

внедрения информационных технологий в процессе сотрудничества школы и семьи, обеспечения информационной безопасности младших школьников. Эмпирическое исследование подтверждает тот факт, что дети младшего школьного возраста являются активными пользователями сети Интернет, социальных сетей и осваивают новые формы виртуального общения, чем подвергают себя угрозам информационной среды. Описываются психологические феномены, связанные с освоением субъектами обучения новых информационных технологий.

Ключевые слова: *информационная безопасность младших школьников, информационная культура, «Ступеньки к информатике», дистанционная поддержка обучения.*

АНОТАЦІЯ

Імбер В. І. *Безпека дітей в інформаційному суспільстві.*

У статті розглядаються шляхи формування інформаційної культури молодших школярів, проблеми навчання й виховання дітей в інформаційному суспільстві, збереження моральних цінностей і гуманістичної складової впровадження інформаційних технологій у процесі співпраці школи і сім'ї, забезпечення інформаційної безпеки молодших школярів. Емпіричне дослідження підтверджує той факт, що діти молодшого шкільного віку є активними користувачами мережі Інтернет, соціальних мереж та опановують нові форми віртуального спілкування, чим піддають себе загрозам інформаційного середовища. Описуються психологічні феномени, які пов'язані з освоєнням суб'єктами навчання нових інформаційних технологій.

Ключові слова: *інформаційна безпека молодших школярів, інформаційна культура, «Сходинки до информатики», дистанційна підтримка навчання.*

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SOCIO-PEDAGOGICAL CONDITIONS OF PERSONAL MORALITY FORMATION IN MODERN EDUCATIONAL SYSTEM

This paper presents and provides insight into the socio-pedagogical conditions of personal morality.

It was experimentally proved that choosing the right options and arrangement of certain conditions makes possible to direct the educational process in accordance with the intended purpose.

This paper characterizes a macro-environment, and the productive forces, material and spiritual values, manufacturing, state political and other public organizations which are related to it. As well this paper characterizes a micro-environment, the main components of which are: primary training group, public organizations at the place of residence, informal groups and others.

A combination of factors that ensure the efficiency of moral development of cadets who study at higher military education institutions was defined in this paper as well.

It is proved that a particular moral action is always determined by the consistency of the external and internal conditions.

The paper defines public conditions (military groups, military pedagogical process, military rituals etc.), as well as material and physical conditions (life of service personnel, military equipment and weapons, climate, etc.) of good moral development of the military personnel.

It is proved the importance of a focused study of the socio-humanitarian cycle of compulsory subjects and introduction of special courses, which will contribute to the formation of students' moral culture.

Based on complex theoretical and empirical methods (retrospective and systematic structural analysis, synthesis, comparison, modeling, generalization, questionnaire, testing, interviews, self-assessment, etc.) it was proved the necessity of humanization and humanitarization of the educational process of higher military education institutions and creating a personal and professional oriented program taking into account the existing level of students' morality, their sex and age, individual and psychological, professional and productive, belief and personal, socio-political features.

Key words: *social and pedagogical conditions, professional environment, factors of environment formation, personal morality.*

Introduction. The realities of modern life increasingly lead researchers up to the need to take into account the growing importance of social and educational conditions i.e. environment that a personality develops in. An environment is thought of as everything that surrounds a person from birth to the end of life, starting from family, neighbor environment and ending with the social environment in which he/she is born, and which creates the conditions for his/her development, socialization and formation of the personality. Based on such understanding of the "environment" social environment can be defined as the combination of social, material and spiritual conditions, factors, relationships etc. of a person's existence, and which surround and influence the person's consciousness, behavior and activities [2, 283].

As a result, an interest of scientists to the phenomenon of environment in recent years has obviously increased. It's common knowledge that any educational system fails and even collapses if it comes into conflict with the environment. The personal and individual approaches lose their strength if sociocultural and natural contexts of the personality development are not taken into account.

Analysis of relevant research. K. D. Ushynskiy, L. M. Tolstoy, A. F. Lazurskiy, P. F. Lesgaft and others realized the importance of the environment in the person's education. Theory-based world pedagogy concept of education through environment has been realized in the experience of German integrated schools (E. Niegermayer, Yu. Zilmer), French "parallel school" (B. Bleu, L. Porsche, B. Ferra), American "schools without walls" (R. H. Walter, S. Watson, B. Hosken), school "ecosystem" (John Goodland). The idea of education through environment has found practical expression in the so-called pedagogy of environmental studies (N. H. Lordanskiy, A. H. Kalashnykov, N. V. Krupenina, S. S. Molozhavyi, S. T. Shatskiy, V. M. Shulhin) and the practice of social education. Some equated environment with the education in it, turning it into a basic concept. "We get educated not

by the teacher, but by the environment” – as A. S. Makarenko puts it. Till later a formula “environment – heredity – education” appeared (H. S. Kostiuk, I. M. Schmalhausen). That is why environment was understood as a tool of achieving an objective (V. M. Shulhin), and a teacher was its provider (L. S. Vyhotskyi, A. H. Kalashnykov, A. P. Pinkevych) [4, 37].

Aim of the Study. The purpose of the paper is to provide an insight into and analyze socio-pedagogical conditions of moral education of the personality and to demonstrate experimentally that choosing the right options and arrangement of certain conditions makes possible to direct the educational process in accordance with the intended purpose.

Research Methods. A range of methods were used while accomplishing the objectives of research. They are: theoretical methods (retrospective and system-structural analysis, synthesis, comparison, modeling, deduction) – used to study the philosophical, psychological and pedagogical sources, determine the nature and structure of a person’s morality; empirical methods (questionnaires, tests, interviews, self-assessment) which are used to test the model, the process and system of moral education; pedagogical experiment is used to test the model, to check the advantages of the external and internal conditions, to identify the factors which provide subject-to-subject relationship, to determine the place and role of local national and cultural traditions and experience in the moral education; quantitative and qualitative analysis of empirical data using methods of mathematical statistics.

Results. During the experiment V. M. Shulhin’s statement of environment was confirmed. According to this statement an environment is not only the main driver of education in the educational process, but also it provides conditions to study the personality. An “environmental diagnostics” of M. S. Bernstein was confirmed as well. It is not limited by an environment examination experience or its study on the result of the personality development.

We have got deeply interested in a new approach during our research. The issue is the theoretical fundamentals of metalogic, functional and structural analysis, synergy, philosophical linguistics in relation to the environment and its implementation in educational work. Thus, the environmental approach is a relatively new phenomenon of the pedagogy as a science and a special area of social management. Now the ideas took not only from the history of education and the modern theory of pedagogy, but also from a number of scientific disciplines relevant to the problems being investigated, are getting expanded. The tendency of modern science including pedagogy moves towards the integration of different disciplines to achieve practical results. This can be possible by choosing the right options and arrangement of certain conditions makes possible to direct the educational process in accordance with the intended purpose.

We distinguished a macro-environment in the study process. It is a general social environment which includes factors that affect society in the whole and are common for all its members. In particular, those are: productive forces, material and spiritual relations, industrial, public, political and other social organizations. They also include the education system, the media and so on (In this case the Armed Forces of Ukraine).

It is a society where a human finds his identity. Social sphere forms unique, peculiar only to a certain individual complex of material, spiritual and personal factors defined as microenvironment. The major structural components of the microenvironment are: primary working or training group, public organizations at the workplace, place of study or residence, informal groups and others. (In this case the division, platoon, troop and battalion).

We have shown that specific professional environment is a variety of socio-educational environment. It is a combination of various factors that affect education during the performance of professional functions. A factor is a condition, the driving force, the reason for any process. Namely the conditions of all cadets' activities in our opinion are the most important reserve for moral education. Based on the analysis of psychological and educational literature and carried out research study we have identified a set of factors that ensure efficiency of moral education of cadets of the higher military education institutions. Those factors are thought of as internal personality characteristics and external causes, which together make a priority for successful implementation of moral and ethical education of future officers.

As the research study has considered the internal characteristics are: the insight into the difficulties of professional activity; the need of future officers for systematic self-improvement, the willingness of students to self-awareness and activity in moral self-improvement.

An indication of external causes includes: material and technical facilities, complete professionalism of academic staff of Military institute and direction of the educational process towards the higher moral education of students; availability of personal and professional oriented education programs developed for moral education, activity of special services (information and methodological center of identity moral formation); the favorable environment for total interest in the moral development of students of military institutions; modern diagnostic of positive moral qualities levels; involvement and guidance of students to self-improvement using modern techniques.

We fully agree with the I. D Bekh who emphasizes that the process of human morality formation is contradictory: it can't be carried out only in the context of important social standards. The particular moral action is always determined by the consistency of the external and internal conditions that are able to radically change the primary motivation of the subject. As a result, a subject is able to do a moral action that is contrary to his own moral principles [1, 46].

The military environment, the characteristics of which determine the objective situation of a serviceman, is defined by the forms and features of its impact on the individual and by the specific perception of its effects. The influence of environment on the personality is done via factors of its immediate surround that in turn gets affected by the most important features of the society.

The processes of democratization are crucial for it. They are inseparable from the information disclosure, erudition and competence, self-discipline and collectivism, conscious discipline, the ability of the need to take responsibility. Democratization of the Armed Forces of Ukraine coincides with their reform, which are induced by a number of factors that underlie the formation of a certain social type of a person, which includes important social qualities that define the social orientation of consciousness and behavior. Thus, the military environment encourages the military personnel to learn military-professional activity functions that meet generally accepted democratic values.

Studying the factors of influence and conditions in which the student is, studying at the higher military educational institution, where there is a combination of service and training for obtaining a specific military specialty, we have concluded that these factors can be divided into two groups: social and material-physical. To the social group belongs the following: military groups, military and pedagogical process, military rituals and civil social environment. To the material-physical group belongs the following: personnel's everyday life conditions, military equipment and weapons, climate etc.

Higher military education institutions are designed to form the officer corps as the worthy members of society. In the study we have focused on the future officers' education: to have high moral culture, to develop in them ability to be active, to have creative approach to problem solving, flexibility, the ability to find, critically analyze and generalize information, to share it, to develop calmness in critical situations, willingness to be responsible for the decision making, objectively take criticism etc. These goals achieving is impossible without modern educational and material base. Educational and material base of higher military education institution is a set of material and technical equipment, buildings, structures, intended for cadets training under established specialties and specializations in accordance with curriculum and modern training method.

Material base that should correspond to the level of military education, science and technology to the requirements of future officers training, shall provide educational and pedagogic process according to the plans and programs. It also contributes to active understanding of the program's material by students and possibility to obtain practical skills in their specialty. Furthermore, the capacity and throughput ability of educational facilities and also availability of weapons and military equipment provide high quality practice by cadets of all the practical issues of the program within set time.

Sufficient number of educational and support facilities of education institutions provides the possibility to give all kinds of classes.

We have found out that the structure and content of the elements of educational and material resources of the military institution is conditioned by graduate training areas to the activities of the troops; by specialties and specializations of training; by adopted structure and existing technology of educational-bringing-up process; by the number of replacement and permanent personnel.

A number of weapons, military equipment, property and laboratory equipment is determined with tables to the state and supply standards according to the program and assignment requirements of the officers' training, in particular specialty in wartime. The Institute is provided with arms, ammunition, military equipment and property, laboratory and support equipment, technical training aids and visual aids through the relevant authorities in accordance with the table to the state and under prescribed allowance.

Adequate provision of the necessary literature for students to study the humanitarian, socio-economic, professionally oriented and special disciplines, as well as reference and fiction literature is an equally important problem. Institute is provided with educational literature under established norms. The need for textbooks and instructional aids can be divided as follows: unclassified – one item in basic disciplines for three students and one item in secondary disciplines for five students; confidential – one item for three students that study the same discipline.

Thus, the development of material and technical base can be attributed to the main factors of designing the environment for students' moral culture development.

The impact of military environment shall not be restricted only by external factors. Personality, interacting with the environment, uses, reinterprets and correlates with its inner world the social experience that is created by specific environment; therefore combining general and individual features it is formed.

Peculiarities of inner world of the individual are the basis upon which moral development is based and where are integrated his or her spiritual, physical, mental and biological elements. It is a relatively independent factor of consciousness of social determination and particular individual behavior that integrate and emphasize the qualitative features, individuality of consciousness reflection of external environment and factors both objective and subjective in the individual [2, 286]. "Everything in the individual psyche that is formed caused by external factor, but nothing in his or her development is not derived directly from the external influences. Internal conditions that are formed under the influence of external factors, is not their direct mechanical projection. Internal conditions that are formed and changed in the development process induce the specific range of external influences by itself, which subjects under

this phenomenon. This general provision has special importance for understanding of the personality development. Externally caused principles of personal development are internal principles. Actual important issue solution of development and training, development and education shall be based on this”, claims S. L. Rubinshteina [5, 315–316].

We have concluded during the experimental research that special place among optimization factors process of cadets’ moral culture of higher military education institutions is humanization and humanitarization of the military education system. Organizing the educational process, we set the goal to form cadets’ creative personality, the characteristic feature of which is a high level of military vocational training and general culture. We have formed social responsibility and moral and psychological qualities, by using achievements of world and native spiritual culture, national, historical and human values. For this purpose, we have increased the number of hours for experimental groups designated by curriculums to study humanitarian and socio-economic disciplines. We are encouraged to this by the experience of developed foreign countries. For example, in West Point, Annapolis and Colorado Springs, where specialists are trained for different types of US armed forces, for humanitarian and socio-economic disciplines is assigned up to 50 % for classes study. At higher education institutions in the USA, where together with civilian specialists are prepared officers for armed forces, for study humanitarian and socio-economic subjects is assigned up to 30– 35 % for classes study [3, 7].

During the experiment at the first study year at the institute we paid much attention to psychology course and set a goal to provide the following:

- to study individual and collective psychology; to master methods of preventing the negative behavior of the personnel for effective development of the moral culture of subordinates;
- students shall realize the main ways of military collectives forming and preventing the hazing incidents between soldiers as a moral development factor in division;
- servicemen’s psychological adaptation to the military environment as the basis of moral standards mastering in the educational process.

Along with Psychology course we have offered a special course devoted to analyzing the students’ behavior in extreme situations, because the study training programs have shown that little attention is paid to training and moral and psychological support of combat duty, combat exercises and guard details. In order to create enabling environment for teaching and educational activity in experimental groups the scientific and teaching staff and students (cadets) were considered as the central figure around which activities of all departments were undertaken. Involvement of a person to the experimental groups to solve life support objectives of the institution and issues that are not

related to the educational process was not allowed. All spheres of students' life were strictly regulated.

Classroom training in Ukrainian Language for Specific Purposes, Rhetoric, cultural and educational events dedicated to language problems, have helped to improve students' oral culture and quality of communication. Analyzing the students' language culture in practical terms, we have focused on communication features of the high quality speech that is used in communication. Students use normative language in the variant and masterful utterance of stylistically and situationally appropriate thoughts, unified in content and form, subjected to their communicative intentions. We have organized training in the context of professional preparation via business game form, where language situations in various areas are simulated – starting from household professional communication, problematic situations creation, and communicative orientation in language classes.

Great attention was paid to Pedagogy course on the second study year for the following purposes:

- understanding by students the basic concepts of subordinates' modern moral development and military education prospects of modernization;
- efficient use by commanders during educational work the patterns of the soldier's individual moral formation;
- the study of the content and implementation of the troops' moral and psychological life support.

We believe it to be compulsory for the teacher of Pedagogy to know his students' profession peculiarities so he could conduct didactics and theory courses of education in their future profession. Pedagogy teaching is the basis of professional orientation training of future officers only under these conditions and is the key to development of students' high moral culture. Teacher should know the higher military education institution, service and personality of the student so it contribute to radical improvement of the future officers training and it completes scientific disciplines with practice and is the key to effective orientation of the students towards officer's profession in higher education institution. If we look at international practice, it is possible to mention USA example. The military leadership of this country believes that in order to provide proper impact of humanitarian and socio-economic disciplines, scientific and teaching personnel among servicemen can do so. For example, there are almost 100 % of the scientific and pedagogical personnel that conduct courses of humanitarian and socio-economic disciplines in West Point and are formed out of servicemen [3, 9].

Research shows that an important part of professional orientation improving in the moral culture formation in teaching pedagogy is the study of specific methods courses as the officer's professionalism requires not only general pedagogical and specific knowledge in special subjects but also high skills to be

able to share them to others, it means to have many methods, techniques, forms of work, understanding of the soul of each individual and pedagogical convictions. Therefore, lectures in pedagogical skill, cultural and educational activities under personally and professionally oriented education targeted program of students' moral culture were held for experimental groups.

The third study course at the institute can be characterized by emphasis on philosophical sciences, because philosophy course contains Ethics and Aesthetics. Studying Ethics, students are aimed at new moral paradigm that is based on consent, search for mutually acceptable solutions, overcoming conflicts and nonviolence.

Great importance for the students, as shown by the experiment, has classes in Aesthetics, as aesthetic principle that lives in every human, becomes an integral part of the spiritual and the practical development of the world with correct direction of training and education. This is particularly true about emotional wealth, culture of feelings, aim at harmony, unity of content and form that belong to aesthetic field and make it a catalyst for creativity of the individual in all the spheres of public activity. Aesthetic culture, as a part of general culture, significantly affects the moral culture formation. This formation is impossible without deep understanding of the art nature, without developed sense of beauty, without the participation, directly or indirectly, in the creation of art, without ability to create under beauty principles.

Taking into account those few hours during the experiment, we have organized additional lectures and seminars, educational events according to the moral culture development program, where students have been able to find out more about ethical problems. Students have shown particular interest to the categories of moral consciousness (duty, responsibility, justice, etc.) and concepts of moral consciousness (honor, dignity, conscience). There was also given a special course in "Etiquette of serviceman".

On the fourth study year in pedagogical process of higher military education institutions it was focused at the academic discipline "Military training and education". It is especially important at the final year, because it trains students for internship in the army and has purposes as follows:

- to systematize and deepen knowledge in pedagogy, to equip future commanders of units with knowledge in military didactics, to form skills and ability to apply them creatively in servicemen training and education;
- to give the students a knowledge of actual problems of moral development of the Armed Forces personnel of Ukraine with knowledge of the methodological foundations of educational work, moral and psychological support to perform tasks of combat and mobilization training and forces functioning;

- to form the scientific understanding of the place of moral development in the system of educational work among Armed Forces of Ukraine in order to reach the moral and psychological support of forces activity;

- to form creative pedagogical thinking, ability to analyze and solve the moral character issues in the military environment.

We believe that the effectiveness of moral norms and knowledge assimilation have contributed to the high pedagogical skills first, competence and knowledge of the teacher, his experience and deep knowledge of the military environment and service peculiarities. Thanks to this students have been well prepared for the internship in the army and for officer service after graduation, about what shows the data of experimental work.

During this period of designing the educational environment, cadets of experimental groups were proposed a special course “Code of Honor – a reference point of military professional”, which became final in the systematization of knowledge and skills required for future officers, unit commanders and military educator.

Designing of the students’ educational environment was distinguished with the unity of theory and practice, specially prepared activities, which were conducted in the experimental groups according to the target program, their brightness and richness, emotional coloring, teachers and officers’ creative approach to the case.

Thus, we have actively used the round table meetings, which have been based on the principle of collective discussion of the problems. This is a rather complex form that suggests the presence of the specialist in a particular issue being discussed. When we organized such speeches, we set a goal to find out how well a particular material is assimilated; to teach students to lead the discussion convincingly; to defend own position during the educational problem solving. During the teamwork students communicate, learn to listen, analyze, debate and persuade. The main thing is that the debate allows to identify positions of each student and to plan individual work accordingly.

Summary conferences have promoted moral development under result of training in the army, scientific and practical conference on actual problems of psychological and pedagogical sciences. As a result, experience of each is assessed, the ways out of difficult situations, and also creating situations that help to understand the position of each cadet are discussed. Thus, all the levels of creative educational and intellectual activity are used: visual-objective, visual-figurative and verbal-logical.

During the experiment, we have studied the system of educational work at the Institute, observed the work of all the services and responsible persons, analyzed educational plans and have concluded that educational work of higher military education institution has great potential but is conducted unsystematically, sporadically and superficially. Activities of responsible

persons is reduced to the reports by chiefs about conducting the activities and psychological climate in subdivisions and to the study of the governing documents of the Ministry of Defense, Chief of General Staff, Chief of the General Directorate of educational work in Armed Forces of Ukraine, to the informing, instructing, orders reading. Results of military discipline condition are reduced to figures on the number of committed crimes or violations of statutory order among cadets, warrant officers and officers. Education of those who violated the order usually occurs by hearing him at the general meeting of collective where is applicable superficial subordinates moralizing who make promises not to do similar things anymore. Most of the activities are dedicated to results, hearing and controlling.

We believe that targeted level of moral culture development shall be that, which is characterized by the systematic and consistent organization on evidence-based programs with clearly defined objectives, methods and means of its implementation.

Personally and professionally oriented special program created by us, with taking into account the existing level of students' moral development, their sex and age, individual and psychological, professional and productive, belief and personal and socio-political features. Research has shown that high educational potential has carried out activities on the basis of the best traditions of the Armed Forces, main provisions of the officer corps Code of Honor of the Armed Forces of Ukraine.

Conclusions. Summarizing the above mentioned facts, we have concluded that for effectiveness of students' moral culture formation process the primary task is to study the socio-pedagogical conditions and designing the educational environment, i.e., the use of all the necessary factors that ensure the training of highly moral military specialists. In modern reformation of the Armed Forces of Ukraine, the need to modernize and improve the personnel's moral culture to carry out professional tasks, this problem has national significance and requires further research and methodological developments.

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АНОТАЦІЯ

Ісаєнко Т., Мартинюк В. Соціально-педагогічні умови формування моральної культури особистості в сучасному освітньому просторі.

У статті розкрито й проаналізовано соціально-педагогічні умови формування моральної культури особистості.

Визначено сукупність факторів, які забезпечують результативність виховання моральної культури курсантів вищих військових закладів освіти.

На основі комплексу теоретичних та емпіричних методів доведено необхідність гуманізації й гуманітаризації навчально-виховного процесу вищих військових закладів освіти та створення особистісно і професійно орієнтованої цільової програми з урахуванням наявного рівня моральної вихованості курсантів, їх статево-вікових, індивідуально-психологічних, професійно-виробничих, світоглядно-особистісних та суспільно-політичних особливостей.

Ключові слова: соціально-педагогічні умови, професійне середовище, фактори конструювання середовища, моральна культура особистості.

РЕЗЮМЕ

Исаенко Т., Мартинюк В. Социально-педагогические условия формирования нравственной культуры личности в современном образовательном пространстве.

В статье раскрыты и проанализированы социально-педагогические условия формирования нравственной культуры личности.

Определена совокупность факторов, которые обеспечивают результативность воспитания нравственной культуры курсантов высших военных учебных заведений.

На основании комплекса теоретических и эмпирических методов доказана необходимость гуманизации и гуманитаризации учебно-воспитательного процесса высших военных учебных заведений и создание личностно и профессионально ориентированной целевой программы с учетом уровня нравственной воспитанности курсантов, их возрастных, индивидуально-психологических, профессионально-производственных, мировоззренческо-личностных и общественно-политических особенностей.

Ключевые слова: социально-педагогические условия, профессиональная среда, факторы конструирования среды, нравственная культура личности.