actions of mechanised units on the march and in marching guard.</b></p> <p>1. Mechanised units on the march and in marching guard.</p> <p>2. The work of the unit commander in organising the march.</p> <p>3. Actions of mechanised units on the march and in marching guard.</p>
				2	<p><b>Units on the march and in place.</b></p> <p>1. Mechanised units on the march and in marching guard.</p> <p>2. The work of the unit commander in organising the march. Actions of mechanised units on the march and in marching guard.</p>
8.	Practical session 3/4	6	6		<p><b>Exercise 4. Calculating the march of a mechanised battalion.</b></p> <p>1. Prepare the initial data for the calculations.</p> <p>2. Performing calculations.</p>

		<b>20</b>	<b>12</b>	<b>8</b>	<b>Topic 4. Mechanised units in the main types of combat.</b>
9.	Group session 4/1	4	2		<b>Lesson 1: Defensive combat of mechanised units.</b> 1. General provisions of defensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising defensive combat. 3. Conducting defensive combat. The withdrawal of the combat guard.
				2	<b>Fundamentals of defensive combat of mechanised units.</b> 1. General provisions of defensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising a defensive battle. Conduct of defensive combat. 3. Implementation of the withdrawal of the combat guard.
10.	Seminar 4/2	4	4		<b>Lesson 2. Mechanised units in defensive combat.</b> 1. General provisions of defensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising defensive combat. 3. Conducting defensive combat. The withdrawal of the combat guard.
11.	Group session 4/3	4	2		<b>Lesson 3: Offensive combat of mechanised units.</b> 1. General provisions of offensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising an offensive battle. 3. Conducting offensive combat.
				2	<b>Organisation and conduct of offensive combat by mechanised units.</b> 1. General provisions of offensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising an offensive battle. Conduct of offensive combat.
12.	Seminar 4/4	8	4		<b>Lesson 4. Organisation and conduct of offensive combat by mechanised units.</b> 1. General provisions of offensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising an offensive battle. 3. Conducting offensive combat.
				4	<b>Organisation and conduct of offensive combat by mechanised units.</b> 1. General provisions of offensive combat of mechanised units. 2. The procedure and content of the work of the unit commander in organising an offensive battle. 3. Conducting offensive combat. 4. Preparation for the exam.
<b>Control measure</b>		<b>6</b>	<b>6</b>		<b>Comprehensive exam</b>
<b>Total for the educational component</b>		<b>50</b>	<b>30</b>	<b>20</b>	

## BASICS OF MILITARY COMMUNICATIONS

### **The general objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Fundamentals of Military Communications" is: formation of students' general competencies and general professional competencies in the specialty in accordance with the requirements of educational and professional programme (standard of higher military education) for the training of military specialists, in readiness for their use, skills and abilities in the performance of service (combat) functions and tasks on the use of units in the main types of combat operations; training of a tactical level military officer who knows the basics of

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

#### Knowledge:

the procedure for using the latest means of communication;  
the procedure for organising communication in conditions of radio jamming;  
tactical and technical characteristics of the main types of communications equipment;  
peculiarities of building a tactical command and control communication system.

#### Skills:

organise communication with subordinate and interacting units in the main types of combat;  
to carry out radio communications in radio networks and radio directions, to conduct official negotiations by means of communication in conditions of interference, to meet the requirements of radio masking, covert command and control of troops and ensure the security of communications.

#### Competencies:

**MSC-25** Ability to apply knowledge of the procedure of actions of a reconnaissance platoon (company), during the performance of various methods of reconnaissance, and reconnaissance tasks; the capabilities of subordinate units (as part of a company) to allocate

reconnaissance bodies, the procedure for their use; preparation and organisation of company actions as part of a reconnaissance detachment.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive – in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be the student's mastery of the method and logic of solving a particular problem, but without the ability to apply them independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and contribute to the formation of their creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.

when conducting group classes:

A group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the learning of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the online practical training, students are assessed based on the results of completing tasks to fill in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of independent work issues that are studied during the Online course, the definition of individual tasks are carried out in accordance with the requirements of the developed Online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the

students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-assessment is intended for students to self-assess the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with military communications equipment at the rate of one workstation per two students. It is mandatory to use technical means of training during the training sessions.

### **Information and methodological support**

VHF and KHF radio stations of the tactical command and control link (platoon, company, battalion). - Odesa Military Academy, 2014. 190 p.

Organisation of Military Communications, K. VITI NTUU "KPI" 2016.

Guidelines for the organisation of radio communications in the Armed Forces of Ukraine. - Kyiv: General Staff of the Armed Forces of Ukraine, 2018.

Manual for the use of MOTOTRBO series radio stations - Kyiv: 2018

Technical documentation for the radio station RF-7850M-NN.

Technical documentation for the radio station RF-7800H-MR.

Technical documentation for the Lybid K-1A radio station.

Technical documentation for the Lybid K-2RB radio station.

The Combat Statute of the Land Forces of the Armed Forces of Ukraine, Part III (platoon, squad, crew). - K: KSV, 2016. 260 c.

Combat Statute of the Land Forces of the Armed Forces of Ukraine, Part II (battalion, company). - K.: CSR, 2016. 218 p.

Appendices to the Combat Statute of the Land Forces of the Armed Forces of Ukraine, Part II (Battalion, Company). - K: KSV, 2016. 74 c.

Communication as an integral part of the management system. K. NAOU 2003. 138 c.

**Information resources:**

<http://bukvar.su/voennaja-kafedra>

<http://na.mil.gov.ua>

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		13	10	3	<b>Topic 1 General principles of communication and main characteristics of radio and wire communication means of tactical command and control units.</b>
1	Group session 1/1	2	2		<b>Lesson 1: General characteristics of the Mototrbo trunking system. Operation of subscriber radio stations.</b> 1. Principles of operation of the Mototrbo system. 2. Technical characteristics and capabilities of the main equipment of the Mototrbo system (DP 4800 and DM 4600). 3. Management bodies. Preparation of radio stations for operation.
2	Group session 1/2	3	2		<b>Lesson 2: Tactical and technical characteristics and modes of operation of HARRIS radio stations.</b> 1. Main tactical and technical characteristics and modes of operation of HARRIS RF-7850M-HH radio stations. 2. The composition of the radio station. Preparing the radio for operation. Controls of the radio station.
				1	<b>Preparing for a practical lesson.</b> 1. Study the controls and displays of radio stations. 2. Study the procedure for preparing radio stations for operation.
3	Practical session 1/3	2	2		<b>Lesson 3: Preparation for the operation of HARRIS portable radio stations RF-7850M-HH.</b> 1. The procedure for preparing radio stations for operation. 2. Setting up the RF 7850M-NN radio station to operating frequencies, checking radio communication, transmitter power. Transmission of messages, confirmation. The procedure for reporting the situation (SITREP).
4	Group session 1/4	4	2		<b>Lesson 4. Documents of hidden management of subdivisions.</b> 1. General provisions. 2. Purpose, composition of documents of hidden management of subdivisions. 3. Transmission of orders using covert control documents, taking into account the experience of modern warfare.
				2	<b>Preparing for a practical lesson.</b>

					1. Purpose, composition of documents for covert management of subdivisions 2. Transmission of orders using covert control documents.
5	Practical session 1/5	2	2		<b>Lesson 5. Work on trunking stations such as DP 4800, DP 4400, Lybid K-1A, Lybid K-2RB.</b> 1. Procedure for coding messages and orders using documents of covert management of subdivisions. 2. The procedure for preparing radio stations for operation. Procedure for establishing radio communication, transmitting signals and commands by radio (situation report (SITREP), report on contact with the enemy (CONTACT REPORT), request for evacuation of the wounded (CASEVAC)).
Control measures		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>13</b>	<b>10</b>	<b>3</b>	

## RECONNAISSANCE TRAINING

### **The general objective of the educational programme component:**

#### Objective:

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

#### Knowledge:

the basics of military intelligence, its goals, tasks and requirements, the main methods of conducting military intelligence, the procedure for the personnel of intelligence agencies in performing intelligence tasks, the combat order of intelligence agencies during ambushes and search raids;

types of reconnaissance conducted in mechanised (motorised infantry, tank), airborne assault (airmobile, airborne) military units and subunits;

the basics of organisation and tactics in the main types of combat of a platoon, squad (tank) of the armed forces of the Russian Federation;

basics of combat use of intelligence agencies of a unit (tactical group);

the procedure for the work of the observation post personnel;

the purpose and main technical specifications of weapons, military equipment and intelligence equipment;

the procedure for the combat use of optical and optoelectronic reconnaissance means.

#### Skills:

Conduct reconnaissance of the enemy and the terrain in the area of future operations. Conduct reconnaissance during the march of combined arms units and when they are stationed on the ground;

to organise and lead the actions of the squad, platoon and company in reconnaissance;

to use the regular reconnaissance assets of the reconnaissance company in reconnaissance operations;

apply the provisions of combat regulations and guidelines, experience in organising and conducting intelligence in modern armed conflicts in the preparation and execution of intelligence tasks;

master all methods of conducting intelligence: surveillance, eavesdropping, ambushes, raids and skilfully act in patrol and guard duty, timely obtain and report intelligence.

Competencies:

**MSC-19** The ability to apply knowledge of the typical organisational and staff structure, weapons, military equipment and tactics of mechanised (tank) units in various types of combined arms combat (squad, platoon, company, battalion). Know the purpose and procedure for developing (drawing up) combat documents, their types, methods and rules for developing text and graphic combat documents. Ability to draw on a working map the location and actions of troops and the situation with the main symbols and abbreviations used in combat documents using NATO standards.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

Training is provided through group classes.

In order to achieve the main goal of training, traditional methods may be used in addition to the traditional ones:

- Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills;

- search (heuristic) method - serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the class leader, but the solution is found by the trainee.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to determine the level of training of course participants and to make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or written express control (flyers) during training sessions, as well as in the form of computer testing.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

### **Logistical support**

Group classes should be held in specialised classrooms. It is mandatory to use technical teaching aids during training sessions in specialised classes.

### **Information and methodological support**

Combat Statute of the Military Units (Subunits) of the Intelligence of the Army, Airborne Forces, and Navy of the Armed Forces of Ukraine - K.: RU S CSR of the Armed Forces of Ukraine, 2022;

Combat Statute of the Airborne Assault Forces of the Armed Forces of Ukraine, Parts II, III, IV - K.: KDSHV, AFU, 2023.

Manual "Fundamentals of Training of Sergeants of Military Intelligence Units" - K.: DIU 2020;

Methodological manual on planning and conducting intelligence at the headquarters of a separate brigade. Inventory No. 230dsk. - K.: GUR MOU 2023;

Guidelines "List and Structure of Combat (Formalised) Documents on the CSP, which are practised in the units of the Armed Forces of Ukraine at the tactical level during the planning of combat (actions) and its conduct" - K.: GUD and PGS of the MoD 2022; (for all)

Guidance on Tactical Intelligence, (NKS SV No. 246dsk) - K.: CSR of the Armed Forces of Ukraine, 2017.

Combat Statute of the Military Units and Subunits of the Military Intelligence of the Armed Forces of Ukraine (Company Battalion), (NKS SV No. 245dsk) - K.: CSR of the Armed Forces of Ukraine, 2017;

Additional:

Manual "Tactical intelligence in combat examples based on the experience of the ATO". Inventory No. 1781dsk. - K.: GUR MOU 2017;

Tactical Intelligence Doctrine. - K.: GUR MOU 2020

The Doctrine of COMPLEX INTELLIGENCE, RESEARCH AND SURVEILLANCE - K.: DIU 2020

Tactical intelligence in combat examples based on the experience of the ATO in Donetsk and Luhansk regions. K.: GUR. Inv. no. 1781dsk. 2017.

Methodological manual "Organisation of Intelligence in the Headquarters of a Separate Mechanised (Tank, Motorised Infantry, Mountain Infantry) Brigade, Separate Reconnaissance Battalion" K.: GUR. Inv. no. 1737dsk. 2017.

The Combat Statute of the Mechanised and Tank Troops of the Land Forces of the Armed Forces of Ukraine, Part II (Company Battalion). - K.: KSV ZSU, 2016.

The Combat Statute of the Mechanised and Tank Troops of the Land Forces of the Armed Forces of Ukraine, Part I (brigade, regiment). - K.: KSV ZSU, 2016.

NATO Handbook. NATO Office of Information and Press - 1110 - Brussels - Belgium. 2001.

Provisional Guidelines on Operational Intelligence (NGU of the Armed Forces of Ukraine No. \*9 of 05.07.2016)

Temporary Guidelines for the Operational Work of the Military Intelligence Department (Order of the General Staff of the Armed Forces of Ukraine No. 01 of 04.01.2017).

Guidelines for the organisation and conduct of combined arms tactical and command and staff exercises Part II (battalion, company), 2005.

Information resources:

<http://www.nio.mil.gov.ua>

<http://ev.nuos.ua/ua>.

<https://milnavigator.com.ua/category>.

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>6</b>	<b>4</b>	<b>2</b>	<b>Topic 1: Fundamentals of Intelligence.</b>
1.	Group session 1/1	6	4		<b>Lesson 1: The basics of intelligence.</b> 1. Exploration. Scope and scale of application. 2. The purpose and tasks of intelligence. Requirements for intelligence. 3. Intelligence capabilities of units (subunits). 4. Intelligence agencies and their capabilities to perform tasks. Conventional designations of intelligence agencies and methods of conducting intelligence. 5. Methods of conducting military intelligence. 6. Peculiarities of performing tasks in modern warfare.
				2	<b>Organisation, weapons and tactics of a platoon, company (battalion) of the Armed Forces of the Russian Federation.</b> 1. Organisation, armament and tactics of actions in the main types of combat of a mechanised platoon, company (battalion) of the RF Armed Forces. 2. Organisation, armament and tactics of actions in the main types of combat of a parachute platoon, company (battalion) of the RF Armed Forces. 3. Organisation, armament and tactics of actions in the main types of combat of a reconnaissance platoon, company of the RF Armed Forces.
<b>Control measure</b>					
<b>Total for the educational component</b>		<b>6</b>	<b>4</b>	<b>2</b>	

## ENGINEER SUPPORT

### **The general objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Engineering Training" is: to form students' general competencies and general professional competencies in the specialty in accordance with the requirements of educational and professional programme (standard of higher military education) for the training of military specialists, in readiness for their use, skills and abilities in the performance of service (combat) functions and tasks on the use of units in the main types of combat operations.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution that carries out

#### Knowledge:

goals and objectives of Engineer Support during combat missions;  
technical characteristics of the main models of engineering weapons, rules of their operation, storage and procedure for their use in the performance of Engineer Support tasks;  
the procedure for organising and marching units, positioning them in place, using the protective and camouflage properties of the terrain;

#### Skills:

organise the performance of Engineer Support tasks for the unit in various types of combat and compliance with mine safety requirements.

#### Competencies:

**MSC-19** Ability to apply knowledge of the typical organisational and staffing structure, weapons, military equipment and tactics of mechanised (tank) units in various types of combined arms combat (squad, platoon, company, battalion). Know the purpose and procedure for developing (drawing up) combat documents, their types, methods and rules for developing text and graphic combat documents. Ability to draw on a working map the location and actions of troops and the situation with the main symbols and abbreviations used in combat documents using NATO standards.

## **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of training (during the e-learning form), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods: verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be the student's mastery of the method and logic of solving a particular problem, but without the ability to apply them independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in the e-learning form) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of independent work issues that are studied during the online course, the definition of individual tasks are performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;  
current control;  
self-control;

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

Combat Statute of the Mechanised and Tank Troops of the Armed Forces of Ukraine, Part III (platoon, squad, crew) / K.: Varta, 2016. 299 p.

Combat Statute of the Mechanised and Tank Troops of the Armed Forces of Ukraine, Part II (Battalion, Company) / K.: Varta, 2016. - 309 p.

Combat Statute of the Artillery of the Armed Forces of Ukraine, Part II (Division, Battery, Platoon, Gun) / K.: Varta, 2017. 197 p.

Danilov D., Ftemov Y., Pavlyuchyuk V., Melnyk V. Engineering training. Study guide. Lviv: NASV, 2017. 503 c.

Nagachevsky V., Sayevich Y., Sapiga R., Yasko V. Organisation of field water supply: Study guide. Lviv: DIA, 2011. 102 c.

Training kit for units of the Armed Forces of Ukraine and a conditional enemy: a manual / [Syvak O. et al. L.: DIA, 2009. 178 c. Genyk V., Demidchuk F. Combat use of units and subunits of the engineering troops of the Armed Forces of Ukraine: Study guide. -K-Podilskyi, 2011.

Engineer Troops of the Armed Forces of Ukraine / [edited by Vorobiev V.S.] - Kyiv: Ludoprint Ukraine, 2002. 192 p.

Collection of Standards for Combat Training of the Land Forces of the Armed Forces of Ukraine - Kyiv: Military Publishing House, 2000. 125 p.

Order of the General Staff No. 1 of 04 January 2017. On Approval of the Guidelines on Subversive (Explosive) Activities in the Armed Forces of Ukraine. - Kyiv, 2017. - 320 p.

Order of the General Staff No. 2 of 4 January 2017. On Approval of the Guidelines for the Use of Engineered Ammunition by the Units of the Armed Forces of Ukraine. - Kyiv, 2017. - 331 p.

Order of the Ministry of Defence of Ukraine No. 330 of 10 July 2015 on approval of the guidelines for the construction of engineering barriers by the units of the Ministry of Defence of Ukraine and the Armed Forces of Ukraine.

#### Information resources

Official website of the Ministry of Defence of Ukraine: <http://www.mil.gov.ua/>.

Military Doctrine of Ukraine. Decree of the President of Ukraine No. 555/2015// [Electronic resource]: <http://www.president.gov.ua/documents/5552015-19443>.

National Security Strategy of Ukraine. Decree of the President of Ukraine of 26 May 2015 No. 287/2015// [Electronic resource]: <http://zakon2.rada.gov.ua/laws/show/287/2015>.

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>9</b>	<b>6</b>	<b>3</b>	<b>Topic 1: Organisation of Engineer Support tasks.</b>
1	Group session 1/1	3	2		<b>Lesson 1: Goals and objectives of Engineer Support.</b> 1. Engineer Support tasks. 2. Organisation of Engineer Support tasks for a combined arms battle.
				1	<b>Engineer Support tasks.</b> 1. Tasks of Engineer Support in various types of combat.
2	Group session 1/2	3	2		<b>Lesson 2: Fortification of positions, strongholds and areas where units are located.</b> 1. Priority of works on the fortification equipment of the company stronghold. 2. The work of the company commander in organising the engineering equipment of the stronghold. 3. Calculations on the fortification of areas, boundaries and positions and areas of deployment of control points.
				1	<b>Fortification equipment for strongholds and areas where units are located.</b> 1. Calculations of fortification equipment for positions and strongholds.
3	Group session 1/3	3	2		<b>Lesson 3: Implementation of engineering measures to camouflage and protect troops from IEDs.</b> 1. Purpose and methods of camouflage. 2. Protection of weapons and military equipment from VTZ. 3. 3. Service camouflage equipment.
				1	<b>Disguise units and objects.</b> 1. Concealment means, their characteristics and application.
		<b>3</b>	<b>2</b>	<b>1</b>	<b>Topic 2. Installation and maintenance of engineering barriers.</b>
4	Group session 2/1	3	2		<b>Lesson 7. Non-explosive engineering barriers.</b> 1. Types of non-explosive barriers. 2. Ways to overcome non-explosive barriers.
				1	<b>Non-explosive engineering barriers.</b> 1. Types of non-explosive barriers.

		<b>6</b>	<b>4</b>	<b>2</b>	<b>Topic 2. Installation and maintenance of engineering barriers.</b>
5	Group session 2/7	4	2		<b>Lesson 7. Anti-personnel anti-tank explosive devices.</b> 1. Purpose, classification of anti-personnel explosive devices. Characteristics, structure, principle of operation of anti-personnel explosive devices OZM-72, MON-50, MON-90, MON-100, MON-200. 2. Purpose, classification of anti-tank mines. Characteristics, structure, principle of operation of anti-tank mines TM-62M, TM-62P3, TM-72, TM-83, PTM-3. 3. Methods of installing anti-personnel and anti-tank minefields.
				2	<b>Anti-personnel anti-tank explosive devices.</b> 1. Characteristics, structure, principle of operation of anti-personnel explosive devices OZM-72, MON-50, MON-90, MON-100, MON-200. 2. Characteristics, structure, principle of operation of anti-tank mines TM-62M, TM-62P3, TM-72, TM-83, PTM-, and TM-III.
6	Group session 2/9	2	2		<b>Lesson 9. Mine safety.</b> 1. Reconnaissance, means and methods of overcoming anti-tank and anti-personnel obstacles. 2. Check the area for minefields using the 5/25 method 3. Classification and main types of IEDs, their placement and methods of camouflage.
		<b>12</b>	<b>6</b>	<b>6</b>	<b>Topic 3: Engineer Support of a company in various types of combat.</b>
7	Group session 3/1	4	2		<b>Lesson 1: Engineer Support of a company's march.</b> 1. Perform the main tasks of Engineer Support of the company's march. 2. Organisation of Engineer Support for the company's march.
				2	<b>Engineer Support for the company's march.</b> 1. Organisation of Engineer Support for the company's march.
8	Group session 3/3	4	2		<b>Lesson 3: Organisation of Engineer Support for a company's defensive battle.</b> 1. Tasks of Engineer Support of a company in defence. 2. The work of a company commander in organising Engineer Support for defence.
				2	<b>Engineer support for the company's defensive combat.</b> 1. The work of a company commander in organising Engineer Support for defence.
9	Group session 3/5	4	2		<b>Lesson 5. Organisation of Engineer Support for company offensive combat.</b> 1. Tasks of Engineer Support to the company in the offensive. 2. The work of the company commander in organising Engineer Support for the offensive.
				2	<b>Engineer support for the company's offensive battle.</b> 1. The work of the company commander in organising Engineer Support for the offensive.
<b>Control measure</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>30</b>	<b>18</b>	<b>12</b>	

## **MEDICAL SUPPORT FOR THE UNITS**

### **General objective of the educational programme component:**

#### **Objective:**

The purpose of teaching the discipline "Medical support of units" is: formation of students' general competencies and general professional competencies in the specialty in accordance with the requirements of educational and professional programmes (standard of higher military education) for the training of military specialists, in readiness for their use, skills and abilities in the performance of service (combat) functions and tasks on the use of units in the main types of combat operations.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military educational institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military educational institution that carries out

#### **Knowledge:**

the basic procedure for organising the management bodies of the medical service to maintain the constant combat readiness of its units, their training and readiness for medical support of combat operations;

the main documents on the organisation of medical support for troops and the Standard of Training in Tactical Medicine I-ST-3 (2015 edition) and the organisation of evacuation of the wounded.

#### **Skills:**

to manage the medical service representatives in the performance of their tasks.

to use professionally specialised knowledge and practical skills in individual actions or actions as part of small groups in the territory occupied by the enemy.

to support the vital activity of a serviceman in autonomous conditions in various physical and geographical conditions during combat missions.

#### **Competencies:**

**MSC-19** The ability to apply knowledge of the typical organisational and staff structure, weapons, military equipment and tactics of mechanised (tank) units in various types of combined arms combat (squad, platoon, company, battalion). Know the purpose and

procedure for developing (drawing up) combat documents, their types, methods and rules for developing text and graphic combat documents. Ability to draw on a working map the location and actions of troops and the situation with the main symbols and abbreviations used in combat documents using NATO standards.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching the discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form of training, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods: verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the group assignment in the online format, the students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the learning of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the practical training in the online format, students are assessed based on the results of completing tasks on filling in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of educational issues of independent work, which are studied in the online format, and individual tasks are performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust teaching methods and tools, as well as for students' independent work.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

Training standard I-ST-3 (edition 2). Tactical Medicine Training for Military Personnel - K.: Lesya Publishing House, 2015.

Planning of medical support of tactical level military units / Badiuk M./: SPD Chalchinska N.V., 2020.

Pre-hospital care in the conditions of hostilities: Methodological manual, Kryliuk V.O., Gudyma A.A. et al. K., 2014.

Information resources

Online primary health care course: <http://1staidplast.org.ua/>

Electronic Library of the IA (Odesa) → Department of Tactical and General Military Education → BME (including military medical training)

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>30</b>	<b>18</b>	<b>12</b>	<b>Topic 1: Medical support of a company (detachment), battalion.</b>
1.	Lecture 1/1	4	2		<b>Lesson 1: Organisation of the battalion's medical service</b> 1. Tasks and organisational structure of the battalion medical service. 2. Organisation of medical and evacuation support. 3. Organisation of sanitary and hygienic and anti-epidemic support.
				2	<b>Peculiarities of organising Medical Support for Units in the context of hostilities.</b> 1. Management of the medical service during combat operations. 2. The procedure for providing first aid and emergency medical care
2.	Group session 1/2	4	2		<b>Lesson 2: Peculiarities of providing medical care at the pre-hospital stage in the context of hostilities</b> 1. The main activities of the battalion medical service in preparation for a combat engagement. 2. Basic tactical principles of medical support in the area of direct contact.
				2	<b>Organising medical support for a battalion in a defensive battle.</b> 1. Conditions of operation of the platoon medical service in defensive combat 2. Activities of the battalion's medical service in preparation for defence. 3. Measures of the battalion's medical service in the conduct of defence.
3.	Group session 1/3	4	4		<b>Lesson 3: Organisation of battalion medical service management in different types of combat.</b> 1. The main characteristics of modern combined arms combat. 2. The work of the battalion medical officer in the preparatory period for a defensive battle. 3. The work of the battalion medical officer in an offensive battle. 4. The work of the battalion medical officer during the march.
				2	<b>Organising medical support for the battalion in the offensive.</b> 1. Features of the battalion medical service in offensive combat. 2. Organisation of medical support for the battalion in the initial position for the offensive. 3. Organisation of medical support for the battalion during the offensive.

4.	Practical session 1/4	4	2		<b>Lesson 4. Organisation of tactical medicine in a unit.</b> 1. The concept of first aid and the general procedure for its organisation. 2. Basic principles of first aid.
				2	<b>Organising tactical medicine training in a military unit.</b> 1. Content and training of tactical medicine. 2. Guidance documents regulating the organisation and conduct of tactical medicine training. 3. Personal and group medical protection equipment.
5.	Group session 1/5	2	2		<b>Lesson 5. Organisation of first aid. Means of individual medical equipment in the classroom.</b> 1. Personal medical equipment (standard and nonstandard). 2. Provision of first aid in combat (sectors of fire and shelter) and non-combat conditions.
6.	Practical session 1/6	4	2		<b>Lesson 6. Organisation and provision of first aid in case of life-threatening conditions.</b> 1. Methods and means of stopping critical bleeding. 2. Methods and means of providing assistance in case of respiratory disorders.
				2	<b>Organisation and provision of first aid in case of bleeding.</b> 1. Critical (massive) bleeding, methods of temporary stopping. 2. The procedure for applying mechanical means of stopping bleeding (tourniquet/tourniquet). 3. Procedure for the use of chemical bleeding control agents.
7.	Group session 1/7	4	2		<b>Lesson 7. Modern system of medical evacuation support for troops</b> 1. The essence of the modern system of medical evacuation support and its principles. 2. Features of the organisation of medical and evacuation support at the stages of evacuation in the areas of combat missions.
				2	<b>Procedure and methods of removal (extraction) and evacuation of the wounded in combat conditions.</b> 1. Methods of moving the wounded from the sector of shelling. 2. Service and available means for moving the wounded on the battlefield.
8.	Group session 1/8	2	2		<b>Lesson 8. Organisation and conduct of sanitary and hygienic and anti-epidemic measures.</b> 1. Organisation of sanitary and hygienic and anti-epidemic measures in the troops. 2. Organising and conducting vaccinations according to epidemiological indicators.
<b>Control measures</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>30</b>	<b>18</b>	<b>12</b>	

## **FIRE CONTROL**

### **General objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Fire Control" is: to form students' general competencies and general professional competencies in the specialty in accordance with the requirements of educational and professional programme (standard of higher military education) for the training of military specialists, in readiness for their use, skills and abilities in the performance of service (combat) functions and tasks on the use of units in the main types of combat operations.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military education institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military education institution, which is carried out by the

#### Knowledge:

the main provisions of the rules of engagement, rules of fire and Fire Control of ground artillery (division, battery, platoon, gun), the Artillery Training Course of the Armed Forces of Ukraine, experience of conducting combat operations in modern warfare and modern armed conflicts, taking into account the norms of international humanitarian law during combat missions;  
classification of artillery, tasks for artillery units, types of fire and the order of fire destruction of the enemy;  
basics of artillery unit management in various types of combat;  
the procedure for organising the call and adjustment of fire.

#### Skills:

plan, organise and apply combat skills of the unit (by types, branches of the Armed Forces of Ukraine and other military formations established in accordance with the laws of Ukraine);  
manage an artillery unit in various types of combat.

#### Competencies:

**MSC-19** The ability to apply knowledge of the typical organisational and staff structure, weapons, military equipment and tactics of mechanised (tank) units in various types of combined arms combat (squad, platoon, company, battalion). Know the purpose and procedure for the development (drafting) of combat documents, their types, methods and rules for the development of textual and graphic

combat documents. The ability to draw on a working map the location and actions of troops and the situation using the main symbols and abbreviations used in combat documents using NATO standards.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes during a lecture session:

A lecture is the main type of training session designed to teach theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.  
when conducting a Group session:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held for the purpose of detailed study of questions and problems by the students, consideration of topical issues of the training material. The main teaching methods are explanation with demonstration and discussion. To ensure clarity, technical means of transmitting information, tables, diagrams, slides, video clips and posters should be used during the classes.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of the educational issues of independent work, which are studied during the online course, and the determination of

individual tasks are carried out in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

The main guiding documents for the teacher in preparing for classes on the topics of the discipline are:

Combat Statute of the Mechanised and Tank Troops of the Land Forces of the Armed Forces of Ukraine, Part II (battalion, company). Order of the AFU CSR of 30.12.2016 No. 605 as amended: 11.11.2017 No. 564; 02.08.2018 No. 454. MoD, CSR of the Armed Forces of Ukraine - Kyiv - 2016.

Combat Statute of the Artillery of the Armed Forces of Ukraine, Part II (division, battery, platoon, gun). NGS of the Armed Forces of Ukraine. 2017.

Rules of engagement and Fire Control of ground artillery (division, battery, platoon, gun). Ministry of Defence of Ukraine. NGS OF THE ARMED FORCES OF UKRAINE. 05.01.2018.

Guidelines for the combat work of artillery fire units. MINISTRY OF DEFENCE OF UKRAINE. NGS OF THE ARMED FORCES OF UKRAINE. 03.01.2019 p. №6. Lviv, 2019. Ministry of Defence of Ukraine.

Actions of the control platoon in combat: a textbook / P.E. Trofimenko, Y.I. Pushkarev, O.V. Panchenko, S.P. Latin - Sumy: Sumy State University Publishing House, 2011.

Handbook of an officer of an artillery unit. - Sumy: Sumy State University, 2013.

### **Information resources**

Official website of the Ministry of Defence of Ukraine: <http://www.mil.gov.ua/>.

**Titles of topics and distribution of study time by type of study session**

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 1: Combat use of artillery units.</b>
1.	Lecture 1/1	4	2		<b>Lesson 1: Combat use of artillery units based on the experience of modern warfare.</b> 1. Purpose, composition and tasks of artillery in different types of combat. 2. Fire damage to the enemy. Types of artillery fire. 3. Combat order of artillery units.
				2	<b>Fundamentals of combat employment of artillery units.</b> 1. Classification of artillery. 2. Artillery tasks. 3. Management of an artillery unit in combat.
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 2. Fire Control</b>
2.	Group session 2/1	4	2		<b>Lesson 1. Artillery Fire Control.</b> 1. Objectives. 2. Call for artillery fire. 3. Adjusting the fire.
				2	<b>Artillery Fire Control.</b> 1. Methods of targeting. 2. Correction of fire.
<b>Control measures</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>8</b>	<b>4</b>	<b>4</b>	

## **LOGISTICAL SUPPORT OF MILITARY UNITS (SUBDIVISIONS)**

### **The general objective of the educational programme component:**

#### **Objective:**

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military educational institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military educational institution that carries out

#### **Knowledge:**

organisational structure and logistics tasks of a military unit or subdivision;  
organising logistics support for the unit;  
organising meals and bath and laundry services for personnel in the field;  
organising the refuelling of vehicles with fuels and lubricants in the field;  
basics and rules for providing logistics services with material and technical resources;  
the procedure and rules for keeping records of material and technical assets by logistics services.

#### **Skills:**

Manage the logistics support of his/her unit and organise the operation of its facilities;  
make decisions and manage units in the performance of logistics tasks;  
systematically monitor the logistics elements in a subordinate unit.

#### **Competencies:**

**MSC-20** Ability to apply knowledge of the organisation of logistics support (by logistics services) in units (platoon, company). To know the basics of accounting for material resources of the fuel and lubricants service in the unit; accounting for material resources of the food service in the unit; organisation of provision of material property; basics of accounting for material resources of the material service in the unit, accounting for material property received in the form of charitable assistance and trophies. Ability to apply knowledge of catering for unit personnel.

**MSC-21** Ability to apply knowledge of the basics of accounting for small arms and ammunition in the unit, organisation of the inventory of small arms and ammunition.

**MSC-22** Know the general provisions for organising the operation of military motor vehicles in the unit, the requirements of guidelines for the operation of motor vehicles, the basic provisions for the acceptance and transfer of military vehicles and the preparation of technical documentation during the acceptance and transfer of military vehicles.

### **Organisational and methodological guidelines:**

Features of the methodology for conducting classes:

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form of training, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of training, when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the class leader, but the solution is found by the trainee.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

during practical training:

Practical training is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Practical exercises should be aimed at consolidating and deepening the knowledge gained by students in lectures and group classes, as well as during independent work, and at developing skills in solving practical problems of everyday military activities.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

### **Logistics:**

Classes should be held in specialised classrooms, which should be equipped with personal electronic computers at the rate of one workstation per two students and at the training centre's training ground. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support:**

*On the Statute of the Internal Service of the Armed Forces of Ukraine: Law of 24.03.1999. No. 548-XIV // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. Date of update: 03.07.2020. URL: <https://zakon.rada.gov.ua/laws/show/548-14#Text> (accessed 28.07.2020).*

*On the material liability of servicemen and persons equated to them for damage caused to the state: Law of 03.10.2019. № 160-IX // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/160-20#Text> (accessed 28.07.2020).*

*On the Strategic Defence Bulletin of Ukraine: Decree of the President of Ukraine dated 06.06.2016 No. 240/2016 // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/n0006525-16#Text> (accessed 28.07.2020).*

*On Approval of the Regulation on the Inventory of Military Property in the Armed Forces: Resolution of the Cabinet of Ministers of Ukraine of 03.05.2000 No. 748 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 19.11.2012. URL: <https://zakon.rada.gov.ua/laws/show/748-2000-%D0%BF#Text> (accessed 28.07.2020).*

On Approval of the Regulation on the Procedure for Accounting, Storage, Write-Off and Use of Military Property in the Armed Forces: Resolution of the Cabinet of Ministers of Ukraine of 04.08.2000 No. 1225 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 27.06.2017. URL: <https://zakon.rada.gov.ua/laws/show/1225-2000-%D0%BF#Text> (accessed 28.07.2020).

On the norms of nutrition for servicemen of the Armed Forces, other military formations and the State Service for Special Communications and Information Protection, police officers, rank-and-file and senior officers of the State Fiscal Service, rank-and-file and senior officers of civil defence bodies and units: Resolution of the Cabinet of Ministers of Ukraine of 29.03.2002 No. 426 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 27.06.2017. URL: <https://zakon.rada.gov.ua/laws/show/426-2002-%D0%BF#Text> (accessed 28.07.2020).

Norms of nutrition for military personnel of the Armed Forces and other military formations, officers and rank-and-file personnel of the internal affairs bodies and the penitentiary system, lyceum students of military lyceums, lyceums with enhanced physical training and norms of animal feeding for wartime, approved by the Resolution of the Cabinet of Ministers of Ukraine of 03.06.2003 No. 824-010.

On Approval of the Procedure for Logistical Support of the Defence Forces in the Performance of Tasks on Defence of the State, Protection of its Sovereignty, Territorial Integrity and Inviolability: Resolution of the Cabinet of Ministers of Ukraine of 27.12.2018 No. 1208 // Legislation of Ukraine Database / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/1208-2018-%D0%BF#Text> (accessed 28.07.2020).

Norms of provision of material property to servicemen of the Armed Forces of Ukraine and the State Special Transport Service in peacetime and special period: Order of the Ministry of Defence of Ukraine dated 29.04.2016 No. 232 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 27.08.2019. URL: <https://zakon.rada.gov.ua/laws/show/z0767-16#Text> (accessed 28.07.2020).

Instruction on the organisation of material support of the military personnel of the Armed Forces of Ukraine in peacetime and special period: Order of the Ministry of Defence of Ukraine dated 29.04.2016 No. 232 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 27.08.2019. URL: <https://zakon.rada.gov.ua/laws/show/z0768-16#Text> (accessed 28.07.2020).

Norms of consumption of fuel, oils, greases and special liquids during operation, repair and conservation of military equipment and weapons of the Armed Forces of Ukraine, approved by the Order of the Minister of Defence of Ukraine of 06.01.1999 No. 01 Combat Regulations of the Mechanised and Tank Forces of the Land Forces of the Armed Forces of Ukraine. Part I. Brigade. - K.: KSV ZSU, 2016.

The Combat Statute of the Mechanised and Tank Troops of the Armed Forces of the Armed Forces of Ukraine. Part II. Battalion, Company - K.: CSR of the Armed Forces of Ukraine, 2016.

Basic Provisions of Logistics Support of the Armed Forces of Ukraine, approved by the Order of the Ministry of Defence of Ukraine of 11.10.2016 No. 522

Temporary Guidelines on Logistics Support of Combat Operations of Military Units (Subdivisions) of the Land Forces of the Armed Forces of Ukraine (draft) - Kyiv: CSR of the Armed Forces of Ukraine, 2019.

On Approval of the Regulation on the Military (Ship) Economy of the Armed Forces of Ukraine: Order of the Minister of Defence of Ukraine dated 16.07.1997 No. 300 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 09.09.2016. URL: <https://zakon.rada.gov.ua/laws/show/z0615-97#Text> (accessed 28.07.2020).

Regulation on the provision of the Armed Forces of Ukraine with fuel and technical means of fuel service for peacetime, approved by Order of the Minister of Defence of Ukraine of 31.07.2006 No. 469.

On Approval of the Regulation on Food Supply of the Armed Forces of Ukraine in Peacetime: Order of the Minister of Defence of Ukraine dated 09.12.2002 No. 402 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 10.11.2017. URL: <https://zakon.rada.gov.ua/laws/show/z0992-02#Text> (accessed 28.07.2020).

Temporary instruction on bath and laundry services for the personnel of the Armed Forces of Ukraine for peacetime and special period, approved by the commander of military unit A2516 on 28.12.2017, no. 312.

Regulation on the Procedure for the Creation, Storage, Renewal (Replacement), and Use of Immovable Stocks of Logistics Equipment and Other Logistics Material in the Armed Forces of Ukraine, approved by the Order of the Ministry of Defence of Ukraine of 13.05.2016 No. 6t

On Approval of the Instruction on Accounting for Military Property in the Armed Forces of Ukraine: Order of the Ministry of Defence of Ukraine dated 17.08.2017 No. 440 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 23.08.2019. URL: <https://zakon.rada.gov.ua/laws/show/z1192-17#Text> (accessed 28.07.2020).

Methodological Recommendations on the Organisation and Maintenance of Accounting in the Armed Forces of Ukraine, approved by the Order of the Ministry of Defence of Ukraine No. 905 dated 19.12.2014 (as amended)

On Approval of the Procedure for Write-Off of Military Property in the Armed Forces of Ukraine: Order of the Ministry of Defence of Ukraine dated 12.01.2015 No. 17 // Database "Legislation of Ukraine" / VR of Ukraine. Date of update: 28.02.2020. URL: <https://zakon.rada.gov.ua/laws/show/z0118-15#Text> (accessed 28.07.2020).

Instruction on the organisation and planning of cargo and passenger transportations by road in the Armed Forces of Ukraine, approved by the Order of the General Staff of the Armed Forces of Ukraine of 17.10.2016 No. 387

Table of urgent reports on operational and logistical support of troops (forces) in peacetime, approved by the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine on 12.04.2010, no. 55

Basic Combined Arms Training Programme, approved by the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine on 01.06.2018 (as amended)

STI 000G.06L Tactical training (training course) - Kyiv: GUP of the Armed Forces of Ukraine, CIMIC of the Armed Forces of Ukraine, 2019. 14 p.

STI 000G.21L Tactical medicine (training course) - Kyiv: GUP of the Armed Forces of Ukraine, CSMC, 2019. - 10 c.

STP "Individual training of a refuelling driver (driver of a refuelling machine) with special training"

STP "Individual training of a cook with special training"

STP "Individual training of the head of a field bathhouse - a sanitary instructor in special training"

STC 3415.3(4)04.05 Functional group No. 5 "Support (conducting operations, fighting, combat operations)". Implementation of transport support (Company). - K.: CSMC of the Armed Forces of Ukraine, 2020. - 12 p.

STC 3415.4(5)04.02 Functional group No. 5 "Support (conducting operations, fighting, combat operations)". Implementation of transport support (Platoon (squad)) - K.: CSMC of the Armed Forces of Ukraine, 2020. - 10 p.

DM to STC 3415.4(5).04.02 Implementation of transport support - K.: CSMC of the Armed Forces of Ukraine, 2020. 26 p.

STC 3415.3(4)04.03 Functional group No. 5 "Support (conducting operations, fighting, combat operations)". Evacuation of personnel (wounded), trophies (Platoon) - K.: CSMC of the Armed Forces of Ukraine, 2020. 12 p.

DM to STC 3415.3(4).04.03 Evacuation of personnel (wounded), trophies - K.: CSMC of the Armed Forces of Ukraine, 2020. 28 p.

Methodological manual on the organisation and implementation of security and defence, Routine Activities of military units (subdivisions) of the Armed Forces of Ukraine located in base camps - K.: General Staff of the Armed Forces of Ukraine, 2014. 60 p.

Methodological recommendations on the organisation of the work of points of reception of mobilisation resources of military units (institutions). Appendix to the Directive of the General Staff of the Armed Forces of Ukraine dated 03.07.2018 No. 321/1259

Methodological recommendations on the development of documents of combat and mobilisation readiness of the material service of military units (formations) No. 138/400 of 28.02.2003: Bulletin No. 3 of the Main Material Department - K.: Tyl AFU MoU, 2003. 56 p.

Methodological recommendations on ensuring the protection and defence of convoys transporting weapons, missiles and ammunition and material and technical means - Kyiv: Arming of the Armed Forces of Ukraine, 2014. 38 p.

Methodological recommendations for conducting staff training and radio training in the tactical command and control level, taking into account the experience of the participation of the Armed Forces of Ukraine in the Anti-Terrorist Operation in Donetsk and Luhansk regions - K.: General Staff of the Armed Forces of Ukraine, 2015. 52 p.

Methodological recommendations on the organisation of logistics support in the base camps of brigades (battalions), company (platoon) strongholds and combat positions - K.: Ryl AFU, 2016. - 19 p.

Methodological recommendations on the organisation and escort of convoys. - Kyiv: Tyl AFU, 2016. - 9 p.

Methodological recommendations on the organisation and conduct of tactical and special exercises (tactical and special, tactical and formation exercises) with military units (subunits) of the rear of the Armed Forces of Ukraine - K.: Rear of the Armed Forces of Ukraine, 2018.

Peculiarities of organising the movement of military units (subdivisions) across the territory controlled by separatist organisations - Kyiv: CISS, 2014. 18 p.

Order of the MoD of 4 January 2019 No. 4 "On Approval of the Instruction on the Procedure for Categorisation of Rocket and Artillery Weapons".

"The Regulation on Field Artillery Depots of the Armed Forces of Ukraine was enacted by the Order of the General Staff of the Armed Forces of Ukraine No. 386/dsk on 04.10.2019.

Order of the Ministry of Defence of Ukraine No. 545 of 16.08.2012 "On Approval of the Instruction on Organisation of Repair of Missile and Artillery Equipment in Peacetime"

Order of the Ministry of Defence of Ukraine dated 17.08.17 No. 440 "On Approval of the Instruction on Accounting for Military Property in the Armed Forces of Ukraine".

MoD Order No. 17 of 12.01.2015 "Procedure for Writing Off Military Property in the Armed Forces of Ukraine.

MoD Order No. 359 of 29 June 2005, registered with the Ministry of Justice of Ukraine on 26 August 2005 under No. 933/11213 (as amended by MoD Order No. 569 of 20 October 2015) "On Approval of the Instruction on the Organisation of Accounting, Storage and Issuance of Small Arms and Ammunition in the Armed Forces of Ukraine".

MoD Order No. 16 of 10.01.2017 "On Approval and Enactment of the 'Instruction on the Specifics of Inventory of Small Arms, Missiles and Ammunition in the Armed Forces of Ukraine'"

Guidelines for the organisation of operation and preservation of alkaline batteries used in radioactive waste samples, part 1. 1990. Approved by the deputy commander of military unit 64179 on 26.03.86.

The Regulation on Military Transport by Rail, Sea, River and Air is approved by the Order of the Ministry of Defence of Ukraine No. 595 dated 05.09.2013. Registered with the Ministry of Justice of Ukraine on 26 September 2013 under No. 1662/24194

Instruction on the organisation and holding of a park day in the Armed Forces of Ukraine, approved by Order of the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine of 15 July 2010, No. 110,

The course of firing from small arms and combat vehicles was introduced by the Chief of the General Staff - Commander-in-Chief of the Armed Forces of Ukraine on 17 April 2018, No. 160

### **Information resources:**

*On mobilisation training and mobilisation: Law of 21.10.1993. No. 3543-XII // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. Date of update: 02.01.2020. URL: <https://zakon.rada.gov.ua/laws/show/3543-12#Text> (accessed 28.07.2020).*

*On the new edition of the Military Doctrine of Ukraine: Decree of the President of Ukraine dated 24.09.2015 No. 555/2015 // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/555/2015#Text> (accessed 28.07.2020).*

Comparative analysis of the work of officials of the command and control bodies of military units (subdivisions) during the planning of combat (actions) in the Armed Forces of Ukraine and the armies of NATO member states / M. Zabrodskyi, O. Kryvenko, L. Krymets. Krymets // Science and Defence. - 2019. № 4. - C. 7-12. URL: <http://nio.nuou.org.ua/article/view/201835> (accessed 28.07.2020).

Romaniuk D. Chief of the General Staff of the Armed Forces of Ukraine told how the structure of units will change / Dmytro Romaniuk // ArmyINFORM. - 2020. - 21 July. URL: <https://armyinform.com.ua/2020/07/nachalnyk-generalnogo-shtabu-zsu-rozpoviv-yak-zminytsya-struktura-pidrozdiliv/> (accessed 28.07.2020).

Sarantsev V. Fuel for the Armed Forces - quality without compromise / Vitalii Sarantsev // ArmyINFORM. - 2020. - 24 July. URL: <https://armyinform.com.ua/2020/07/palne-dlya-zbrojnyh-syl-yakist-bez-kompromisiv/> (accessed 28.07.2020).

The Ministry of Defence of Ukraine received five tank trucks AC-12 / ArmyINFORM. - 2020. - 25 June. URL: <https://armyinform.com.ua/2020/06/ministerstvo-oborony-ukrayiny-otrymalo-pyat-avtozystem-acz-12/> (accessed 28.07.2020).

[https://tyl.at.ua/publ/polovi\\_tekhnichni\\_zasobi/tekhnichni\\_zasobi\\_dlja\\_prigotuvannja\\_i\\_transportuvannja\\_jizhi\\_v\\_polovikh\\_um\\_ovakh/2/](https://tyl.at.ua/publ/polovi_tekhnichni_zasobi/tekhnichni_zasobi_dlja_prigotuvannja_i_transportuvannja_jizhi_v_polovikh_um_ovakh/2/) / field equipment / equipment for cooking and transporting food in the field

[https://tyl.at.ua/publ/polovi\\_tekhnichni\\_zasobi/tekhnichni\\_zasobi\\_polovogo\\_khlibopechennja/3/](https://tyl.at.ua/publ/polovi_tekhnichni_zasobi/tekhnichni_zasobi_polovogo_khlibopechennja/3/) / field equipment / field baking equipment

### 3. Titles of topics and distribution of study time by type of class

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
		<b>12</b>	<b>8</b>	<b>4</b>	<b>Topic 1: General provisions of the logistics support organisation.</b>
1.	Lecture 1/1	4	2		<b>Lesson 1: Comprehensive support of combat and day-to-day activities of military units.</b> 1. Comprehensive support of combat and day-to-day activities of military units. 2. The system of logistics support of the Armed Forces of Ukraine.
				2	<b>Material flows and logistics operations.</b> 1. Material flows. Logistics chains. 2. Solving problems of distribution logistics.
2.	Group session 1/2	3	2		<b>Lesson 2. The system of logistics support for troops.</b> 1. Tasks, types, objects of the system of logistics support of troops. 2. Measures of logistical support of a military unit.
				1	<b>The system of logistics support for troops.</b> 1. Guidance documents on the organisation of logistics support.
3.	Group session 1/3	3	2		<b>Lesson 3: The system of technical support of troops' actions.</b> 1. The concept of the system of technical support for military operations. 2. Measures of technical support of the military unit.
				1	<b>Material and technical resources and their reserves.</b> 1. The concept and types of inventory. 2. Calculation and supply units used in technical support.
4.	Group session 1/4	2	2		<b>Lesson 4. Forces and means of technical support.</b> 1. Military-grade technical support forces and means. 2. Forces and means of technical support of the operational level. 3. Strategic level technical support forces and means.
		<b>17</b>	<b>12</b>	<b>5</b>	<b>Topic 1: Organisation of logistics support (by logistics services) in a unit (separate platoon, company).</b>
5.		5	4		<b>Lesson 1: Basics of accounting for material assets of the fuel and lubricants service in a unit.</b>

	Practical session 1/1				1. Accounting for material assets in the service of fuels and lubricants. 2. Write-off of material assets in the service of fuel and lubricants.
				1	<b>Performance properties of fuels and their characteristics.</b> 1. Understand the basic operational properties of fuels.
6.	Group session 1/2	3	2		<b>Lesson 2: Fundamentals of accounting for material resources of the food service in the unit.</b> 1. Accounting of material resources of the food service. 2. Procedure for preparation, execution and maintenance of accounting documents.
				1	<b>Organisation of food supply for the personnel of a unit located separately from its unit (base camps, block posts of the BOP, ROP).</b> 1. Preparation of a food report card, a daily statement of food availability and movement.
7.	Practical session 1/5	3	2		<b>Lesson 5. Organization of catering for the personnel of the unit.</b> 1. Technical means of cooking in the field. 2. Organisation of catering for the unit.
				1	<b>Construction and operation of car and trailer kitchens.</b> 1. The procedure for deploying vehicle and trailer kitchens in the field and using them for their intended purpose.
8.	Group session 1/7	3	2		<b>Lesson 7. Basics of accounting for material resources of the material service in the unit.</b> 1. Documentation of keeping records of physical property in the unit. 2. The procedure for enrolling military personnel in the provision of clothing.
				1	<b>Accounting for tangible property received in the form of charitable assistance and trophies.</b> 1. Accounting for tangible property received as charitable aid and trophy tangible property.
9.	Group session 1/9	3	2		<b>Lesson 9. Organisation of provision of tangible property.</b> 1. Procedure for providing military personnel with material property. 2. Technical means of washing personnel in the field.
				1	<b>Peculiarities of material support during a special period.</b> 1. Peculiarities of clothing provision of the military personnel of the Armed Forces of Ukraine in a special period.
		<b>19</b>	<b>16</b>	<b>3</b>	<b>Topic 2. Organisation of logistics support (by technical services) in a unit (separate platoon, company).</b>
10.	Group session 2/1	2	2		<b>Lesson 1: Basics of accounting for small arms and ammunition in a unit.</b> 1. Requirements of the guiding documents on accounting for small arms and ammunition. 2. The procedure for keeping accounting records in the unit.
11.	Practical session 2/2	5	4		<b>Lesson 2: Organisation of storage of small arms and ammunition.</b> 1. Organisation of storage of small arms and ammunition in the PPD. 2. Organisation of storage of small arms and ammunition in the field (checkpoint, POP, ROP). 3. Accounting, reporting and write-off of ammunition expenditure at ammunition supply points. 4. Procedure for filling in the forms of WMH on the operation (firing) of weapons.

				1	<b>Organising an inventory of small arms and ammunition.</b> 1. The purpose, procedure and timing of the inventory of small arms and ammunition. 2. Criminal liability for illegal handling of weapons and ammunition.
12.	Practical session 2/3	5	4		<b>Lesson 3. General provisions on the organisation of the operation of military vehicles in a unit.</b> 1. Procedure and frequency of checking the condition of vehicles by company (platoon) officials. 2. The procedure for accounting for motor vehicles and motor vehicle property in the unit. 3. The procedure for acceptance and transfer of motor vehicles in the unit.
				1	<b>Requirements of the guidelines for the operation of automotive equipment.</b> 1. Guidance documents for the operation of motor vehicles.
13.	Group session 2/4	2	2		<b>Lesson 4. Basic provisions for receiving and transmitting BTOT.</b> 1. Requirements for the machines to be transferred. 2. Procedure for acceptance and transfer of machines. 3. Peculiarities of acceptance of vehicles in storage (in the area of hostilities).
14.	Practical session 2/5	5	4		<b>Lesson 5. Preparation of technical documentation in the course of acceptance and transfer of fuel and energy sources.</b> 1. The procedure for checking machines. 2. The list of documentation for the machine and the procedure for checking it. 3. Preparation of documentation for the accepted machine.
				1	<b>Requirements of the BWT operation guidelines.</b> 1. Guidance documents for the operation of the BTOT.
<b>Control measure</b>		<b>2</b>	<b>2</b>		<b>Credit</b>
<b>Total for the educational component</b>		<b>48</b>	<b>36</b>	<b>12</b>	

## **TROOP LEADING PROCEDURES (TLP)**

### **The general objective of the educational programme component:**

#### **Objective:**

The purpose of teaching the discipline "Troop Leading Procedures (TLP)" is to train a tactical-level military management officer who knows the organisation of unit management, the content and technologies of substantiation and decision-making, the processes of planning and organising intelligence support for the combat area in accordance with NATO standards.

The discipline can be taught in the following ways: in classrooms - during courses directly at a higher military educational institution; in a mixed form of education (distance learning combined with traditional education) - during online learning without interrupting the performance of functional duties at the place of service at the first stage, but the assessment of students for the discipline as a whole affects the further direct training of students in courses at a higher military educational institution that carries out

#### **Knowledge:**

the main provisions of the combat manuals and guidelines on the processes of managing troops in accordance with NATO standards;

the procedure for managing a unit in difficult combat conditions, organising combat on the ground, interaction, combat support and management according to TLP procedures;

the procedure for organising and carrying out steps under TLP procedures, the procedure for managing subordinate units;

#### **Skills:**

plan, organise and apply combat skills of the unit (by types, branches of the Armed Forces of Ukraine, other military formations established in accordance with the laws of Ukraine)

to show and justify the ways in which the intelligence agency performs intelligence tasks to support different types of combat in different environments in accordance with NATO procedures;

Identify and plan ways to conduct intelligence;

plan and work according to standard operating procedures used in the armies of the world's leading countries.

#### **Competencies:**

**MSC-23** Ability to apply theoretical knowledge of the stages of planning at the tactical level (up to company, introductory to

battalion), to prepare combat documents (graphic and textual) for decision-making on combat operations (use of a subordinate unit (intelligence agency)) according to the troop management procedure (TLP), taking into account the experience of NATO partner countries.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns

the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of lecturing. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail the topical issues of the training material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the learning of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the online practical training, students are assessed based on the results of completing tasks to fill in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust the methods and means of teaching, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

The main guiding documents for the teacher in preparing for classes on the topics of the discipline are:

"Nordic UN Tactical Manual";

Ranger Handbook TC 3-21.76;

Field Manual FM 1-02. Operational Terms and Graphics;

Field Manual FM 3-0. Operations;

Field Manual FM 5-0. Army Planning and Orders Production;  
Field Manual FM 6-0. Mission Command: Command and Control of Army Forces;  
The Battle Staff SMARTBOOK;  
Guidelines for operational planning (GOP), Final revision.  
Procedure for the execution of operational (combat) documents (Order of the General Staff of the Armed Forces of Ukraine of 28.04.2018 No. 170).  
Methodological Manual "Organisation of Intelligence in the Headquarters of a Separate Mechanised (Tank, Motorised Infantry, Mountain Infantry) Brigade, Separate Reconnaissance Battalion" K.: GUR. Inv. no. 1737dsk. 2017.  
Analysis of the Development and Combat Use of New Generation Precision Weapons in Local Conflicts - OISI, 2005.  
Recommendations for the preparation and conduct of actions by mechanised and tank units in the course of conflict termination, disarmament and liquidation of illegal armed formations - K.: Main Department of the Main Command of the Land Forces of the Armed Forces of Ukraine, 2002. - 79 p.

### **Information resources**

<http://www.nio.mil.gov.ua>

<http://ev.nuos.ua/ua>.

<https://www.facebook.com/zbroya.ua>.

<https://informnapalm.org/ua/bazy-danyh>.

<https://milnavigator.com.ua/category>.

### Titles of topics and distribution of study time by type of study session

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>25</b>	<b>10</b>	<b>15</b>	<b>Topic 1: Maps, symbols, overlays and brief descriptions of maps (terrain) according to NATO standards.</b>
1.	Group session 1/1	5	2		<b>Lesson 1: NATO maps and the MGRS coordinate system.</b> 1. NATO maps. NATO compass. 2. Coordinates and azimuth according to the MGRS system.
				3	<b>NATO maps and the MGRS coordinate system.</b> 1. NATO maps and compass. 2. Coordinates and azimuth according to the MGRS system.
2.	Practical session 1/2	5	2		<b>Lesson 2: NATO tactical signs.</b> 1. Basics of NATO tactical signs. 2. Other NATO tactical signs. Identification of NATO tactical signs. 3. NATO maps. NATO compass. Coordinates and azimuth according to the MGRS system.
				3	<b>NATO tactical insignia.</b> 1. 1. NATO tactical insignia. 2. Other NATO tactical signs. Identification of NATO tactical signs.
3.	Practical session 1/3	5	2		<b>Lesson 3. Working with a map on an overlay.</b> 1. Types of overlays. ISTAR. 2. Preparation and development of the overlay.
				3	<b>Work with the map on the overlay.</b> 1. Preparation and development of the overlay.

					2. Developing an overlay according to the situation.
4.	Practical session 1/4	5	2		<b>Lesson 4. Briefing the situation on the cards.</b> 1. Key components of a map-based situation briefing. 2. Demonstration of briefing the situation on maps.
				3	<b>Briefing the situation on the cards.</b> 1. Key components of a map-based situation briefing. 2. Preparation for the exam.
5.	Practical session 1/5	5		3	<b>Fundamentals of military decision-making.</b> 1. NATO maps and compass. MGRS coordinates and azimuth. 2. Preparation and development of the overlay. Briefing the situation on the cards and overlay.
				2	<b>Lesson 5. Fundamentals of military decision-making.</b> 1. NATO maps and compass. MGRS coordinates and azimuth. 2. Preparation and development of the overlay. Briefing the situation on the cards and overlay.
		<b>51</b>	<b>30</b>	<b>21</b>	<b>Topic 2. Combat order according to NATO standards and troop management procedures (TLP).</b>
6.	Group session 2/1	9	6		<b>Lesson 1: NATO Standard Battle Order Form and Format (SMESC) and Introduction to the Troop Leadership Procedure (TLP).</b> 1. Introduction to the order of battle (OOB). The format of SMESC orders. 2. Step 1: Receive a combat mission (OPORD). 3. Step 2: Issue a preliminary combat order (WARNO).
				3	<b>Form and format of a combat order according to NATO standards (SMESC) and introduction to TLP.</b> 1. Step 1: Receive a combat mission (operational order (OPORD)). 2. Step 2: Issue a preliminary combat order (WARNO). 3. Development of WARNO.
7.	Practical session 2/2	10	6		<b>Lesson 2. Developing a preliminary plan (Step 3(a)) (TLP).</b> 1. Step 3(a). Analyse the combat mission. 2. Factor analysis (METT-TC). 3. Begin conducting factor analysis and combat mission analysis.
				2	<b>Development of a preliminary plan (3(a)) (TLP).</b> 1. Step 3(a). Analyse the combat mission. 2. Completion of the factor analysis (METT-TC). 3. Completion of the factor analysis and combat mission analysis.
				2	<b>Development of a preliminary plan (3(a)) (TLP).</b> 1. Step 3(a). Analyse the combat mission. 2. Completion of the factor analysis (METT-TC).

					3. Completion of the factor analysis and combat mission analysis.
8.	Practical session 2/3	12	6		<b>Lesson 3. Developing a preliminary plan (3(b-e)) (TLP).</b> 1. Step 3(b): Development of a preliminary plan (development of action options). 2. Step 3(c): Analyse options for action. 3. Step 3(d): Comparison of options. 4. Step 3(e): Select an action option. 5. Start developing options for action (OPORD).
				3	<b>Development of a preliminary plan (3(a-e)) (TLP).</b> 1. Development of options for action (OPORD). 2. Analysis of the combat mission, development of a preliminary plan. 3. Analysing options, comparing options, choosing an option.
				3	<b>Development of a preliminary plan (3(a-e)) (TLP).</b> 1. Development of options for action (OPORD). 2. Analysis of the combat mission, development of a preliminary plan. 3. Analysing options, comparing options, choosing an option.
9.	Practical session 2/4	10	6		<b>Lesson 4. Development of a combat order (TLP).</b> 1. Step 4: Finalise the plan and provide a backbrief. 2. Step 5: Issue a combat order. 3. Step 6: Start of movement (Initiation of manoeuvre). 4. Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.
				2	<b>Development of a combat order (TLP).</b> 1. Steps 4-8. 2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the exam.
				2	<b>Development of a combat order (TLP).</b> 1. Steps 4-8. 2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the exam.
10.	Practical session 2/5	10	6		<b>Lesson 5. Issuing a combat order (TLP).</b> 1. Steps 1-8. 2. Developing and issuing a combat order (OPORD).
				2	<b>Development of a combat order (TLP).</b> 1. Steps 1-4.

					2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the exam.
				2	<b>Development of a combat order (TLP).</b> 1. Steps 4-8. 2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the exam.
11.	<b>Control measures</b>	5		1	<b>Preparing for the test</b>
			4		<b>Credit</b>
<b>Total for the educational component</b>		<b>81</b>	<b>44</b>	<b>37</b>	

## **SPECIAL RECONNAISSANCE**

### **The general objective of the educational programme component:**

#### **Objective:**

The purpose of teaching the discipline "Special Reconnaissance" is to prepare a tactical-level military command officer who knows the principles of general combat, the provisions of military regulations and guidelines, uses them in the performance of training and combat missions, is able to assess the situation, conduct tactical calculations, conduct reconnaissance, skilfully use their combat capabilities and organise interaction.

#### **Knowledge:**

the basics of Special Reconnaissance and the use of special forces, its goals and requirements, characteristic features and principles, means and methods of Special Reconnaissance, the organisational structure of special forces and special operations units, their purpose and capabilities;

organisation and procedure for conducting Special Reconnaissance in the operations of a group of troops, including peacekeeping operations;

the procedure, content and methodology of the unit commander's work in preparation for reconnaissance operations;

the procedure, content and methodology of the work of the JFO unit commander in preparation for actions in accordance with NATO standards at the group/company level (TLP procedures);

the procedure, content and methodology of the unit commander's work in preparation for actions in accordance with NATO standards at the squad level (SDMP procedures);

#### **Skills:**

organise the activities of the SPO team to fulfil the assigned tasks and manage them in the course of their work;

use regular means of T&E and weapons and equipment during the performance of tasks;

creatively use the provisions of doctrinal documents, guidelines and combat regulations in the performance of assigned tasks;

organise and conduct tactical and specialised training sessions with the group;

lead the SPO unit in performing tasks in special conditions;

plan the actions of the SPO unit in special conditions;

plan and organise the execution of tasks in accordance with NATO procedures (TLP/SDMP).

Competencies:

**MSC-21** Ability to apply knowledge of the organisation of general and direct training of general practitioners to perform assigned tasks.

**MSC-22** Ability to perform the duties of an operational officer.

**MSC-23** The ability to manage (as a reconnaissance detachment commander) the personnel of the GRSF in the course of performing assigned tasks.

### **Organisational and methodological guidelines:**

Features of the methodology for conducting classes

To achieve the main learning objective, the programme provide for the following forms of learning:

frontal form of training, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of training, when students complete tasks sequentially, one by one.

Depending on the level of knowledge or skill required, teachers should use the following methods:

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based teaching methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

Training is provided through the following types of classes:

A lecture is the main type of classroom teaching designed to help you learn the theoretical material of the module.

The main purpose of the lecture is to systematise the foundations of scientific knowledge and practical experience in the module, the state and prospects of development of management science, theory and practice of military leadership, to focus on the most complex and critical issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and contribute to the formation of their creative thinking.

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held for the purpose of detailed study by students of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. To ensure visualisation during the classes, it is necessary to use a computer, tables, diagrams, slides, and films.

Practical training is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Practical classes should be aimed at consolidating and deepening knowledge, during lectures and group classes, as well as during independent work of students, and developing their skills in solving practical problems in this discipline.

Independent work is a type of class that is conducted by students independently in order to practice and master the educational material; consolidate and deepen knowledge, skills and abilities; prepare for the next classes and control activities; form a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

Entrance control - is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the training issues to be considered during the class.

Current control - conducted by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

Final control - is conducted in the form of a comprehensive examination within the time frame established by the schedule of the educational process and in the scope of the educational material of all course disciplines. Only students who have completed the full training course provided by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

The number of control measures and the forms of their implementation are communicated to students at the beginning of the discipline.

Classes are held in specialised classrooms equipped with technical teaching aids.

**Logistics:**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

**Information and methodological support:**

Combat Regulations of the Special Operations Forces "Intelligence in Special Operations" BP 2-22(18.01), 2021-KSF, dsk

Combat Regulations of the Special Forces "Special Operations Part I, II, III" BP 3-104(18.01), 2021-KSNO, dsk

Provisional Guidelines for the Training and Employment of Special Operations Forces of the Armed Forces of Ukraine, 2022-KSOG

Album of schemes of methodological materials for the training of tactical groups (based on the experience of the Russian-Ukrainian war of 2022-2023)" EP 7-(01,03-05)215.58(59), November 2023

Weapons of the Russian-Ukrainian War 2022-2023-K.: Ministry of Defence of Ukraine, 2023.

Guidelines on Countering Improvised Explosive Devices. Tactics, Techniques and Procedures in an Environment Threatened by the Use of Improvised Explosive Devices - Kyiv: Ministry of Defence of Ukraine, 2015 - 131 p.

Disguise. The art of being invisible. Inventory No. 1443, DSK.

Methodological recommendations on the preparation and use of units and subdivisions during the ATO. Inv.1390, DSK.

Methodological Recommendations "Conducting Combat Operations at Night. Light Support." -Kyiv: Central Department of Military and Police Training and Development (CMPD) and Central Department of Military and Police Operations of the Armed Forces of Ukraine, 2015. - 188 p.

**Titles of topics and distribution of study time by type of class**

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>12</b>	<b>6</b>	<b>6</b>	<b>Topic 1: Fundamentals of Special Reconnaissance.</b>
1.	Group session 1/1	4	2		Lesson 1: Guiding documents. 1. 1. Doctrinal documents. 2. Directives, orders and instructions of the MoD.
				2	Guidance documents. 1. 1. Doctrinal documents. 2. Directives, orders and instructions of the MoD.
2.	Group session 1/2	4	2		Lesson 2: Organisational structure and security of the AFU's SSA. 1. The organisational structure of the AFU SDF. 2. Safety of the use of the AFU's SPS.
				2	Organisational structure and security of the AFU's SSA. 1. The organisational structure of the AFU SDF. 2. Safety of the use of the AFU's SPS.
3.	Group session 1/3	4	2		Lesson 3: Principles and peculiarities of the use of the AFU SFO. 1. Objects of action of the Armed Forces of Ukraine. 2. Principles and peculiarities of the use of the AFU's SSPE.
				2	Principles and peculiarities of the use of the AFU's SSPE. 1. Objects of action of the Armed Forces of Ukraine. 2. Principles and peculiarities of the use of the AFU's SSPE.
		<b>12</b>	<b>6</b>	<b>6</b>	<b>Topic 2. The agency and operational environment.</b>
4.	Group session 2/1	2	2		Lesson 1: Assessment of the situation. 1. The procedure for assessing the situation. 2. The concept of an agent-operational situation. The main components of the agent-operational situation.
				2	Assessment of the situation.

					<ol style="list-style-type: none"> <li>1. The procedure for assessing the situation.</li> <li>2. The concept of an agent-operational situation. The main components of the agent-operational situation.</li> </ol>
5.	Group session 2/2	4	2		<p>Lesson 2: Assessment of the Agency Operational Environment (AOE).</p> <ol style="list-style-type: none"> <li>1. The procedure for assessing AEO.</li> <li>2. Counter-intelligence activities of counter-intelligence units to combat the JFO's RG (OG).</li> <li>3. Ways to counteract the enemy's counterintelligence measures (based on the experience of the armed conflict in eastern Ukraine).</li> </ol>
				2	<p>Assessment of the AEO.</p> <ol style="list-style-type: none"> <li>1. The procedure for assessing AEO.</li> <li>2. Counter-intelligence activities of counter-intelligence units to combat the JFO's RG (OG).</li> <li>3. Ways to counteract the enemy's counterintelligence measures (based on the experience of the armed conflict in eastern Ukraine).</li> </ol>
6.	Practical session 2/3	4	2		<p>Lesson 3: Practical work on the analysis and evaluation of AEO.</p> <ol style="list-style-type: none"> <li>1. Methods of analysis and assessment of AEO.</li> <li>2. Analysis and assessment of AO on the territory of Ukraine controlled by the enemy in Donetsk and Luhansk regions.</li> <li>3. Analysis and assessment of AO on the territory of Ukraine controlled by the enemy in Kherson and Zaporizhzhia regions.</li> <li>4. Analysis and assessment of AOA on the territory of the AR of Crimea controlled by the RF Armed Forces.</li> </ol>
				2	<p>Practical work on the analysis and evaluation of AEO.</p> <ol style="list-style-type: none"> <li>1. Methods of analysis and assessment of AEO.</li> <li>2. Analysis and assessment of the enemy's AO on the territory of Ukraine in Donetsk and Luhansk regions.</li> <li>3. Analysis and assessment of AO on the territory of Ukraine controlled by the enemy in Kherson and Zaporizhzhia regions.</li> <li>4. Analysis and assessment of AOA on the territory of the AR of Crimea controlled by the RF Armed Forces.</li> </ol>
		<b>24</b>	<b>12</b>	<b>12</b>	<b>Topic 3. Preparation of units of the JFO WG (OG) for the execution of tasks.</b>
7.	Group session 3/1	2	2		<p>Lesson 1: Operational base.</p> <ol style="list-style-type: none"> <li>1. Purpose. Elements of the operational base.</li> <li>2. Organisation of security and defence of the operational base.</li> <li>3. Location of the main elements of the operational base on the ground (Diagram).</li> </ol>
		2		2	<p>Operational base.</p> <ol style="list-style-type: none"> <li>1. Purpose. Elements of the operational base.</li> <li>2. Organisation of security and defence of the operational base.</li> <li>3. Location of the main elements of the operational base on the ground (Diagram).</li> </ol>
8.	Group session 3/3	8	4		<p>Lesson 3: The concepts of advance and direct training in the AFU SFOR.</p> <ol style="list-style-type: none"> <li>1. Basic concepts of preparation for the use of the Special Operations Forces of the Armed Forces of Ukraine.</li> </ol>

					2. The content of advance preparation. The content of direct training. 3. Operational case. 4. Duties of the operational officer.
				2	The concepts of advance and direct training in the AFU's Special Forces. 1. Basic concepts of preparation for the use of the Special Operations Forces of the Armed Forces of Ukraine. 2. The content of advance preparation. The content of direct training. 3. Operational case. 4. Duties of the operational officer.
				2	The concepts of advance and direct training in the AFU's Special Forces. 1. Basic concepts of preparation for the use of the Special Operations Forces of the Armed Forces of Ukraine. 2. The content of advance preparation. The content of direct training. 3. Operational case. 4. Duties of the operational officer.
9.	Practical session 3/6	12	6		Lesson 6. Practical work with elements of direct training. 1. Practical work on the preparation of the Task Plan. 2. Practical training of the operational case. 3. Final control of the discipline.
				3	Practical work with elements of direct training. 1. Practical work on the preparation of the Task Plan. 2. Practical training of the operational case.
				3	Practical work with elements of direct training. 1. Practical work on the preparation of the Task Plan. 2. Practical training of the operational case.
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 4. Withdrawal of the JFO WG (OG) to the area of task execution.</b>
10.	Group session 4/1	4	2		Lesson 1: Procedure for withdrawal of the WG (OG) of the JFO (JFO) to the area of operations. 1. The concept of "withdrawal" of a SSPE unit to the area of a combat mission. 2. Ways of withdrawing the WG (OG) of the SPF (SSfO) to the enemy's rear.
				2	Procedure for withdrawal of the JFO's WG (OG) to the task area. 1. The concept of "withdrawal" of a SSPE unit to the area of a combat mission. 2. Ways of withdrawing the WG (OG) of the SPF (SSfO) to the enemy's rear.
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 5. Methods of performing combat missions.</b>
11.	Group session 5/1	4	2		Lesson 1: Ways to complete the tasks. 1. Reconnaissance tasks and methods of their implementation.

					2. Special tasks and ways to perform them. 3. Special actions and how to perform them.
				2	Methods of performing the tasks. 1. Reconnaissance tasks and methods of their implementation. 2. Special tasks and ways to perform them. 3. Special actions and how to perform them.
		<b>4</b>	<b>2</b>	<b>2</b>	<b>Topic 6. Return (evacuation) of the WG (OG) of the JFO (JFO) after performing combat missions.</b>
12.	Group session 6/1	4	2		Lesson 1: Return of the WG (OG) of the JFO (JFO) after completion of a combat mission. 1. Methods of returning the WG (OG) of the SPF (SSfO) from the area of operational assignment after completing a combat mission. 2. The content of the group commander's work with receiving an order to return after a combat mission. 3. Scope and content of the work with the JRT (JRT) WG (WG) upon return.
				2	Return of the WG (OG) of the JFO (JFO) after completion of a combat mission. 1. Methods of returning the WG (OG) of the SPF (SSfO) from the area of operational assignment after completing a combat mission. 2. The content of the group commander's work with receiving an order to return after a combat mission. 3. Scope and content of the work with the JRT (JRT) WG (WG) upon return.
<b>Controls events</b>		<b>6</b>	<b>6</b>		<b>Examination</b>
<b>Total for discipline</b>		<b>60</b>	<b>30</b>	<b>30</b>	

## INFORMATION AND ANALYTICAL WORK IN THE INTELLIGENCE SYSTEM

### **General objective of the educational programme component:**

#### Objective:

The purpose of teaching the discipline "Information and Analytical Work in the Intelligence System" is: to prepare a tactical-level military officer who knows the basics of organizing information work in tactical and operational level intelligence units of the Armed Forces of Ukraine, knows modern ways and methods of obtaining information, can analyse, systematize, summarize, evaluate information and practically compile intelligence documents, be able to identify intelligence objects by their characteristics, methods of activity of troops on the

#### Knowledge:

the basics of information work;  
basic work with prisoners, defectors and local residents;  
methods of gathering intelligence;  
methods of processing intelligence information.

#### Skills:

study the enemy's documents;  
draw conclusions from the information received and submit proposals to the commander for the organisation of intelligence;  
prepare intelligence reports, intelligence summaries, and reports.  
establish interaction with the media.

#### Competencies:

**MSC-21** Ability to apply knowledge of the organisation of general and direct training of general practitioners to perform assigned tasks.

### **Organisational and methodological guidelines:**

#### Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (learning theory). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

Frontal learning, when all students perform the same task at the same time under the supervision of a teacher;  
group form of training, when students are combined into groups (departments, teams), depending on the staffing structure of the unit, which work in parallel;  
individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skills, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive (problematic);

search (heuristic).

A verbal and visual method in which the teacher systematically and consistently communicates the educational material, while using demonstrations to help students gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures (units).

The situational and cognitive (problem-based) course involves consideration and discussion of real (probable) actions, familiarisation with the experience of commanding troops (forces) in military conflicts and problem solving, and development of information and analytical skills.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching involves posing a problem to the students and solving it, but the teacher shows the ways to solve it and reveals the course of his/her thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills. Problem-based methods provide a deep learning of knowledge at the level of its creative application, mastering the methods of creative thinking and practical experience.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own through preliminary training and implementation of individual elements of the solution. This method is used in group classes, when the way to find the optimal solution is determined by the class leader, but the solution is found by the student.

during lecture classes:

A lecture is the main type of training session designed to teach the theoretical material of a topic.

The main purpose of the lecture is to systematise the foundations of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leader's management activities, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of students, and promote creative thinking. In order to enhance the cognitive activity of servicemen and to develop their creative thinking, technical teaching aids should be skilfully used during lectures in combination with active forms and methods of teaching the educational material. Classes should be conducted by the method of oral presentation of educational material, with individual questions and educational elements worked out in the form of a dialogue between the teacher and the students and by asking them problematic questions.

During the online lecture, students are assigned tasks in accordance with the requirements of the developed online course.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held for the purpose of detailed study by students of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods are explanation with demonstration and discussion. Technical means of information and visualisation (tables, diagrams, slides, diaphragms and posters) should be used to ensure clarity during the classes.

During the online group assignment, students are assessed on the basis of their test (individual) tasks in accordance with the requirements of the developed online course.

during the roundtable discussion:

A round table is a form of public discussion or coverage of educational (problematic) issues, when participants speak in a certain order or discuss problems with equal rights of participants. The purpose of the roundtable is to discuss existing problematic issues and then prepare proposals for resolving these issues.

The roundtable should be aimed at consolidating and deepening the knowledge gained during lectures and group classes, as well as during independent work, and at developing the skills to solve problematic issues that arise in the daily work of officers.

During the online roundtable, students are assessed on the basis of their presentation on the issues identified for discussion in accordance with the requirements of the online course.

when organising independent work:

Work independently with a purpose:

practice and mastery of the training material;

consolidation and deepening of knowledge, skills and abilities;

preparing for the next lessons and control activities;

Developing a culture of mental work, independence and initiative in the search for, acquisition and enrichment of knowledge among students.

Independent work should be provided with teaching and learning materials (textbooks, manuals, assignments and guidelines). All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Study of independent work issues, which are studied during online classes, are defined by individual tasks and performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process. It checks the students' readiness to complete the next learning tasks and ensures the management of their learning motivation. The information obtained during the current control is used to adjust the methods and means of teaching, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook and are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination, the deadline is set by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistics:**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support:**

The main guiding documents for the teacher in preparing for classes on the topics of the discipline are:

1. Sharshatkin D., Maksymenko Y., Popov S., Mamich V., Skachkov O., Rozmaznin O. Information and Analytical Activity: A Study Guide. Part I. Methods of alternative analysis. Odesa: Military Academy, 2022. 110c.
2. Mishkov O.M., Vereshchak V.G., Denysenko I.V. Methodology for assessing the enemy according to NATO standards: Study guide. K.: Ministry of Defence of Ukraine, 2019. 35 c.
3. Military Standard 01.004.007 (Edition 1). Military policy, security and strategic planning. System of strategic communications of the state in the military sphere. Terms and definitions. VST 01.004.007-2017 (1). Kyiv: General Staff of the Armed Forces of Ukraine, 2017. 45c.

4. Military Standard 01.101.104 (Edition 3). Military intelligence. Information and analytical activities. Terms and definitions. VST 01.101.104-2019 (3). Kyiv: General Staff of the Armed Forces of Ukraine, 2019. 37c.
5. The Intelligence Community Analytic Standards (Intelligence Community Directive (ICD) 203 02.02.2015).
6. Director of National Intelligence Directive 203 of 2015 "On the Organisation of Intelligence and Analytical Activities in the US Intelligence Community". Joint Doctrine Publication 200 (JDP 200) (3rd Edition), August 2011.
7. NATO Standard. Allied Joint Publication AJP-2.1 (edition B, version 1) "Intelligence Processes".
8. Joint Publication 2-0. Joint Intelligence. 22 October 2013.
9. Doctrine "Intelligence Procedures" Developed by the DIU Kyiv, 2020. 96 p. - 1 copy.
10. Doctrine "Joint Intelligence" Developed by the Defence Intelligence of Ukraine, 2020. 96 p. - 1 copy.
11. Felko M.F., Trutnev S.H., Shumkov I.O., Kondratenko O.I. "Preparation of Special Operations Tactical Units (SOTU) of the Special Operations Forces for the Performance of Assigned Tasks (TLP Troop Management Procedures)": a manual. Odesa. Military Academy. 2020.
12. I. Shumkov, V. Rudynskyi "The Troop Leadership Procedure (TLP): A Study Guide. Odesa. Military Academy. 2022"

Information resources:

<http://www.nio.mil.gov.ua>

<http://ev.nuos.ua/ua>.

<https://www.facebook.com/zbroya.ua>.

<https://milnavigator.com.ua/category>.

**Titles of topics and distribution of study time by type of study session**

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>12</b>	<b>6</b>	<b>6</b>	<b>Topic 1: Information and Analytical Work in the System of Special and Military Intelligence.</b>
1.	Lecture 1/1	2	2		<b>Lesson 1: Subject of the course "Organisation of Intelligence and Information Activities".</b> 1. The subject and structure of the discipline and its role in the training of the commander of an intelligence and analytical unit. 2. The legislative framework of Ukraine and NATO countries on the organisation and conduct of information and analytical work. 3. Information and analytical activities: basics of methodology (based on NATO experience and standards).
		2		2	<b>The subject of the course is "Organisation of Intelligence and Information Activities".</b> 1. The subject and structure of the discipline and its role in the training of the commander of an intelligence and analytical unit. 2. The legislative framework of Ukraine and NATO countries on the organisation and conduct of information and analytical work. 3. Information and analytical activities: basics of methodology (based on NATO experience and standards).
2.	Group session 1/2	2	2		<b>Lesson 2: The process of intelligence activities.</b> 1. The nature and content of intelligence information and requirements for it. 2. Intelligence activities and their components. 3. The cycle of intelligence activities.
		2		2	<b>The process of intelligence activities.</b> 1. The nature and content of intelligence information and requirements for it. 2. Intelligence activities and their components. 3. The cycle of intelligence activities.
3.	Group session 1/3	2	2		<b>Lesson 3: Disciplines of intelligence activity.</b> 1. HUMINT. 2. IMINT.

					3. SIGINT. 4. MASINT. 5. OSINT. 6. CI.
		2		2	<b>Intelligence disciplines.</b> 1. HUMINT. 2. IMINT. 3. SIGINT. 4. MASINT. 5. OSINT. 6. CI.
		<b>12</b>	<b>6</b>	<b>6</b>	<b>Topic 2. Special research methods in intelligence and information activities.</b>
4.	Lecture 2/1	2		2	<b>Lesson 1: Special research methods in intelligence and information activities.</b> 1. PATTERN analysis. 2. Starbursting analysis. 3. SWOT analysis.
		2		2	<b>Special research methods in intelligence and information activities.</b> 1. PATTERN analysis. 2. Starbursting analysis. 3. SWOT analysis.
5.	Practical session 2/2	4		4	<b>Lesson 2: Practical application of special research methods in intelligence and information activities.</b> 1. PATTERN analysis. 2. Starbursting analysis. 3. SWOT analysis.
		4		4	<b>Practical application of special research methods in intelligence and information activities.</b> 1. PATTERN analysis. 2. Starbursting analysis. 3. SWOT analysis.
		<b>32</b>	<b>16</b>	<b>16</b>	<b>Topic 3. Purpose and definition of the process of "Intelligence Preparation of the Environment (IPOE)".</b>
6.	Lecture 3/1	2		2	<b>Lesson 1: Purpose and definition of the IPOE process.</b> 1. Reconnaissance preparation of the environment. 2. Identify the battlefield environment. 3. Description of battlefield effects.

				<p>4. 4. Threat assessment.</p> <p>5. Identify the most dangerous courses of action.</p>
		2	2	<p><b>Purpose and definition of the process "Intelligence Preparation of the Environment (IPOE)".</b></p> <p>1. Reconnaissance preparation of the environment.</p> <p>2. Identify the battlefield environment.</p> <p>3. Description of battlefield effects.</p> <p>4. 4. Threat assessment.</p> <p>5. Identify the most dangerous courses of action.</p>
7.	Practical session 3/2	6	6	<p><b>Lesson 2. Reconnaissance preparation of the area of the task (activity). Part I</b></p> <p>1. Practical implementation of the IPOE steps.</p> <p>2. Perform a practical exercise.</p>
		6	6	<p><b>Reconnaissance preparation of the area of operations (activities). Part I</b></p> <p>1. Practical implementation of the IPOE steps.</p> <p>2. Perform a practical exercise.</p>
8.	Practical session 3/3	6	6	<p><b>Lesson 3. Reconnaissance preparation of the area of operations (activities). Part II</b></p> <p>1. Practical implementation of the IPOE steps.</p> <p>2. Perform a practical exercise.</p>
		6	6	<p><b>Reconnaissance preparation of the area of operations (activities). Part II</b></p> <p>1. Practical implementation of the IPOE steps.</p> <p>2. Perform a practical exercise.</p>
9.	Practical session 3/4	2	2	<p><b>Lesson 4. Preparation of intelligence briefings.</b></p> <p>1. Briefing technique.</p> <p>2. Prepare a briefing.</p> <p>3. Conduct a briefing.</p>
		2	2	<p><b>Preparation of intelligence briefings.</b></p> <p>1. Briefing technique.</p> <p>2. Prepare a briefing.</p> <p>3. Conduct a briefing.</p> <p>4. Preparing for the test</p>
<b>Controls events</b>		<b>2</b>	<b>2</b>	<b>Credit</b>
<b>Total for discipline</b>		<b>60</b>	<b>30</b>	<b>30</b>

## **MILITARY DECISION-MAKING PROCESS (MDMP)**

### **The general objective of the educational programme component:**

#### **Objective:**

The purpose of teaching the discipline "Military Decision-Making Process (MDMP)" is to train a tactical-level military management officer who knows the organisation of unit management, the content and technologies of substantiation and decision-making, the processes of planning and organising intelligence support for the combat area in accordance with NATO standards.

#### **Knowledge:**

the main provisions of the combat manuals and guidelines on the processes of managing troops in accordance with NATO standards;

the procedure for managing a unit in difficult combat conditions, organising combat on the ground, interaction, combat support and management according to MDMP procedures;

the procedure for organising and carrying out steps under MDMP procedures, the procedure for managing subordinate units;

#### **Skills:**

plan, organise and apply combat skills of the unit (by types, branches of the Armed Forces of Ukraine, other military formations established in accordance with the laws of Ukraine)

to show and justify the ways in which the intelligence agency performs intelligence tasks to support different types of combat in different environments in accordance with NATO procedures;

Identify and plan ways to conduct intelligence;

plan and work according to standard operating procedures used in the armies of the world's leading countries.

#### **Competencies:**

**MSC-23** Ability to apply theoretical knowledge of the stages of planning at the tactical level (up to company, introductory to battalion), to prepare combat documents (graphic and textual) for decision-making on combat operations (use of a subordinate unit (intelligence agency)) according to the troop management procedure (TLP), taking into account the experience of NATO partner countries.

**MSC-25** The ability to apply knowledge of the procedure for the reconnaissance platoon of a reconnaissance company, during the performance of various reconnaissance methods, and the performance of reconnaissance tasks. Ability to apply knowledge of the preparation and organisation of company actions as part of a reconnaissance detachment. To know the capabilities of subordinate units (within the company) to allocate intelligence assets and the procedure for their intended use.

### **Organisational and methodological guidelines**

Features of the methodology for conducting classes

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form of training, when all students perform the same task at the same time under the supervision of a teacher;

group form of training, when students are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form of learning (in the case of distance learning), when students complete tasks sequentially, one by one.

At the same time, depending on the need to achieve the levels of knowledge or skill, the teacher should use the following methods:

verbal and visual;

training;

situational and cognitive.

A verbal and visual method in which the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects studied in order for students to gain new knowledge and form the appropriate imagination.

The training (reproductive) method consists in performing complex actions in accordance with an algorithm (pre-established procedure) determined by the training leader to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive - in reviewing and discussing real (probable) actions, learning about the experience of commanding troops (forces) in military conflicts and developing skills in information and analytical activities.

The above methods provide students with knowledge, skills, and abilities, but to develop their creative abilities, the class leader should use problem-based learning methods.

Problem-based teaching is when the class leader poses a problem to the students, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result of problem-based teaching should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply it independently. This method teaches students how to search for knowledge and helps them develop creative thinking skills.

The search (heuristic) method (in distance learning) serves the purpose of gradually bringing students closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group classes when the method of finding the optimal solution is determined by the class leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

when conducting group classes:

A Group session is a type of training session during which the teacher presents new educational material in a verbal and visual way, controls the students' learning of this material by questioning them and helps to consolidate it.

Group classes are held to enable students to study in detail the issues and problems discussed in lectures and to consider in detail topical issues of the course material. The main teaching methods are explanation with demonstration and discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classes.

during practical training:

Practical training is a type of training session during which a research and teaching (pedagogical) employee organises the mastering of theoretical provisions of the discipline by students through the performance of specially formulated tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

A practical lesson is a form of training in which students practically work on educational issues, the instructor monitors the learning of previously studied material and seeks to consolidate it, and the instructor uses creative recommendations to guide the independent work of cadets. Therefore, practical training is one of the most important types of training sessions with cadets.

During the online practical training, students are assessed based on the results of completing tasks to fill in the documents of Routine Activities, in accordance with the requirements of the developed online course.

when organising independent work:

Independent work should be carried out with the aim of working out and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and control measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among students.

Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

The study of independent work issues that are studied during the online course, the definition of individual tasks are performed in accordance with the requirements of the developed online course.

Frequency and peculiarities of current control, general procedure for determining the score for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The following control methods are used in teaching the discipline:

entrance control;

current control;

self-control;

final control.

The number of control measures, forms of their implementation, and frequency are communicated to students at the beginning of the discipline.

Entrance control is carried out before the study of the discipline in order to study the level of training of course participants and make changes to the content of the educational issues to be considered during the class.

Current control is carried out by teachers at all types of classes.

The main purpose of the current control is to provide feedback between teachers and students in the learning process, to check the students' readiness to complete the next learning tasks, and to manage their learning motivation. The information obtained during the current control is used to adjust the methods and means of teaching, as well as for students' independent work.

Ongoing control can be carried out in the form of an oral survey or a written express control (flyer) during training sessions, as well as in the form of computer testing.

The results of the current control are recorded in the training logbook, they are used and taken into account during the final control.

Self-control is intended for students' self-assessment of the quality of learning material on a specific topic of the discipline. Self-control is carried out in the form of control questions on the topic or testing on a computer.

The final control is carried out in the form of a comprehensive examination within the period established by the schedule of the educational process and in the amount of educational material determined by the programme of the discipline.

In the course of studying a discipline in the distance learning mode, students are assessed for the discipline as a whole based on the performance of a test, the assessment of which affects the further direct training of students in courses at a higher military educational institution, which is carried out at the second stage of training.

When taking courses directly at a higher military educational institution, students who have completed the full course of study provided for by this programme are allowed to take the comprehensive exam.

To conduct the comprehensive examination, an examination board is appointed by order of the Head of the Academy, which includes representatives of the Military Academy who have a relevant military accounting speciality.

### **Logistical support**

Classes should be held in a specialised classroom, which should be equipped with personal electronic computing equipment at the rate of one workstation per two students. It is mandatory to use technical training aids during the training sessions.

### **Information and methodological support**

The main guiding documents for the teacher in preparing for classes on the topics of the discipline are:

"Nordic UN Tactical Manual";

Ranger Handbook TC 3-21.76;

Field Manual FM 1-02. Operational Terms and Graphics;

Field Manual FM 3-0. Operations;

Field Manual FM 5-0. Army Planning and Orders Production;

Field Manual FM 6-0. Mission Command: Command and Control of Army Forces;

The Battle Staff SMARTBOOK;

Guidelines for operational planning (GOP), Final revision.

Procedure for the execution of operational (combat) documents (Order of the General Staff of the Armed Forces of Ukraine of 28.04.2018 No. 170).

Methodological manual "Organisation of Intelligence in the Headquarters of a Separate Mechanised (Tank, Motorised Infantry, Mountain Infantry) Brigade, Separate Reconnaissance Battalion" K.: GUR. Inv. no. 1737dsk. 2017.

Analysis of the Development and Combat Use of New Generation Precision Weapons in Local Conflicts - OISI, 2005.

Recommendations for the preparation and conduct of actions by mechanised and tank units in the course of conflict termination, disarmament and liquidation of illegal armed formations - K.: Main Department of the Main Command of the Land Forces of the

Armed Forces of Ukraine, 2002. - 79 p.

Information resources

<http://www.nio.mil.gov.ua>

<https://www.facebook.com/zbroya.ua>.

<https://informnapalm.org/ua/bazy-danyh>.

<https://www.radartutorial.eu/logos/hersteller.html>.

<https://milnavigator.com.ua/category>.

**Titles of topics and distribution of study time by type of study session**

№ s/n	Types of training sessions, control measures	Total hours	Among them.		Topic title and study questions
			Audit hours	Independent work	
1	2	3	4	5	6
		<b>40</b>	<b>30</b>	<b>10</b>	<b>Topic 2. NATO combat order and troop management procedures (MDMP/SDMP).</b>
1.	Group session 2/1	8	6		<p><b>Lesson 1: Military management procedures (MDMP/SDMP). Step 1-2.</b></p> <p>1. Procedures for the management of troops (PMP). MDMP/SDMP standards.</p> <p>2. Step 1: Awareness of the task. (Alerting headquarters; Preparing headquarters for planning; Conducting an initial situation assessment; Determining the time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issuing a preliminary WARNING ORDER-1 (WARNO-1).</p> <p>3. Step 2: Analysis of the task (1. Analysis of the task of the higher headquarters; 2. IPOE (IPB)).</p>
			2		<p><b>The procedure for the management of troops (MDMP/SDMP). Step 1-2.</b></p> <p>1. Step 1: Awareness of the task. (Alerting headquarters; Preparing headquarters for planning; Making an initial assessment of the situation; Determining the time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issuing a preliminary WARNING ORDER-1 (WARNO-1).</p> <p>2. Step 2: Analysis of the task (1. Analysis of the task of the higher headquarters; 2. IPOE (IPB)).</p>
2.	Group session 2/2	8	6		<p><b>Lesson 2: The troop management procedure (TMP) (MDMP/SDMP). Step 2.</b></p> <p>1. Step 2: Task analysis (3. Task analysis; 4. Analysis of assets; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial intelligence plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13 Issuing a preliminary WARNING ORDER-2 (WARNO-2))</p>
			2		<p><b>The procedure for the management of troops (MDMP/SDMP). Step 2.</b></p> <p>1. Step 2: Task analysis (3. Task analysis; 4. Analysis of assets; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial intelligence plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13 Issuing a preliminary WARNING ORDER-2 (WARNO-2))</p>

3.	Practical session 2/3	8	6		<b>Lesson 3: Military Decision-Making Process (MDMP/SDMP). Step 3-4.</b> 1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating your forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams). 2. Step 4: Wargame.
				2	<b>The procedure for the management of troops (MDMP/SDMP). Step 3-4.</b> 1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating your forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams). 2. Step 4: Wargame.
4.	Practical session 2/4	8	6		<b>Lesson 4. The procedure for the management of troops (MDMP/SDMP). Step 5-7.</b> 1. Step 5: COA comparison (1. Analysis of advantages and disadvantages; 2. COA comparison; 3. Commander's concept briefing). 2. Step 6: Selecting a COA (1. Commander's decision; 2. Commander's final planning instructions; 3. Issuance of a preliminary WARNING ORDER-3 (WARNO-3)). 3. Step 7: Developing the plan and the operational order (OPORD). Development of the OPORD for the operation.
				2	<b>The procedure for the management of troops (MDMP/SDMP). Step 5-7.</b> 1. Step 5: COA comparison (1. Analysis of advantages and disadvantages; 2. COA comparison; 3. Commander's concept briefing). 2. Step 6: Selecting a COA (1) Commander's decision; 2) Commander's final planning instructions; 3) issuing a preliminary WARNING ORDER-3 (WARNO-3)). 3. Step 7: Developing the plan and the operational order (OPORD). Development of the OPORD for the operation.
5.	Practical session 2/5	8		2	<b>Development of a combat order (TLP).</b> 1. Steps 1-7. 2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the practical part.
				6	<b>Lesson 5. The procedure for the management of troops (MDMP/SDMP). Steps 1-7.</b> 1. Steps 1-7. 2. Developing and issuing a combat order (OPORD).
		<b>42</b>	<b>28</b>	<b>14</b>	<b>Topic 3. Troop management procedures (TMPs) (MDMP/SDMP).</b>
6.	Group session 3/2	14		3	<b>The MDMP/SDMP troop management procedure. Step 1-8.</b> 1. Steps 1-7. 2. Developing and issuing a combat order (OPORD).

			8	<p><b>Lesson 2: MDMP/SDMP. Step 1-2 (according to the training OPORD-01).</b></p> <p>1. Step 1: Awareness of the task. (Alerting headquarters; Preparing headquarters for planning; Making an initial assessment of the situation; Determining the time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issuing a preliminary WARNING ORDER-1 (WARNO-1).</p> <p>2. Step 2: Analysis of the task (1. Analysis of the task of the higher headquarters; 2. IPOE (IPB); 3. Analysis of tasks; 4. Analysis of assets; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial intelligence plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13. Issuing a preliminary order WARNING ORDER-2 (WARNO-2)).</p>
			3	<p><b>Military Department Management Procedure (MDMP/SDMP). Step 1-2 (according to the training OPORD-01).</b></p> <p>1. Step 1: Awareness of the task. (Alerting headquarters; Preparing headquarters for planning; Making an initial assessment of the situation; Determining the time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issuing a preliminary WARNING ORDER-1 (WARNO-1).</p> <p>2. Step 2: Analysis of the task (1. Analysis of the task of the higher headquarters; 2. IPOE (IPB); 3. Analysis of tasks; 4. Analysis of assets; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial intelligence plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13. Issuing a preliminary order WARNING ORDER-2 (WARNO-2)).</p>
7.	Practical session 3/3	9	6	<p><b>Lesson 3: Troop management procedure (TMP) (MDMP/SDMP). Steps 3-4 (according to the training OPORD-01).</b></p> <p>1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating your forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams).</p> <p>2. Step 4: Wargame.</p>
			3	<p><b>Military Department Management Procedure (MDMP/SDMP). Step 3-4 (according to the training OPORD-01).</b></p> <p>1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating your forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams).</p> <p>2. Step 4: Wargame.</p>
8.	Practical session 3/4	9	6	<p><b>Lesson 4. The movement control procedure (MCP) (MDMP/SDMP). Steps 5-7 (according to the training OPORD-01).</b></p> <p>1. Step 5: COA comparison (1. Analysis of advantages and disadvantages; 2. COA comparison; 3. Commander's concept briefing).</p>

					<p>2. Step 6: Selecting a COA (1) Commander's decision; 2) Commander's final planning instructions; 3) issuing a preliminary WARNING ORDER-3 (WARNO-3)).</p> <p>3. Step 7: Developing the plan and the operational order (OPORD). Development of the OPORD for the operation.</p>
			3		<p><b>Military Department Management Procedure (MDMP/SDMP). Steps 5-7 (according to the training OPORD-01).</b></p> <p>1. Step 5: COA comparison (1. Analysis of advantages and disadvantages; 2. COA comparison; 3. Commander's concept briefing).</p> <p>2. Step 6: Selecting a COA (1. Commander's decision; 2. Commander's final planning instructions; 3. Issuance of a preliminary WARNING ORDER-3 (WARNO-3)).</p> <p>3. Step 7: Developing the plan and the operational order (OPORD). Development of the OPORD for the operation.</p>
9.	Practical session 3/9	10	2		<p><b>Development of a combat order (TLP).</b></p> <p>1. Steps 1-7.</p> <p>2. Development of a combat order according to NATO standards (OPORD)</p> <p>3. Preparation for the practical part.</p>
			8		<p><b>Lesson 5. The movement control procedure (MCP) (MDMP/SDMP). Steps 1-7 (according to the training OPORD-02).</b></p> <p>1. Steps 1-7.</p> <p>2. Developing and issuing a combat order (OPORD).</p>
		<b>33</b>	<b>22</b>	<b>11</b>	<b>Topic 4. Command and control exercise (MDMP/SDMP with TLP).</b>
10.	Group session 4/1	10	2		<p><b>Preparation of graphic documents for command and staff exercises (training).</b></p> <p>1. Distribution of personnel by TG/SOTG and TU/SOTU.</p> <p>2. Obtaining and preparing working maps.</p> <p>3. Apply the initial environment.</p>
			6		<p><b>Lesson 1: Procedure for preparing and conducting command and staff exercises (training) (Day 1).</b></p> <p>1) Organisation of workplaces (WP), familiarisation of personnel with job duties at WP (training).</p> <p>2. Acquaintance with the NSS of your troops and the enemy (by training).</p> <p>3. Obtaining a task to work on the RMP documentation (for training)</p>
			2		<p><b>Preparation of text documents for command and staff exercises (training) (Day 1).</b></p> <p>1. Developing a collection of formalised TG/SOTG documents (for training).</p> <p>2. Developing a collection of formalised TU/SOTU documents (for training).</p> <p>3. Preparation and practice of TTD (case) (for training)</p>

11.	Practical session 4/2	10	8	<p><b>Session 2: Conducting the CSP - PUP stage (MDMP/SDMP with TLP). Steps 1-4 (according to the training OPORD-02) (2nd day).</b></p> <p>1. Step 1: Understand the task. 2. Step 2: Analyse the task. 3. Step 3: Developing courses of action. 4. Step 4: Wargame.</p>
			2	<p><b>Conducting the CSP - PUP stage (MDMP/SDMP with TLP). Steps 1-4 (according to the training OPORD-02) (2nd day).</b></p> <p>1. Step 1: Understand the task. 2. Step 2: Analyse the task. 3. Step 3: Developing courses of action. 4. Step 4: Wargame.</p>
12.	Practical session 4/6	11	8	<p><b>Lesson 6. Conducting the CSP - PUP stage (MDMP/SDMP with TLP). Steps 3-7 (according to the training OPORD-02) (day 3).</b></p> <p>1. Step 3: Developing courses of action. 2. Step 4: Wargame. 3. Step 5: Comparison of COA. 2. Step 6: Selecting a COA. 3. Step 7: Develop a plan and a combat order (OPORD).</p>
			3	<p><b>Lesson 7. Conducting the CSP - PUP stage (MDMP/SDMP with TLP). Steps 3-7 (according to the training OPORD-02) (day 3).</b></p> <p>1. Step 3: Developing courses of action. 2. Step 4: Wargame. 3. Step 5: Comparison of COA. 2. Step 6: Selecting a COA. 3. Step 7: Develop a plan and a combat order (OPORD).</p>
13.	Control measures	9	3	<p><b>Lesson 8. Preparation for the Exam.</b></p> <p>1. TLP steps. 2. MDMP/SDMP steps.</p>
			6	<b>Examination</b>
<b>Total for the educational component</b>		<b>12 4</b>	<b>86</b>	<b>38</b>