

*needs, which promotes improvement of the quality of individualization and differentiation of inclusive education; design and implementation of a continuous system of organization of internal cooperation between all teachers, parents, children, specialists of interdisciplinary branches of knowledge, aimed at creating a set of conditions that provide necessary and timely assistance and support for all children, teachers and parents, harmonious inclusion in all spheres of school life; use of variational education and training programs aimed at enhancing interactions between children with special educational needs and their peers, which contribute to the improvement of the quality of their educational, emotional, cognitive and social competences; improving the quality of external cooperation between schools, non-governmental organizations, social institutions and local education authorities, which promotes guaranteed support and development of inclusive education process for children with special educational needs, continuous professional self-improvement of teachers and promotion of the idea of inclusion in society.*

**Conclusions.** *The study has shown that the problem of investigating current state of inclusive education development abroad requires further research. The leading trends in inclusive education development in foreign countries should be studied.*

**Key words:** *inclusive education, inclusive school culture, prospective plan for inclusive school development, children with special educational needs, foreign countries.*

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## **SYSTEM OF PROFESSIONAL DEVELOPMENT FOR THE U.S. ARMED FORCES PERSONNEL SERVICES**

*The article analyzes organization of advanced training of military specialists of the US Armed Forces personnel services, as well as the system of basic education institutions that promote professional development of specialists who perform tasks in the field of military personnel management. The need to improve the personnel management system in the Armed Forces of Ukraine involves consideration and implementation of the best practices in the training of specialists for army personnel in leading countries. The system of professional development of specialists of the personnel services for the US Armed Forces as an element of perfection of their professionalism is characterized.*

**Key words:** *advanced training system, system model, personnel management, personnel service, structure of professional training institutions, U.S. armed forces.*

**Introduction.** Having studied military personnel training best practices for the personnel services among the most powerful militaries in the world, particularly the experience of the US Armed Forces, we have made an important step to develop and apply modern approaches to personnel management in the Armed Forces of Ukraine. It allowed us to objectively consider the peculiarities of the personnel management system in the foreign armies, to avoid certain mistakes in the process of training specialists for the personnel services in Ukraine,

as well as to introduce modern techniques, technologies, tools and institutions to the national system of personnel training that have been positively evaluated by experts in the most powerful militaries in the world.

**Analysis of relevant research.** Regarding the recent study outcome in psychology and pedagogy we focused attention on foreign and domestic academic proceedings in professional development, which consider general problems of education and professional education (V. Kremin, V. Luhovyi, N. Nychkalo); military vocational training fundamentals (M. Neshchadim, V. Yahupov); systematic approach to personnel training (N. Kuzmin). Some issues and aspects related to the US Armed Forces personnel training have been considered in the academic writings of M. Neshchadim, V. Artiukh, I. Romanchenko, M. Shevchenko, H. Sitnik, V. Telelim, V. Yahupov, O. Trakaliuk and others.

The mentioned above research findings indicate that certain issues have been investigated to identify the main problems of public administration in the field of national security, personnel policy and personnel management, as well as problems of human resources efficient employment in the Armed Forces of Ukraine.

In attempt to find a solution to personnel management system improvement in the Armed Forces of Ukraine, there are problematic issues that need a precise study, summarizing, adopting a creative approach towards pondering and reconsidering the issues. All mentioned above is stipulated by the implementation of the training and military personnel retraining best practices for the US personnel service.

**Aim of the study.** The paper is aimed at summarizing the best practices of the personnel service professional development in the US Army within the general system of military education. It focuses on working out the educational facilities framework to foster professional competence development.

**Research methods.** A theoretical analysis of domestic and foreign scientific and pedagogical literature, a meaningful analysis of information sources and documentation was used during the study to determine the state of the problem; generalization of experience of the system of professional development of specialists of the personnel services for the US Army in the general system of education of military specialists, definition of the structure of education institutions involved in the development of their professional competence.

**Results.** The key element in the US Armed Forces human resources management is personnel service. Its main responsibility is to form the main directions and principles of the military personnel policy, to introduce modern personnel management technologies and to implement current administrative activities, etc. Another important function of personnel service is to satisfy the military formations needs in highly skilled personnel, which directly affects the US Armed Forces performance. Considering the responsibilities and functions of the personnel service, as well as recruiting agencies, the necessary time and

content of education for the professional training of such specialists is determined. It should be noted that the overwhelming majority of technical and engineering personnel services positions in the US military personnel management departments are occupied by civilian specialists and non-commissioned servicemen who have completed the appropriate course of professional training (Striletskyi & Klymenko, 2012; U.S. Military Careers).

The level of professional skills and abilities is considered an important component of a successful professional activity of any specialist of any specialization. In the US Armed Forces, a system of military training has been created to provide the development and improvement of the commissioned personnel competence. This system is divided into three main subsystems:

1. Military education institutions of the US Department of Defense.
2. Courses for ROTC (Reserve Officers Training Corps) at civilian higher education institutions.
3. Appointment of civilians on officers' positions.

The overall system of military professional education in the US consists of an extensive network of education institutions that differ according to their specific characteristics. It allows to conduct the training of professional specialists for all branches and services of the US Armed Forces dynamically and efficiently (Bryzhatyi; Improvement of the national system of military education in accordance with the standards of training of specialists in education institutions of NATO countries, 2017). In particular, servicemen have the opportunity to increase the level of general education and professional training in civilian institutions through extramural form of education, which is available in colleges and universities (New DASD for training and education visits DLIFLC). The block diagram of the general system of military professional training in the United States is presented in Fig. 1.

An important component in the overall system of military education in the US Armed Forces is the advanced training system, for the personnel services specialists in particular. The purpose of the advanced training system is to develop relevant general and professional skills and abilities (Skopnenko, 2006; Klymenko, 2012). The mentioned information concerns in particular the following aspects:

- knowledge of relevant changes in the legal documents regulating the personnel management;
- sustainable use of the basics of pedagogy, sociology and psychology during the work with personnel, depending on the conditions of the service activity;
- mastering modern methods, technologies and means of evaluation of professional activity;
- knowledge of current advances in information technology;
  - awareness of the probable ways of solving the main problem issues of a senior position in the system of personnel management, etc.

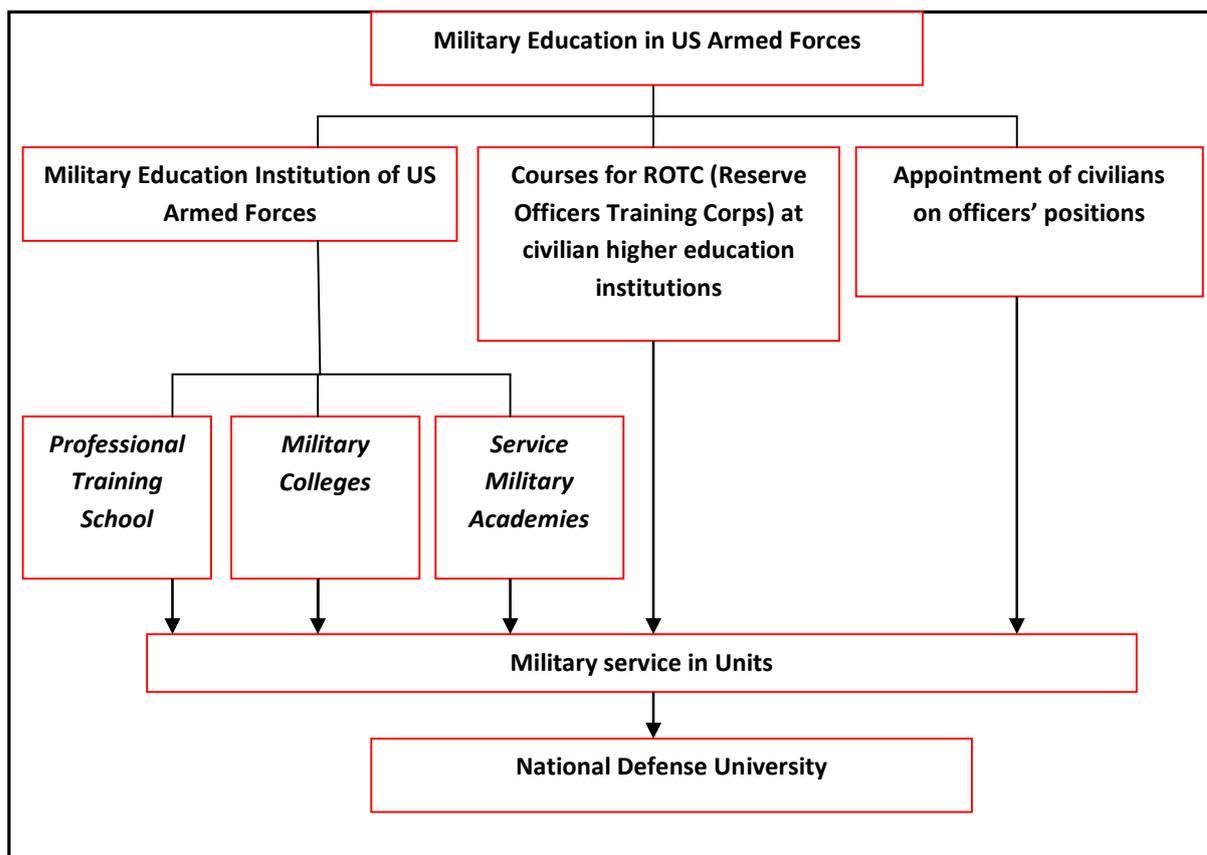


Fig. 1. The general system of military professional training in the United States Armed Forces

In order to objectively represent the processes taking place in the system of advanced training of specialists of the US Armed Forces personnel, it is necessary to analyze it.

The concept of “system” is something entire, created from separate parts and elements for purposeful activity (Volkova, 2014; Improvement of the national system of military education in accordance with the standards of training of specialists in educational institutions of NATO countries, 2017). The signs of the system are characterized by: a lot of elements; the unity of the main goal for all elements; links between the elements; integrity and unity of elements; structure and hierarchy, relative independence; clearly defined management. If we consider the system of professional development of the personnel of the US Armed Forces in terms of generally accepted scientific terms and concepts, one can conclude that it is characterized by the integrity and unity of legally located and interconnected elements and corresponds to such classical features as:

1) simplest units – the elements that make it up include a large number of military and civilian education institutions;

2) subsystems – the results of the interaction of elements expressed through the corresponding structure and hierarchy, that is, advanced training is gradually carried out from the lowest to the highest level of military management;

3) components – the results of the interaction of subsystems, which can be considered in relative isolation, outside the connection with other processes and phenomena, and are clearly related to each other on the basis of the frequency and content of training, aimed at professional development of specialists in the services of personnel;

4) internal structure of the links between these components, as well as their subsystems, which has the general objective of providing the continuous professional development of the personnel of the personnel services;

5) certain level of integrity, the sign of which is that the system through the interaction of components receives an integral result that satisfies the leadership of the US Armed Forces;

6) system-forming connections in the structure, which unite the components and subsystems as parts into a single system and ensure its continuity;

7) cooperation with other systems of the environment (military education systems and training of military specialists) – these elements of the system have a certain autonomy, which consists of differences in sources of funding, administrative and economic activity and territorial location (Volkova, 2014).

The system of professional development of specialists of the US Armed Services personnel includes the following elements:

- courses of planning and human resources management;
- brigade courses S1;
- courses of captain's professional improvement (troops courses);
- school of professional training of administrative management (command-staff colleges);
- military academy of the US Army (according to the services);
- non-military training of reserve officers;
- courses of professional training of specialists of staff services at the school of professional training at command and staff colleges (occur twice during service at intervals of 3-5 years);
- civilian school of ACS improvement (obtaining higher civil education according to the corresponding profile of official service);
- staff training school of administrative management (Army Military Colleges) (Fig. 2).

The next step in the continuous education system of military specialist of any profile is to join the University of National Defense of the United States.

Studying at professional development training courses for staff specialists in the US Army is a prerequisite for career development. Candidates for appointments to staff services from military personnel are carefully examined for compliance with the specified criteria. The selection of officers for appointments to the US military personnel service is made up of officers who have proven themselves positively and have served at least three years after graduating from an education institution on officer positions (Striletskyi; U.S. Military Careers).

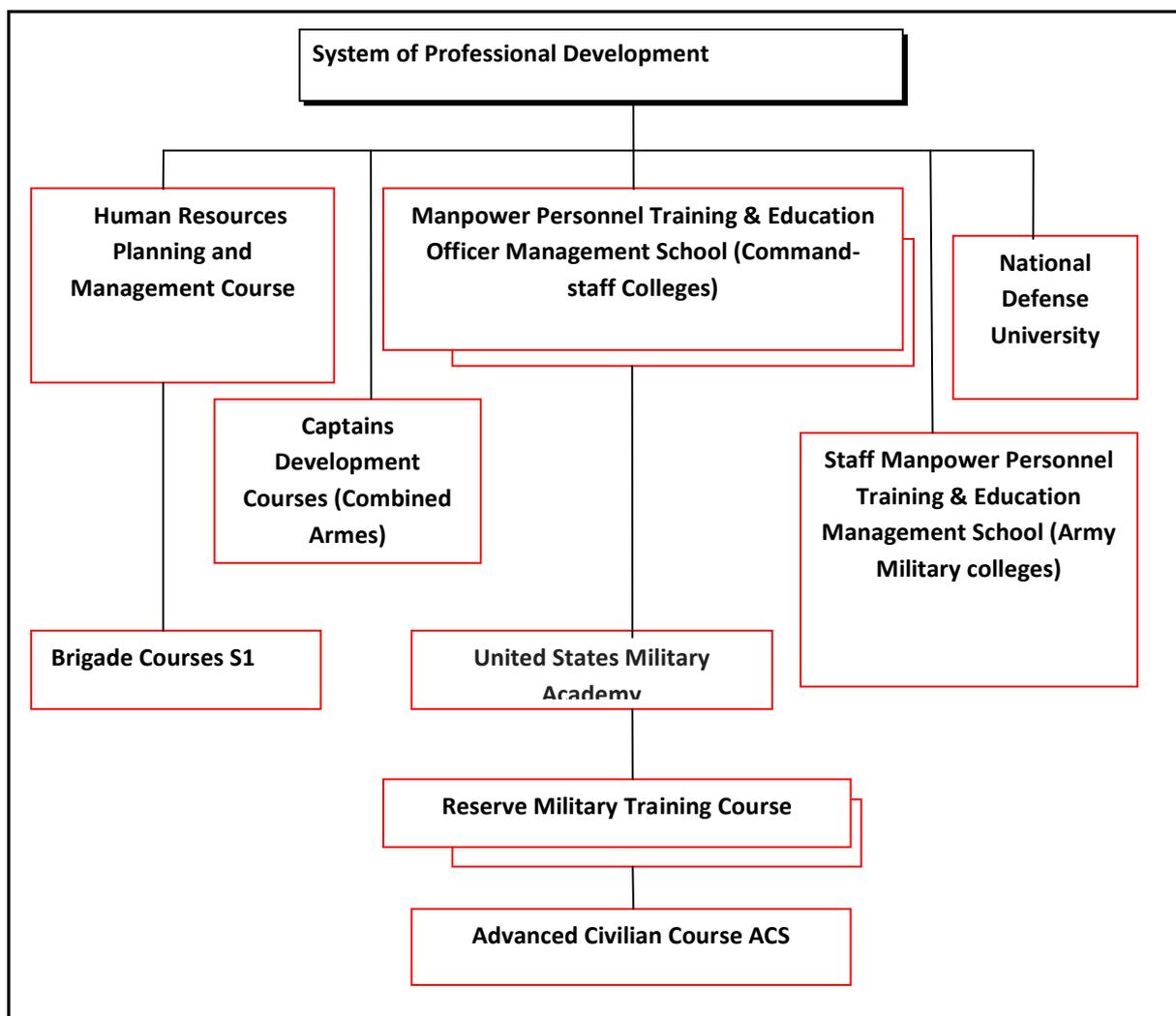


Fig. 2. System of Excellence personnel of AF of USA

Organization of training of such specialists has its own specificity, since training of officers for staff services at the tactical level in the United States is not carried out, and for the acquisition of relevant knowledge and skills in the US Armed Forces, training has been introduced for a period from 3 to 5 months for selected candidates at refresher courses and military professional development courses at command-staff colleges of land forces, air forces and naval forces without a degree in higher education. A prerequisite for appointing an officer to staff service is the experience of working with personnel on command posts and services in the appropriate branches of US Armed Forces.

Subsequently, the officers of the Manpower Personnel prior to be appointment to a higher position are trained at Advanced Military Course of five – ten months' duration (Bryzhatyi). Officer of the Manpower Personnel should hold a rank of captain, time in grade 4–10 years, to take part in Education Human Resources management and may be appointment to division staff witch hold a rank of “major” with time in grade (11–16 years). The officer may be appointed to command the army corps hold a rank of “lieutenant

colonel” with time in grade (17–22 years). Then could be appointed in Joint Staffs of NATO where can hold positions the officer of the Manpower Personnel with a rank of “colonel” with time in grade (more than 22 years).

An expert of the Manpower Personnel is required to training in appropriate advanced training courses prior to be appointment to a higher position.

In the end of the courses, the expert receives the relevant certificate if successfully passed of the final test (Improvement of the national system of military education in accordance with the standards of training of specialists in education institutions of NATO countries, 2017).

General qualification requirements for military who is a specialist of Manpower Personnel consist in the ability to communicate with people, possess diverse knowledge, skills and abilities that can be developed and improved outside of formal human resources management programs, such as computer courses, psychological workshops, open training courses, programs, etc. (Striletskyi; Bryzhatyi; Improvement of the national system of military education in accordance with the standards of training of specialists in education institutions of NATO countries, 2017).

The desirable result of training the officers of the Manpower Personnel the US Armed Forces is:

- ability to work with people who have different levels of culture, education, life and professional experience;
- capability to act decisively, impartially and fairly;
- skills to persuade people;
- ability to operate under the pressure conditions.

Under the notion of “Professional Development of the specialist in any profile” in the US Armed Forces we mean creating conditions for the implementation of personal and professional perspectives for further promotion (Striletskyi; US Military Careers). The Professional Development of the specialist in any of specialists in the military profile is based on regular activities taking place in specified timeframes, which allows increasing professionalism of the personnel significantly.

The improvement of the qualifications of specialists in the military profile is based on regular activities taking place in specified timeframes, which allows increasing professionalism of the personnel significantly.

The positive result of professional training provides an opportunity to perform functional assignments effectively (Improvement of the national system of military education in accordance with the standards of training of specialists in educational institutions of NATO countries, 2017).

It should be noted that the leadership of the US Armed Forces is interested in raising professional level of the specialists of the personnel services in every possible way and encouraging such actions.

**Conclusions.** Thus, professional training of the personnel services' military specialists occupies a significant place in the US Armed Forces. According to the analysis of the organization of professional development process of specialists in this area, it is noticeable that the US Armed Forces has established a modern system of military education institutions, which ensures continuous professional development of specialists in personnel services. It is designed to ensure that positions related to personnel management are exclusively highly skilled professionals capable of solving complex military service tasks. The main task of the upgrade process is development and improvement of a specialist in the service of personnel that is professionally capable of assuring the acquisition of US Armed Forces by highly qualified personnel at any time and in all circumstances. Prospects for further exploration in this area are the analysis of normative documents regulating the process of professional development of military specialists of the US Armed Services personnel, as well as conducting a comparative analysis of the national system of advanced training and a similar system in the US Armed Forces.

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## АНОТАЦІЯ

**Яцино Олег.** Система підвищення кваліфікації фахівців служб персоналу збройних сил США.

*У статті розглядається організація процесу професійної підготовки військових фахівців Збройних Сил США, а також система базових закладів освіти, що сприяють підвищенню професійного рівня фахівців, які виконують завдання в галузі управління персоналом. Необхідність удосконалення вітчизняної системи управління персоналом передбачає впровадження передового досвіду підготовки фахівців для кадрових служб армій провідних країн світу. У статті представлено опис моделі вдосконаленої системи підготовки фахівців кадрових служб Збройних Сил США як елемент удосконалення професійних та ділових навичок.*

*Охарактеризована система професійного розвитку фахівців кадрових служб Збройних Сил США як елемент удосконалення їх професіоналізму. Важливою функцією кадрових служб є забезпечення потреб військових формувань у висококваліфікованих кадрах, що безпосередньо впливає на боєздатність Збройних Сил США. На основі завдань і функцій кадрових служб, а також рекрутингових агентств визначається необхідний час і зміст освіти для підготовки таких фахівців.*

*Значне місце у Збройних Силах США посідає професійна підготовка військових фахівців кадрових служб. Виходячи з аналізу організації процесу професійного розвитку фахівців у цій галузі, стає зрозумілим, що Збройні Сили США створили сучасну систему військових закладів освіти, що забезпечує безперервне професійне зростання фахівців кадрових служб. Така система передбачає, щоб особи, залучені до управління персоналом, були виключно висококваліфікованими фахівцями, здатними вирішувати складні військові завдання.*

*Основним завданням підвищення кваліфікації є розвиток і професійне вдосконалення фахівця кадрової служби, який професійно здатний забезпечити поповнення Збройних Сил США висококваліфікованим персоналом у будь-який час і за будь-яких обставин.*

**Ключові слова:** система підвищення кваліфікації, кадровий менеджмент, служба персоналу, структура закладів професійної підготовки, Збройні сили США.

## РЕЗЮМЕ

**Яцино Олег.** Система повышения квалификации специалистов служб персонала вооруженных сил США.

*В статье рассматриваются вопросы организации процесса профессиональной подготовки военных специалистов вооруженных сил США, а также система основных учебных заведений, которые способствуют повышению профессионального уровня специалистов, которые выполняют задачи в сфере кадрового менеджмента. Необходимость совершенствования отечественной системы управления персоналом предполагает внедрение передового опыта подготовки специалистов для служб персонала армий ведущих стран мира. В статье представлена система повышения квалификации специалистов служб персонала вооруженных сил США как элемента усовершенствования их профессиональных и деловых качеств.*

**Ключевые слова:** система повышения квалификации, система, кадровый менеджмент, служба персонала, структура учебных заведений профессиональной подготовки, вооруженные силы США.