



DOI: [https://doi.org/10.14505/jarle.v11.3\(49\).36](https://doi.org/10.14505/jarle.v11.3(49).36)

Economic and Legal Issues for Training Reserve Personnel Among the University Students in Kazakhstan and Foreign Countries

Aydin I. RYSKULBEKOV

Department of Military History and Law,
National University of Defense of the First President of Kazakhstan – Elbasy,
Nur-Sultan, Kazakhstan
ryskulbekov.a73@mail.ru

Zufar R. BURNAYEV

Department of Military History and Pedagogy,
National University of Defense of the First President of Kazakhstan – Elbasy,
Nur-Sultan, Kazakhstan
zyfarbyr@mail.ru

Kharis Sh. VAFIN

Department of Accounting and Analysis of Scientific Work,
National University of Defense of the First President of Kazakhstan – Elbasy,
Nur-Sultan, Kazakhstan
khariskaris@gmail.com

Manasbay KOZHANULY

Department of Military History and Pedagogy,
National University of Defense of the First President of Kazakhstan – Elbasy,
Nur-Sultan, Kazakhstan
m_kozhanuly@mail.ru

Askar K. BORASHEV

Department of Accounting and Analysis of Scientific Work,
National University of Defense of the First President of Kazakhstan – Elbasy,
Nur-Sultan, Kazakhstan
askarbk@mail.ru

Suggested Citation:

Ryskulbekov, A.I. *et al.* 2020. Economic and Legal Issues for Training Reserve Personnel Among the University Students In Kazakhstan and Foreign Countries, *Journal of Advanced Research in Law and Economics*, Volume XI, Summer, 3(49): 1009 – 1031. DOI: [10.14505/jarle.v11.3\(49\).36](https://doi.org/10.14505/jarle.v11.3(49).36). Available from: <http://journals.aserspublishing.eu/jarle/index>

Article's History:

Received 14th of March, 2020; Received in revised form 6th of April, 2020; Accepted 15th of May, 2020;
Published 30th of June, 2020.
Copyright © 2020, by ASERS® Publishing. All rights reserved.

Abstract:

In modern conditions, at the stage of professionalization of the Armed Forces of Kazakhstan, it is necessary to reorient to own forces, to concentrate the intellectual and financial potential on the further development of the domestic system of military education and military science. The aim of this study is to consider the development trends of the training of reserve officers and military personnel in different countries, as well as highlight on the basis of the obtained data the main effective ways to improve the qualifications and improve military-patriotic education of military personnel. As a result, stages of the implementation of ways to improve the military-patriotic education of student youth are proposed, and it also presents what

development prospects this brings in terms of improving the Kazakh army, as well as open opportunities for improving the teaching of military training in higher educational institutions.

Keywords: qualification requirements; theoretical and practical training of specialists; headquarters of military training of command personnel; improvement of military-patriotic education; financial and economic support.

JEL Classification: A22; H56.

Introduction

One of the most important factors determining the capabilities of the military potential of Kazakhstan not only to repel aggression, but also to achieve the specific goals of the war, is the availability of the required number of military-trained reserves (Ryspaev, 2016). A great contribution to this is made by the military departments at the civilian universities of the republic. Military departments at higher educational institutions of the republic continue to be the main source of replenishment of the resources of reserve officers. Successfully solving this problem is possible only if the potential of the military departments is effectively used. In many developed countries, much attention is paid to the training of reserve officers. For example, in the United States, more than 50% of reserve officers are trained at military departments of civilian universities (Serikpaev, 2010). One of the most important factors in the functioning and organization of military training at civilian universities is comparative profitability, in contrast to the costs of maintaining special military schools. Of particular importance is also such an element of the system as integrated selection, phased, large-scale and flexible selection of military personnel.

At present, it is necessary to recall the fighting traditions of the Kazakh people and to search for new ideological foundations, as the foundation of a system of military-patriotic education. Even in antiquity, the founders of Kazakh statehood paid special attention to raising children in the spirit of love for their Fatherland. Children from four years old were taught to be a rider, from five years old – archery, from 10-12 years old they were taught to hold a sword in hand. The names of many braves, such as Koblandy, Alpamys, Raiymbek, Kabanbai, Bogenbai and others, were sung on Kazakh land.

On this occasion, the First President of Kazakhstan N. Nazarbayev rather succinctly and clearly said, 'We believe that the great achievements of our generation, which have created an independent state with their own hands, will be worthily continued by the next generations. The heroic deeds of the ancestors, the tireless work of the current generation and the creative young is the key to building eternal statehood'. These are not only loud and beautiful words – this is, above all, a call, a program for action. And the basis for achieving this great goal is Kazakhstan patriotism. From time immemorial, whether it's braves or rank-and-file the latest, whether it's participants in the Great Patriotic War or internationalist warriors, whether it's military veterans or acting officers, sergeants and soldiers of the modern Kazakhstan army, students and pre-conscription youth, all share a common vocation – to defend the Homeland.

In his book 'Gained Independence – reliable protection', Honored Worker of Kazakhstan, Doctor of Military Sciences, Professor, Retired Colonel K.S. Serikbaev noted that 'one of the fundamental principles of the activity of Kazakhstan is Kazakhstan patriotism. Therefore, the education of the patriot of the Fatherland is the paramount task of the present and the whole society.' Success in this important matter is impossible without the development of an advanced military theory based on the creative development and skillful use of domestic and foreign experience, adapted to Kazakhstani reality. Requirements for the quality of training of reserve officers in modern conditions are constantly increasing. This necessitates the continuous improvement of the educational process and professional development of officer teachers in the military departments of civilian higher educational institutions.

The most difficult and time-consuming task of military training is the formation in students of military departments necessary for an officer moral-ideological, professional-combat and psychological quality of an individual. Of course, this does not diminish the importance of the military education of students, their military professional training in the military specialty obtained during the training of students in the military department. However, this important task is solved easier and more successfully due to the high overall development of students, their erudition, fundamental general scientific training received at the civilian departments of the university. The decisive, educational factor is the personal impact of a teacher on students. But the main contacts of officers-teachers of military departments with students occur in military training classes. Therefore, any discipline of military training should be educative, and at each lesson specific educational goals should be set and implemented. The great educational significance of the military microclimate at the military department, primarily of a firm statutory order, should also be taken into account.

The primary educational task is the formation of students with a military professional orientation, psychological readiness for service in the Armed Forces of Kazakhstan. Careful thought-out and planning, precise organization, orientation and purposefulness of educational work, the continuous search for new forms and

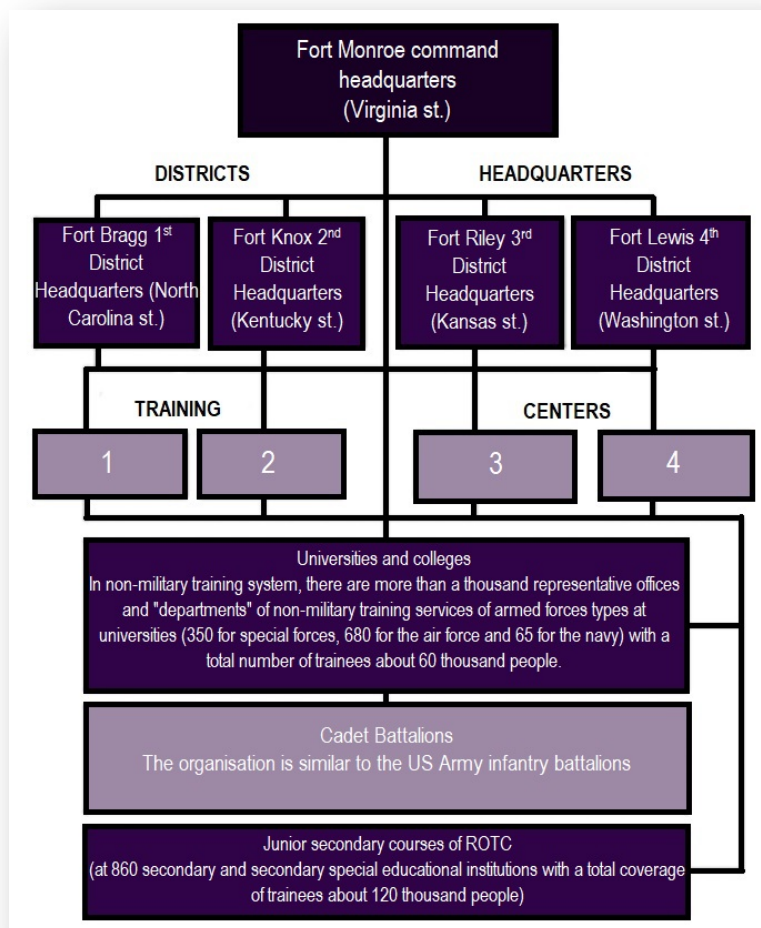
methods of educational influences, ensuring their effectiveness are indispensable conditions for the effectiveness of the educational process at the military department. This article explores the experience of training reserve officers in foreign countries, the history and current state of training of reserve personnel in military departments at universities in Kazakhstan.

Experience in Training Reserve Officers in Foreign Countries: United States of America, Great Britain, France, Germany, Republic of Belarus, Russian Federation

USA. The system of military education of command personnel and specialists for the US Armed Forces covers both universities and secondary and special educational institutions, combining them into separate services (commands) of the armed forces. Since 1986, Reserve Officers' Training Corps – ROTC has been operating as an Army ROTC Cadet Command, which is part of the Training and Doctrine Command – TRADOC.

For the period 1986-1990, the command provided training for more than 32,000 students (about 8,000 in 1990) who received the rank of second lieutenant, which is about 70% of those who received the first officer rank in the US Army. More than 55% of the current senior officers in the ground forces are graduates of military training courses at universities. They also include many senior military officials, including the chief of staff of the ground forces and his deputies (Filkov, 1996; Chetvertak and Filkov, 1986). The organizational structure of the US Army's field training system is shown in Figure 1. Students of educational institutions where military training is not provided can take it in neighboring universities with the consent of the head of the military (non-military) training department and the university's leadership.

Figure 1. Structure of the US Military Training System



All students are enrolled in military training courses for their obligations (in accordance with the contract). According to the concluded contracts, they undertake to serve at the regular or reserve formations for 8 years after graduation (2-4 years in the regular forces and 4-6 years in the National Guard or the reserve of ground forces, or 8 years in the National Guard or reserve, or 3 years in the regular forces and 5 years in reserve and other options).

The duration of training in courses of military training at universities is 4 or 2 years, that is, during the entire period of study at the university, or at senior (3 and 4) courses. In the second case (with two-year studies), students, as a rule, take a program of 1-2 courses during an additional camp before the fifth semester. This is a four- or six-week camp, which is considered 'basic'. It is held at the Fort Knox Training Centre (2nd District of military training system). Students who have completed the military training program in the 1st and 2nd year are not involved. In addition, students who have served in the armed forces for at least a year or have undergone military training at secondary schools are also not involved in the 'basic' course of study. The percentage of students who served in the Armed Forces and entered on a contractual basis in military training system at universities is about 14%. During military training at senior (3 and 4) courses, regardless of the 2- or 4-year training period, all students are sent to an 'advanced' six-week camp at one of the three unified training centers of the US Army (Fort Bragg, Fort Riley or Fort Lewis).

Military training system of officers for the Air Force have their departments in 152 colleges and universities. Students from another 539 universities that have agreements or collaborate with these educational institutions can also be trained in them. Every year, the Air Force allocates 6,500 four and two-year scholarships (paid training places) for students undergoing military training under the program of Air Force officers. Each scholarship provides for full payment of tuition, laboratory and other teaching expenses, reimbursement of the cost of the necessary textbooks and payment of material benefits (scholarships proper) to students enrolled in a military training course.

In the flight specialties of the Air Force, students undergo initial flight training during the final year of training. Upon completion of training, graduates are offered officer positions in the Air Force reserve. To graduate from a magistracy or postgraduate study (for the degree of 'master' and above), graduates of military training may be granted a deferment from serving in the regular forces or in the organized reserve of the Air Force. Persons who have given (upon conclusion of a contract) consent to serve in the flight personnel of the Air Force reserve should after serving flight for 5 years. Persons who have consented to land service must serve for at least 4 years. Military training of officers for the Navy and Marine Corps is organized in 65 US civilian universities. About 1,800 special scholarships (paid by the Ministry of Defense places to study) are provided for training annually, providing for free student education, both under the university program and under the military training program. Applications for scholarships are submitted annually until November 1. Applicants must be screened, including qualification testing. Candidates who pass the test go through a medical commission and an interview in a special selection committee. The selection process concludes with a decision by the state selection committee in Washington, DC.

Each state in the United States and the District of Columbia is given a proportional 'order' for the number of primary and secondary candidates for these scholarships. Candidates are responsible to their official guarantors for applying for college or university of their choice. With the beginning of classes in the 1st year, students enrolled for military training are awarded the title 'Naval Reserve Cadet'. Fellows (individuals studying at the expense of the Ministry of the Navy) must complete the full course of study and get a bachelor's degree (in the acquired specialty), master a certain Navy program, and also pass three summer training camps (internships). After graduation, Navy fellows are given vacant officer positions in the regular Navy or Marine Corps. Fellows who have completed military training are obligated (unlike students who have not received such a scholarship for 4 years of study) to serve in active military service for 4 years.

The command of the military training of officers of the US Armed Forces is constantly increasing attention to improving the quality of military training of graduates. For these purposes, the most intensive and practically directed programs of military training of students are being developed. Each program is based on such priorities as instilling leadership skills and practical work, field (marine, air) training is the basis of combat training. In addition, much attention is paid to the theoretical and practical training of specialists in complex military-technical military-registration specialties.

In connection with the given parameters, the educational process is organized, which includes:

- classroom studies of the usual type (theoretical and practical studies in general and special disciplines) and special laboratory classes in the basics of management ('leadership');
- two to four per year field classes (on the basis of regular and reserve units and divisions);
- camp gatherings in the troops on the basis of military training centers (one six-week for four-year training or two, including the first and additional second training for 4-6 weeks), or internships on ships and in the Navy's air forces or in the air forces and air forces bases (for persons studying under the programs of the Navy and Air Force, respectively).

Duration of studies during a full (four-year) course of study: for 1-2 year – 3 hours a week, for 3-4 year – 5 hours a week; in case of two-year studies (without a 'basic' course) – 6 hours a week. The military training programs include both general military and special disciplines, the content of which depends on the profile of training. For

example, in the 'platoon commander' profile – the basics of tactics, administration, etc., in military-technical specialties (primarily in the military-accounting specialties of the Air Force and Navy) – the corresponding engineering and other special military training subjects (theoretical and practical) (Table 1).

Table 1. Calculation of Hours of Classes in Subjects of Military Training of Students in the Specialities of the Air Force and the Navy

	Subject (according to the program of course)	Number of classes		
		Lecture	Lab.clas.	Res.t. (ac.h.)
Air forces				
1	US Air Force Organization.	1	1	1
2	US defense.	1	1	1
3	Air Force Development.	2	2	2
4	Introduction to the problems of leadership and management of the Air Force.	6	2	6
5	The role and place of the US Armed Forces (structures of national security and national defence) in modern American society.	6	2	6
6	Workshop on the leadership and management of units (the so-called leadership course).	during compulsory, additional and optional classes (classroom and camp)		
Navy				
1	Introduction to the course of naval sciences.	2	2	2
2	Navy ships.	3	2	3
3	Seamanship.	-	2	-
4	Navy weapon systems.	3	2	3
5	Problems of using the Navy (military-political aspect).	2	2	2
6	Actions of the Navy (problems of navigation, naval operations).	6	4	6
7	Problems of military art (development of military affairs).	6	4	6
8	Leadership and management (leadership and management course).	4	4	4
9	Marine landing operations.	6	4	6

Indicative elements of the student's combat training program (mainly of a team profile) are the annual military applied competitions called the 'ranger challenge', which cover almost all units of military training (that is, all the universities of the four districts that are part of the command of the military training of ground forces). More than 45,000 students participate in competitions annually. There are several stages, during which the most prepared teams of representatives of various universities are identified that are allowed for the final competition. The final stage of the ranger challenge is highly intense.

The program of the 30-hour final part, held without interruptions, with maximum physical and psychological stress of the participants, includes the development of a set of standards for fire, tactical and physical training. These are the standards for weapons using, training exercises, orientation on the map, overcoming water obstacles, conducting a search, making a march. Compliance with standards is tight. So, a march of 10 kilometers, which ends the competition, is made with each participant's equipment, weighing about 15 kilograms. The offset is the finish time of the entire team, and all team members must come to the finish together.

The above elements of the military professional, in particular, combat and physical training indicate the achieved (fairly high) level of general preparedness of officers graduated military training. The professional preparedness of graduating officers is manifested in their actions in a combat situation. An example of the impact on combat operations of intensive combat and moral-psychological training (such as during the ranger challenge competitions) can, in particular, be the following fact – the platoon of one of the units of the 82nd Airborne Division (operating in Panama in 1989 year) fully fulfilled his tasks (in particular, to retain the airport), without suffering any

(serious) losses. This platoon, who received the first officer rank the year before, a graduate of the field training courses, was Second Lieutenant Thomas J. Huot. According to Huot himself, the main element of his military training at the university was the ranger challenge, which contributed to his becoming a commander of a platoon of paratroopers.

Thus, the applied training programs provide a sufficiently professional preparedness and command staff (in addition to specialist officers). Great Britain. According to the British Ministry of Defense, about one-third of the officer corps of the armed forces, as well as two-fifths of the junior command, or non-commissioned officers, and specialists (through the 'junior level' of military training at secondary and secondary special educational institutions) are staffed through military training. In total, annually about 150,000 students and pupils' study in the system of military training (Table 2).

Table 2. Annual Recruitment of Candidates for Officers and the Total Number of Trainees in the UK Military Training

Number of students (enrolment in universities)	By types of AF			In total
	GF	AirF	Navy	
Military schools (enrolment).	188	391	347	926
Civil universities (enrolment).	92	111	74	277
Preparatory courses (for admission to military and civilian universities).	661	-	-	661
University graduates and civilian specialists entering the officers.	421	402	233	1056
Students of cadet formations (excluding universities).	71200	48100	27500	146800

Military training courses are available in almost all British universities and some polytechnic institutes and colleges. In total, there are 740 specialized secondary and 350 higher educational institutions in the UK, including 47 universities (46 full-time and Open University), 30 so-called polytechnics and other universities. UK military training has its own organizational structure, which includes, first of all, three services of military training of officers in civilian universities (Officers' Training Corps) by type of armed forces, as well as the so-called Cadet Corps (cadet formations of schoolchildren and secondary special educational institutions) Each type of armed forces has a separate headquarters for non-military training of command personnel, which is located at the base school of this type (Sandhurst – Ground Forces, Dartmouth – Navy) or the corresponding training center (for example, the headquarters of cadet units of the Air Force is located at the Newton Air Force Base). Military training headquarters manage subordinate courses (units) and military departments of civilian educational institutions in the specialties of the corresponding type of armed forces. The headquarters at the Sandhurst Military School coordinates the activities of all three services. The latter is subordinate to higher command authorities – the central apparatus of the Ministry of Defense of Great Britain, which includes representatives of the military training service and the training of reserve formations.

The organization of the process of military (non-military) training at British universities can be, in general, presented as follows. The term of study, as a rule, is (on average) 3 years, which corresponds to the term of study at a university. The duration of studies at British universities for basic education is 3 years. The term of study for a first bachelor's degree in British universities can be 3 or 4 years, for medical specialties – 5 or 6 years, that is, a basic course plus an additional (optional) training course for the first academic degree. For example, to obtain a bachelor's degree in psychological and pedagogical sciences, it is necessary to take an additional one-year special training course in addition to three years of preparation for the main program of the university. During each semester, classes are held 1-2 times a week for 2-4 hours (on the basis of the university), as well as during two-day weekend camps held 1-2 times a month on the basis of the university or the neighboring part. The school year ends with a two-week camp during the summer holidays. Immediately before passing the military training exam, short-term training fees are provided to prepare for the exam.

'Military Training Committee' manages the activities of each university course, which includes representatives of the university administration (directorate) and the head of the military department (unit or field training courses) at the university. The teaching staff and instructors of the courses are usually composed of specially selected personnel officers and non-commissioned officers (warrant officers, specialists), as well as volunteer reserve officers who graduated from this university (often these are also teachers of general and special disciplines in university). In each subdivision (part) of the non-military training service there is a staff of MTS

specialists responsible for the condition and development of the educational material and technical base of the military training center of the university, which is usually available at each campus.

The educational material and technical base of the center include: premises for classes, a fund of teaching aids and technological training complexes (study aids complexes), samples of weapons and military equipment (according to military-registration specialties), as well as a club, a canteen and other facilities of the educational center on the basis of the university (Kellett, 1984). The program of military training courses at universities is basically similar (especially in command training profiles) to the training programs in military schools. The content of the program includes, as a rule, an introductory course conducted on the basis of schools of the armed forces.

At the initial stage of preparation (1-2 year), the main emphasis is on practical extracurricular activities with weapons and military equipment, field tactical exercises and special classes in psychological training. Combat training exercises are often practiced together with the troops (both inside and outside the country). Students also study the organization and purpose of the type of armed forces and the relevant charters and manuals. In the middle of the second year of study at the university, students take an exam in military training, consisting of a written theoretical part and practical tests. Students who successfully pass the exam may be assigned the first officer rank in the voluntary reserve of the Territorial Army (TA). At the second stage of preparation, a course of specialization in the branches of the armed forces and services and in military-registration specialties begins, during which, during student vacations, students undergo training in schools of the corresponding type of army or service. In addition, individual two-week training camps (internships) are practiced with travel outside the UK (in Germany, Cyprus, etc.).

The program of courses in the specialties of the ground forces is designed both for the training necessary for a volunteer reserve officer, and for the creation of a theoretical and practical base for retraining as personnel officers (at the Sandhurst Military School and other military schools). The training program for these officers may include classes in the 'bachelor' and 'master's programs' of the relevant departments of military sciences (for the degree of bachelor, master). Doctoral studies are also envisaged (for persons with appropriate qualifications). Retraining at the military school (academy) Sandhurst is aimed mainly at continuing education in the field of purely military disciplines and the fundamentals of personnel management. As members of a voluntary (organized) reserve, course participants receive appropriate salary during classes and fees. Those, who successfully complete the school year are paid a bonus cash reward.

TA officers – graduates of courses enrolled in an organized reserve, are engaged in combat training together with their units according to plans for preparing a volunteer reserve on weekends and during annual gatherings of up to 45 days. Officers who have completed the courses and entered the regular troops are retrained in the respective military educational institutions of the armed forces (Valentine, 1947). The content of the training of various categories of personnel is determined by the relevant programs. The development of officer training programs is carried out in two directions: general training (regardless of a profile, composition, etc.) and specialization (in accordance with the official mission). The general training program mainly boils down to the study of the following disciplines:

- military art (history of wars and military art), including, mainly, the experience of World War II and modern wars and conflicts (in the Falklands, the Middle East, etc.);
- the military administration, including the organization of the armed forces and the foundations of military legislation, where the emphasis is on the assimilation of the 'system of military discipline' and 'the specific duties of officers in relation to subordinates'
- tactics – the methods of warfare and the use of weapons systems, taking into account the influence of 'technological advances' and nuclear, chemical and biological weapons;
- the 'leadership' course as the basis for command and control of personnel, which is 'reinforced' by leadership practice and general military disciplines, mainly drill training.

The program of specialization includes the study of:

- military theory – the doctrines of NATO and Great Britain, the problems of military art, etc.;
- current political events in the UK and in the international arena;
- military technology, including the basics of computer use and programming, as well as 'training technology' (information and pedagogical technology);
- 'communication theory' as a science of means and methods of communication (in oral and written form) and 'personal impact' on others, especially in conditions of 'stressful situations';
- 'engineering and applied sciences' (as a rule, for officers of engineering and technical staff);
- humanities (for other profiles), including history, foreign languages, etc. (Kitson, 1987).

Such a construction of officer training programs provides, *firstly*, a practical orientation and, *secondly*, a fairly high level of military professional training, moreover, in the most modern fields of knowledge. It also reflects the pedagogical orientation of the training of command personnel as subjects of influence on personnel, their training and education. The organization of the military training process is typical for the training of both personnel officers and reserve officers (from the organized reserve of the British Armed Forces) in the main specialties of the ground forces. Similarly, the training of command officers for the Air Force and Navy is built. The Navy's non-military training service has existed in the UK since 1919. At present, 392 units (detachments) of this service are functioning in military training system, in which more than 22000 people are studying, including about 2000 girls. Students enrolled in 'university courses' are trained either on the profiles of the command, engineering, technical and administrative staff of the regular Navy or on the profile of the officers of the auxiliary fleet forces (merchant fleet).

The term of training is 3-4 years, depending on the level of general education and military-professional preparedness of students. Moreover, the general naval training, as a rule, takes 12 months. Training in a specialty, including obtaining an appropriate academic degree, may require an additional one-year (4th) course of study at a higher civil or military educational institution. General naval training for both students of university courses and schoolchildren is carried out at the Dartmouth Naval School, on ships and at naval training centers. Students of the courses, in addition to the usual monetary support (at the cadet's rate), also have material benefits such as additional fees for long sea voyages, paid travel during the holidays, free tuition, etc. Graduates trained in the profile of training officers for the auxiliary forces of the fleet and those who entered the merchant fleet are not involved in military retraining, but can be mobilized in the event of a state of emergency or war, as, for example, during the Anglo-Argentine conflict or military operations in zones of Persian Gulf. Regular Navy officers who graduate from the courses undergo retraining in accordance with official requirements (A Dictionary of Psychology, 2008).

The Air Force non-military training service was formed in 1925 (at the University of Cambridge and Oxford). It includes the so-called university air squadrons (University Air Squadrons). By the beginning of the 80s, the Air Force military training had 16 squadrons, which combined the field training of officers at 56 British universities. On the basis of these squadrons, on average, about 700 flight personnel and 70-80 people are trained annually on the profiles of ground services. In total, over 40000 people are trained in the Air Force non-military training service, including the 'cadet units' of schools. At the beginning of the 80s, the service included 42 air wings (equivalent to an air regiment), 903 squadrons, 103 individual units, in which 40792 cadets were trained. In the command, instructor and educational-support of these units, including civilians, there were 7114 people.

University air squadrons are based at the Air Force flight schools or at civil airports and use their airfields, ground equipment, etc. University air squadrons have a staff of instructor pilots (about 80 people) and training aircraft (T-MK-1 'Bulldog'). Each air squadron is an independent (separate) unit (part) having the appropriate staff of instructors, engineering and administrative staff. The squadron commander (a head of course) of the military training at the base university is part of the military training committee of the university and reports to the headquarters of the air force training service. Trainees in officer training courses for the Air Force volunteer reserve are trained in a two-year program, and for regular air forces in a three-year program. The first has the status (and corresponding monetary support) of the Air Force rank-and-file volunteer reserve (VR airman), while the latter has the position of cadet (University Cadet) and enjoy the status of a temporary officer rank – Acting Pilot Officer.

The training program for flight personnel includes a 95-hour flight training (65-hour for reservists). The first independent departures are provided at the end of the first year of training. Preparation is carried out in stages, with the adoption of offsets at the end of each stage. At the end of the second year of training, an exam is held on the initial flight training. Graduates of the 2-year program, enrolled in the Air Force volunteer reserve, undergo retraining during the annual 25-day training camp. After completing the initial flight training exam, students in the training of personnel officers continue to improve air training during the third year of their studies, and after graduation, they undergo retraining at the Cranwell Air Force School. These are the basic elements and the most characteristic features of the organization of military training of command personnel for the professional armed forces of Great Britain.

France. Currently, more than 50 civilian educational institutions are used in France to train officers. In addition to universities, military training traditionally covers secondary specialized educational institutions, which, in particular, include civil lycées in Paris, Nancy and Toulon. According to official French military sources, in recent years, there has been a clear tendency toward an increase in the number of officers entering the service after graduating from civilian higher educational institutions in relation to officers graduating from military schools. Reserve officers make up approximately 30% of the total army corps, including regular and reserve units. Of these (that is, from almost 1/3 of the officers), about 50% of reserve officers are graduates of universities in technical

specialties, and the remaining 50% are graduates of law and economic departments of institutes, as well as trade and management schools (Simakov, 1990).

The training of students as reserve officers and/or regular officers in technical specialties and administrative support is carried out, in particular, in French universities such as École Polytechnic, École Nacional d'Administration, École Nacional de la Magistrates. Military education for these specialists and their retraining, advanced training is provided during the training camp or the so-called vertical call-ups (mainly at the military school in Montpellier). Traditionally, military training of students in medical service profiles is carried out. In 1986, a compulsory training course in military medical specialties was introduced, which is conducted at the training center for the training of reserve medical officers (Libourne). Graduates of medical institutes who have successfully completed a university training program are involved in military medical training. Moreover, graduates of medical universities are called up for training for the program of reserve officers without fail (as cadets).

The teaching staff of the courses is regular officers, military doctors. Duration of study – 6 weeks. The number of trainees (one-time graduation) is from 200 to 800 people. The time for passing the fees is set at the request of the graduates (with or without delay) in any of the six-week training periods at the center. The construction of the program for the training of specialists in military medical services is as follows – 45% of the training time is devoted to military medical training, and 55% of the training program is 'military training', which includes 3 sections (general military training; technical training (topography, communications, weapons of mass destruction), fire training); physical training). The training course ends with an exam, consisting of a theoretical and practical part. Graduates are distributed based on the results of examinations (depending on the points scored) and each candidate chooses the proposed vacancies for the corresponding officer positions.

Engineering officers and some other military academies of the ground forces are trained at higher educational institutions such as the higher scientific, technical and commandant schools in Paris, the higher engineering school in Versailles and the higher school of radio electronics in Cesson. Military and civil aviation engineers are trained in universities such as the National School of Aeronautics and Cosmonautics, the National School of Aviation Engineers, as well as in the center of higher research in the field of weapons. In the Navy, officers receive higher technical education at a higher engineering school, in which specialists in the field of shipbuilding and naval weapons are trained. The school accepts graduates of the Polytechnic School, as well as some other civilian educational institutions. The term of study is two years. Military training in secondary specialized educational institutions (lyceums in Paris, Nancy and Toulon) is organized as follows.

Upon admission to lyceums, candidates submit a questionnaire, birth certificate and social status of the candidate and his parents, a medical certificate in the prescribed form. Persons wishing to enroll in officer schools in the future must also submit a statement of intent to enlist in the military, a certificate of military registration, an application for inclusion in the lists for exams at one of the military schools, and also conclude a contract about (subsequent) military service for up to five years. The educational process in lyceums is organized in relation to the boarding system in accordance with the state general educational, military or military-technical programs. At the same time, much attention is paid to initial military and physical training, the study of foreign languages. Students wear a special military uniform, take part in military ceremonies.

The system of penalties and incentives and vacation leave are the same as in regular secondary schools. Tuition at lyceums is paid. However, in case of signing a military service contract, students are exempted (temporarily) from tuition fees and, in addition, they are paid a scholarship. In the event of termination of the contract, the student must reimburse the cost of tuition and maintenance at the Lyceum. Graduates are exempted from payment of such arrears upon assignment to them of the rank of regular officer or reserve officer, as well as upon the conclusion of a commission on the unsuitability of a graduate in military service, in case of dismissal from service before the expiration of three years of its completion, or upon expulsion from military school for health reasons and in other cases (for example, upon admission to the 'public (alternative) service' within six months after graduation from the lyceum with subsequent completion of it for three years).

As it can be seen, in France, considerable attention is paid to stimulating the military training of students and pupils, the development of the structure and functions of the military training system as one of the main sources of staffing reserve officers and regular officers. In particular, through the 'junior level' of the military training, that is, in lyceums, potential candidates are being prepared for both reserve officers and regular officers. In general, an analysis of the organization and content of military training programs in various educational institutions in France shows that in this case there is already a well-developed and branched system, the functions of which are gradually expanding in connection with the transition to professional principles of manning the armed forces. Germany. In contrast to the experience of using military training system in France, which went on to recruit the armed forces on a professional basis, Germany, which recruit on a mixed basis, has developed its own traditional approach to

training command personnel. In accordance with military law, the Bundeswehr has three main sources of replenishment of reserve officers:

- admission to the reserve of professional and contracted professional officers who have not reached the maximum retirement age for military service (up to 65 years);
- training reserve officers from among the military personnel called up for active military service, as well as those who have served military service and who are in the reserve (not in the officer rank);
- training reserve officers from among civilian specialists who have graduated from universities and have general professional training corresponding to a particular military specialty. In the latter case, reserve officer ranks are assigned to specialists, as a rule, when they undergo military training. In addition, officers, including the reserve, are trained at two Bundeswehr universities, which have existed since 1973 in Hamburg and Munich and provide candidates for officers with higher civilian professional education of the corresponding universal military-civil profile (Israilov, 2017).

Since the structure of non-military training has not been created, the military training of these three categories of officers is conducted mainly in the troops. Outside of the troops and higher educational institutions, only the so-called 'social events' and independent (individual) work of reserve personnel are carried out to improve their skills, including training in civilian universities. Officially, there are no divisions of military training at secondary and secondary special educational institutions. Various militarized organizations at schools such as the 'Hoffman Military Sports Group' are formed on a voluntary basis and solely on a private initiative. In accordance with the Federal Republic of Germany Law 'On the Legal Status of Military Personnel' dated March 23, 1956, the Bundeswehr officer corps is represented, first of all, by professional officers and 'contract officers' with a minimum contract period of 3 years (in the Air Force – 4 years) and a maximum of 15 years. Upon the expiration of the contract, officers serving on the contract are credited to the reserve. Personnel officers and 'contract officers' can be dismissed from the ranks of the armed forces ahead of schedule (at their own request), but before the end of the sixth year of service, personnel officers are dismissed only in emergency circumstances (Chernov 1992).

Reserve officers, from among regular (up to the age of 65), are required to undergo military training, and, if necessary, to be mobilized in peacetime for a period of one year to two years, in wartime – for an unlimited period. Each soldier serving under the contract, quitting after the expiration of the contract from the ranks of the armed forces, in accordance with his last military rank receives the rank of reserve (for example, the title of 'senior lieutenant of the reserve'). To obtain an officer rank, it is necessary to undergo training in the officer training program during active service. This also applies to soldiers who have completed military service (for 18 months) or contract service (for a period of 2 years). At the same time, it is provided that they take the training course as reserve officers at the appropriate military training camps or at the named universities of the Bundeswehr. Military personnel serving in military service or under contract for a period of 2 years (if they have not reached the age of 30) may be enlisted as candidates for reserve officers. To do this, it is necessary:

- to have a certificate of maturity of a secondary school or a diploma of higher education (certificate of other education or training);
- to have the rank of non-commissioned officer;
- to undergo training at special courses of their own type of armed forces.

In the ground forces and the Air Force, persons who have signed a contract under a contract of rank-and-file and non-commissioned officers for a period of more than two years may be credited as candidates for reserve officers after the expiration of the contract. Candidates for reserve officers of the Navy are assigned only to soldiers who have signed a contract for a period of at least three years. Non-commissioned officers who do not have the above certificates can also be nominated as candidates.

As a rule, these persons at the time of enrolment must have a military rank not lower than sergeant major or sergeant major of reserve. If a soldier meets all these requirements, he can submit a report on command requesting that he be enlisted as a reserve officer candidate. With the consent of a soldier, a report with such a request may also be submitted by his immediate superior. An official characteristic is attached to the report of a soldier or his immediate superior, on which the superior commander imposes his resolution. Then the report, together with the characteristic and some other documents (certificate of education, grading sheet) in the form of submission are sent to the personnel office of the Bundeswehr. The decision on the admission of a serviceman as a candidate for reserve officers is made by the head of the department (Chetvertak and Filkov 1993). Persons enrolled as candidates for reserve officers undergo special training, which, depending on the type of armed forces and type of troops (forces), has its own characteristics, but generally has the same concept: initial training – 'fan-cadet courses' – courses of reserve officers. There are two main types of training courses for the Bundeswehr reserve officers in the troops:

- training of regular officers and officers under a contract for a period of 12 years with a compulsory course of study at the Bundeswehr Higher School;
- training of officers under a contract for a period of less than 12 years and reserve officers without a course of study at the Bundeswehr High School.

The training of candidates for officers in the army (including during military training) consists of initial (basic) training and training (retraining) in the specialty. Initial training is aimed at 'instilling in the soldier the skills necessary for his further service' and 'giving the soldier the basics of special knowledge in the prescribed specialty to perform functional duties in a limited amount'. This type of training is carried out in special training units for three months. The course of study ends with a classification. In the future, training is carried out in the specialty (in full). Training takes up to 6 months and includes the following aspects:

- single training on the performance by military personnel of their functional duties (in the main specialty), and, if necessary, training in the second specialty, as well as in conducting 'self-defence';
- combat training as part of a unit (section, platoon, company);
- combat training as part of a battalion, or preparation for conducting combined arms combat.

Since reserve officers are trained mainly in the troops, it is planned taking into account the maximum use of the educational and material base of the troops. At the headquarters of the branches of the armed forces and combat arms, a general combat training plan is being developed for each new academic year. In accordance with this plan, the distribution of premises, ranges, shooting ranges, technical equipment, etc. is carried out in the interests of training each category of military personnel. For the training of reservists in 1995, 3200 special posts (training places) were allocated to the troops. Candidates for reserve officers who leave the armed forces at the end of their military service or for the duration of the contract will receive the rank of lieutenant after completing three- or four-week military training, but no earlier than 36 months from the day the active duty begins. Military servicemen who did not manage to take courses of reserve officers during the service can take them later, during military training. Conscripts are enlisted as candidates for reserve officers only in exceptional cases. Candidates for reserve officers have the following terms for awarding the next military rank in the reserve:

- lance corporal – after 6 months;
- fahne-cadet (fleet cadet) – after 12 months;
- fähnrich (cadet) – after 21 months;
- ober- fähnrich (senior cadet) – after 30 months;
- lieutenant (fleet lieutenant) – after 36 months.

Before assigning a lieutenant rank, an officer exam is taken. If non-commissioned officers or rank-and-file officers are enlisted as candidates for reserve officers by the time they expire or already during the reserve period, they undergo officer training during military training. The nature of the preparation is determined in each case separately. Although recruiting for active service begins at the age of 18, in fact, as a rule, people over the age of 20 are called up. One of the goals of this postponement is the desire of the Bundeswehr command to provide youth with the opportunity to receive a specialty. This greatly facilitates the tasks of the armed forces in training military specialists, in particular, future reserve officers. The training of reserve officers from among civilian specialists is based on the general needs of the Bundeswehr for specialist officers. At the same time, it is taken into account that a possible shortage of the number of professional and reserve officers can be covered by military-liable civilian specialists. The training of reserve officers from among those liable for military service and the assignment of officer ranks to them are carried out in accordance with officially established correspondences between civilian and military specialties (Table 3) (Aleshin and Vorontsova, 1993).

Table 3. Official Conformity of the Civilian and Military Specialties of Bundeswehr Officers

Military specialties	Civil specialties
Troop service	
Infantry, including guards; tank forces; artillery; air defense; intelligence service; topographic parts; topographers; draftsmen.	Managerial professions; organizational and production professions; educators.
Technical services	
Repair of weapons and military equipment; repair of automotive machinery; flight-operational and ship-operational services; repair of electrical and electronic equipment.	Locksmiths; mechanics; electricians; specialists in electronic equipment; other technical specialties.

Military specialties	Civil specialties
Ship and engineering services	
Ship specialties; pontoon-bridge and landing-crossing services; drivers of engineering vehicles; engineering and construction specialties; divers; welders.	Specialties of sea and river shipping; divers; welders; drivers of construction vehicles; metalworking specialists.
Air and air traffic control service	
Pilots air traffic control service; fire service.	Pilots safety service; firefighters; translators.
Communication services	
Intelligence service; radio and telephone communications; supply of communications property.	Radio operators; telephone operators; correspondents with knowledge of foreign languages.
Medical services	
Doctors of all specialties; orderlies; medical assistants; laboratory assistants.	Doctors of all specialties; orderlies; massage therapists; workers of hydrotherapy departments.
Maintenance and logistics service	
Land, air and water transport; cargo handling; supply and clothing services.	Hotel employees' cooks; drivers of motor vehicles; merchants; computer specialists; administrators.
Staff service	
Headquarters and administrative officials' financial authorities; office services.	Merchants; managerial and administrative specialties.

The main form of training reserve officers (along with their training during the active military service) are military training. The organization of fees and their comprehensive support, including the most complete direct financial incentives for the prepared contingent, traditionally receive the closest attention of the relevant authorities. In order to improve the qualifications of reserve officers, the Bundeswehr command provides for not only their call for training, but also the active involvement of reserve officers in some forms of retraining in higher military educational institutions. In particular, extra-mural forms of advanced training, on the basis of American universities, were planned and implemented (in some cases). The reserve officers of the Bundeswehr take, for example, an extra-mural course at the Command and General Staff College, where since 1922 there have been extramural courses for officers of the American National Guard and Reserve. The duration of the courses is 3 years with annual two-week fees for preparing and passing exams. In addition, extramural foreign language courses are offered both at higher educational institutions and at civilian educational institutions. Retraining (advanced training) of certain categories of reserve officers and personnel officers is organized, in particular, in such federal universities as the aforementioned universities in Hamburg and Munich (Berghorn, 1997).

The introduction of training courses for Bundeswehr officers at these universities so that they obtain higher professional education reflects new trends in the use of the higher education institution in Germany in the training of personnel. The organization and order of training, as well as the number of students trained at universities, are determined by the needs of Bundeswehr in specialists and units. The educational process in them is closely connected with changes taking place in the field of science, technology, with the modernization and updating of weapons, etc. Duration of study is 3 years. During the training period, students receive theoretical, special knowledge and pedagogical skills necessary for military service. Education ends with the presentation of a diploma or the award of a degree in the acquired specialty.

There are also postgraduate studies at universities, where, in particular, future teachers are trained for higher military educational institutions. Graduate students have the right to defend dissertations for the degree of doctor of sciences inclusive. The school year begins on October 1 and ends on July 1 of the following year. On July 1, lectures end and practice (practical training) begins with the simultaneous preparation for exams and their passing. During practical work, students have contacts with representatives of the Bundeswehr command, who speak to the students with information about the life and activities of the troops at this stage.

The total number of students at the University of Munich is about 2500 people, in Hamburg – up to 2100 people. Education at the University of Hamburg is carried out in such subjects as economics and organization of production, engineering, pedagogy, electric power and communication technology. The course of study at the University of Munich is built on a similar program. In addition to these subjects, it also teaches the basics of sciences such as computer science, aerospace engineering, civil engineering topography, and geodesy (Chernov, 1992).

The above organization of training officers at universities confirms the actual use of the higher education system for the training of command personnel of the Armed Forces of Germany. In addition, its introduction into the practice of training officers is evidence of a certain shift in priorities in this area towards increasing the general educational level of the officer corps, which is associated with new trends in the policy of building the armed forces. In general, the above materials confirm the conclusion that, although Germany does not have an officially adopted state structure of military training, nevertheless, the country's higher education system, in fact, is actively involved in the training of qualified officers of the regular armed forces and reserve.

Republic of Belarus. The reform of higher military education in Belarus continues in line with pan-European development. The creative use of international experience in the training of officer personnel abroad is of particular relevance in the context of the renewal of the Armed Forces of the Republic of Belarus. This takes into account the experience, traditions, national characteristics of the formation and development of the Armed Forces. The main direction of officer training in the Armed Forces of the Republic of Belarus is considered to be the fundamental military-professional training of the officer corps both in the military and in the civilian spheres, of a citizen – a patriot of his Fatherland.

The content of military education in the Republic of Belarus is general and special in comparison with the military education systems of other countries and includes pre-conscription military training and the following levels of military education: primary military education, secondary military education, higher military special education, higher military education, military scientific education. Training at each level of military education ends with obtaining certain levels of qualifications. Qualification levels can be a decisive condition in the development of qualification characteristics, curricula and training programs for a certain level of military education.

Pre-conscription military training provides an informed choice of the military profession. It is carried out by comprehensive schools and vocational institutions, military-patriotic classes, the Suvorov School, and DOSAAF organizations. Professional military training ensures the accelerated acquisition by military personnel of the first level of qualification – the skills necessary for performing operations in the military specialty. It is not accompanied by an increase in the general educational level of military personnel and can be mastered in training centers (schools). Primary military education involves training at the 72nd Guards Combined Training Centre. It ensures the acquisition by military personnel of military knowledge and skills, which, combined with general secondary education, makes it possible to obtain a second or third level of qualification. In some cases, at the request of the command, military personnel who does not have secondary education can receive primary military education. The military personnel who has received primary military education are assigned the military rank of sergeant (warrant), after which they are sent to the appropriate posts in the troops.

Higher military special education is carried out according to the 5-year first-level training program at the Military Academy of the Republic of Belarus, and for certain specialties at the military faculties of universities and higher educational institutions of other states. The military personnel who has received the higher military special education is assigned the military rank of lieutenant. They are sent for further service to the troops. Gifted graduates of academic groups who have shown a penchant for research, if requested by their supervisors, are sent for further studies at the second stage to master's and postgraduate studies. Officers with a higher military special education, upon appointment to the post of deputy regiment commander (brigade) in armament, as well as upon the commissioning of new equipment or significant modernization of the old one, undergo additional training (retraining) at courses at universities of the Ministry of Défense at least once per five years (The reform of the Belarusian... 2004).

Higher military education ensures the acquisition by military personnel of the necessary competencies. It is possible with secondary education. Military-scientific education provides preparation for scientific-pedagogical or military-scientific activity and obtains the eighth or ninth levels of qualification. It is carried out on the basis of higher military and higher military special education and can be obtained in magistracy, adjunct and doctoral studies at universities of the Ministry of Defense, as well as through competition. The training of the senior management of the Armed Forces of the Republic of Belarus also belongs to the same stage of military education. Their training can be carried out at the faculty of the General Staff in the VA of the RB and at the academies of the General Staff of other states.

The preparation of mobilization resources is carried out according to plans developed by the Ministry of Defense, in training centers, schools, courses at military educational institutions and at military departments of civilian universities. The military personnel who is subject to retirement or resignation was retrained until 2005 with the aim of social protection of military personnel and ensuring their quick adaptation to the conditions of civilian life at special short-term courses of the Ministry of Defense, as well as at civilian universities, or in areas close to the basic higher education or at the request of leaving. In the first case, it provided no less than the sixth or seventh

levels of qualification of vocational education adopted in the Republic of Belarus. The training system for officers with higher military special, higher military education and military-scientific personnel from among the students (cadets), established in the VA of the Republic of Belarus, allows each cadet, depending on his individual abilities, to obtain an appropriate level of education within the entire spectrum of its levels. Education and training of officer personnel in the Republic of Belarus is carried out on the domestic socio-cultural and military traditions, taking into account the mentality of the Belarusian people (Maltsev, 2003).

Russian Federation. The military training system in civilian universities is an integral object, which, as a specific system, has developed in order to implement a special function – the reproduction of a specific personnel potential that ensures the safety of society. Its fundamental difficulty lies in the many social, material, military, pedagogical, political and other systemic components that are combined into a single coherent whole, which in this case is an integrated part of the higher education system, including the military. The military training system in civilian universities is, first of all, an integral part of the system of higher professional education, including military, and the entire educational system as a whole. So, the Regulation on the military training of students (cadets) under the programs of reserve officers, adopted in 1990, where:

- the voluntary principle of military training was enshrined (based on the conclusion of a contract);
- measures were provided for its material incentives (the payment of an additional scholarship to students who successfully master the training program for reserve officers), the stimulation of educational and research activities, the strengthening of the scientific and pedagogical personnel of military departments, and the strengthening of their scientific potential;
- the content of military training programs was reasonably adjusted (in particular, instead of the course of party and political work, a course of educational work with personnel was introduced).

The organizational and managerial measures taken to improve the military training have allowed a number of military departments of leading Russian universities to begin qualitative transformations in the process of training reserve officers. However, in the future, the process of improving the military training was practically stopped due to reasons, primarily the material order, caused by the current base deformations in the military and educational spheres (Butyakov and Danilov, 1995). The reforms carried out in the educational field of activity, along with positive results, introduce a number of new problems into the ongoing transformation process. All of them are connected with the main contradiction of the military training system – the objective need for the reproduction of modern specialists and inadequate conditions for the material support of this reproduction. The problem of material support for the activities of state structures for the training of military specialists, including the non-military training system, is becoming more acute. Other problems related to the training of reserve officers are also associated with it, first of all, the problem of motivation for military training at a university and subsequent military service, as well as the pedagogical activity of teachers of military departments of civilian universities.

The lack of material and financial resources necessary for the normal functioning of the material training leads to its curtailment and the liquidation of the military departments of civilian universities. By 1992, in Russia (after the collapse of the USSR), there were 252 civilian universities in which reserve officers were trained. In 1992, the directive liquidation of the military departments of these universities began. Their number began to decline sharply. So, by the order of the Minister of Health of 1992, the activities of military departments in twelve medical universities of Russia were terminated. A 1993 Government Decree of the Russian Federation reduced the total number of military departments at higher education civilian educational institutions from 252 to 81. That is, the liquidation of more than 2/3 of the structure, together with its potential for the reproduction of reserve officers, was envisaged. At the same time, it was envisaged that in such a minimum composition, it would be possible to train reserve officers exclusively in engineering and technical specialties. The training of reserve officers in many rare, also high-tech, military-accounting specialties that have a humanitarian focus, and for some that have no analogues in the system of higher military education, was systematically eliminated (On military training of students... 1994; On approval of the list... 1993).

This is essentially the liquidation of two-thirds of the potential reserve of officer personnel for the Armed Forces of Russia, first of all, from the side of providing them with reserves from among highly qualified specialists in humanitarian fields, and these are reserve officers necessary in the areas of staff, information, sociological, psychological, educational work, other necessary and promising services, especially for professional armed forces. The transfer of military training to an optional basis actually stopped the process of military training and education in general and secondary specialized educational institutions. In fact, the adopted law eliminated the initial (preparatory) stage of the military training and the initial preparation for military service. The potential for the reproduction of rank-and-file trained military personnel and junior military specialists, as well as those trained to

continue military education at higher educational institutions or civilian universities, was reduced to zero (compared to the capabilities of the system with mandatory military training).

The functions of the initial stage of the military training were defectively transferred to the field of military training in higher educational institutions. It was envisaged that university graduates, even those trained in the programs of reserve officers, would serve in the ranks. Such a transfer of the functions of the first stage of the material training into the sphere of activity of higher education, that is, training, due to its scientific, material, technical, personnel and other potential, not of officers but of ordinary personnel, is absolutely incorrect either from the military-political, or from the socio-pedagogical, or from an economic point of view. In general, the measures taken in 1993-1995 to reform the military training system, instead of the rational approaches to its transformation developed earlier (in 1989-1990) introduced significant contradictions in the course of its development, leading to negative deformations in the structure and functions of the military training system.

These policy measures undermined the functioning of the military training system in civilian universities. The subsequent course of the reform process, in which both versatile experience and the conclusions of scientific research conducted in this area began to be taken into account, showed their unacceptability, and new laws and regulatory acts restored the organizational basis for the functioning of the military training system. In 2001, more than 240 civilian universities with military (naval) departments and military training departments operated in the structure of the military training system. They trained over 217000 people (187300 male students and about 30000 female students) in 266 military-accounting specialties. The annual number of graduates of military training was more than 55000 people. Of these, about 5000 served as officers called up from the reserve. In addition, in 1999-2000, 6200 graduates were enlisted for military service under the contract.

Given that the staffing of primary officer posts in the regular forces of the Armed Forces does not exceed 84%, and military schools provide annually 70% of the replenishment of junior officers, the military training system in civilian universities is able to fill this deficit of junior officers. However, the percentage of implementation of the draft plans for the call of reserve officers – graduates of civilian universities are 50-60%, which is mainly due to the low motivation of the contingent being drafted by the conditions of active duty. The same material and social conditions currently reduce the scientific and pedagogical potential of the military departments of civilian universities. The staffing of officer posts in military departments, in general, is 85%. In total, there are 4200 teaching officers in the military training system of the Russian Federation, of which only 230 have academic degrees. Activities to increase the scientific potential of the faculty of military departments are not actually stimulated. Currently implemented plans for the reorganization of the military training provide for the termination of students in 51 military specialties and the liquidation of military departments in 16 civilian universities. At the same time, it is planned to introduce training in 206 new military specialties in 225 universities (the remaining 241) to meet the modern needs of the RF Armed Forces.

However, in the series of planned measures for the reorganization of the military training system, there are no real plans for improving the material and technical support of non-military training, which significantly reduces the potential of the system for the reproduction of military specialists, especially necessary in the future. The traditions of the Russian higher school, its preserved potential for the reproduction of highly qualified personnel, and also the great economic benefit of the state and society in the rational use for training military specialists in civil universities are the strengths of the military training system in civilian universities of the Russian Federation. The weak side is the lack of a mechanism for real material support in the new economic and socio-political conditions.

Training Reserve Personnel from Among University Students in Kazakhstan

Higher educational institutions of the USSR traditionally occupied a special place in the system of training a military-trained mobilization reserve of secondary commanders (heads) for the USSR Armed Forces. M.V. Frunze, People's Commissar for Military and Naval Affairs of the USSR, was the first to organize the training of reserve officers among students. 'Our common goal: to put things this way,' he wrote, 'so that every graduate of a civilian university is already prepared for the role of commander in the closest to this type specialty and needs only a little practical training' (Frunze 1997). The preparation of the reserve staff of the number of students of higher educational institutions and technicians began in 1926, during the reform of the Supreme Soviet of the USSR. It was on August 20 of this year that the Decree of the Central Executive Committee and the Council of People's Commissars of the USSR 'On the Procedure for the Graduation of Higher Pre-draft Military Training and Active Service in the Red Army by Citizens Studying in Higher Education Institutions and Technical Schools' in higher educational institutions of the Soviet state introduced the highest pre-draft military training of students and military cabinets (Zmeev, 1993).

In accordance with the Decree of the Central Executive Committee and the Council of People's Commissars of the USSR, with the beginning of the 1926-27 school year, military training classes began at 135 universities

(colleges) with 238 faculties and they covered about 80000 students in the USSR. Among the first educational institutions in which such formations were created, MGIMO of the USSR Ministry of Foreign Affairs, Bauman MVTU and Lomonosov Moscow State University, and others. In 1930, by the decision of the Council of People's Commissars of the USSR and the Central Committee of the All-Union Communist Party of Bolsheviks, automobile and road institutes (abbreviated name) were organized in five cities of the Union (in the system of Central Administration of Highways and Dirt Roads and Road Transport of the USSR): in Moscow (MADI), Leningrad (LADI), Saratov (SADI), Kharkov (HADI) and Omsk (SibADI) for the training of highly qualified engineers of road works, bridge workers, mechanics and motorists. At the same time, the universities had to solve an equally important task – to prepare reserve officers for the USSR Armed Forces in military departments, since the training profiles of civilian specialists, which were trained in road institutes, completely coincided with their military accounting specialties.

Military training of universities was allocated 200 hours for the entire training course and 2 camp fees of 20 days each, moreover, the first camp was served in a combined arms order, and the second in special units, depending on the grade. Camp was between 1-2 and 3-4 courses. The curricula of universities (faculties) for the course of military training provided for the study of tactics, military topography, the material part of weapons, military manuals, the military administration, as well as a number of special disciplines depending on the profile of training. Military training was mandatory for all students of the educational institution. Skipping classes was considered as evasion of military service, such students were not allowed to take tests, in the end, they were expelled from the university. Successful development of a military training course was equated to the end of the division (regimental) schools of the corresponding kind of troops, which were prepared by the junior command and command staff. Young specialists were drafted into the Red Army in the first year after graduation and were appointed junior commanders (chiefs). Students who completed military training and wished to become officers were enrolled in military schools of the corresponding kind of troops without entrance exams (Artemchenko, 1926).

Students (trainees) who graduated from universities and technical schools, who completed the highest pre-conscription training in them, served in the Red Army for 9 months, and in the navy for 12 months. After completing active military service, those who successfully passed the exams were sent to the reserve as the average commanding staff of the Union Armed Forces. Military training involved the accumulation of a reserve of reserve officers in the following specialties: infantry, cavalry, artillery, combat camouflage, communications, chemical, naval, aviation, electrical, pontoon, medical and military-sanitary, veterinary, military-construction, military-industrial, military-economic and military-political. Women were engaged in a special program with a bias towards military-sanitary training and military propaganda.

To guide and control the conduct of military training in universities, command officers from the army were appointed. For example, in 1926-1931, the commander of a cavalry regiment taught at the Belarusian State University, later Marshal of the Soviet Union G.K. Zhukov, who at that time served in the Belarusian Military District (Novikov and Pushenko, 2011). The head of military training was subordinate to the rector of the university, and in relation to the internal routine acted on a common basis as the dean of the faculty. In the general order of service and on all matters related to the transfer of students to the camps, he was subordinate to the commander of the district troops, and in relation to the selection of military-pedagogical personnel, military-educational organizational issues – to the head of the university. He was a member of the academic bodies of the university (council of the university, councils of faculties and subject commissions) with a casting vote and participated in the work of boards, deans of the university on all issues related to military training. The military training introduced at universities, although it was called higher, actually prepared students for military service as junior commanders (sergeants). Moreover, the highest pre-conscription training was initially introduced only in the central universities of the Soviet state. There were no universities in Kazakhstan in the 1920s (Asilov, 2016).

In September 1928, by the decision of the plenum of the Kazakh Regional Committee of the CPSU (b), the first university, the Kazakh State University, was opened in Alma-Ata, with three faculties – pedagogical, agricultural and medical. Since 1930, the university was reorganized into the Kazakh Pedagogical Institute, which later has received the name Abay (Abdakimov 2009). The first Kazakh university became the 'cradle' of the entire higher school of the republic. The merit of creating conditions for the development of a wide network of universities in the republic belongs to it. The first rector of the first university in Kazakhstan was an outstanding statesman, scientist, graduate of the Military Medical Academy of St. Petersburg S.D. Asfendiyarov, whose contribution to the formation of the domestic education system was enormous (Batyrbekov 2000). The origin and spread of higher education in Kazakhstan went with mixing from the center to the regions of the country. Gradually, universities turned into the main centers of education, science and culture. Soon the Alma-Ata Veterinary (September 1929), Kazakh Agricultural (July 1930), Medical (April 1931), Ural Pedagogical Institute (October 1932), Kazakh State University

(October 1933) were opened. In 1934, the first technical university of the republic was opened – the Kazakh Mining and Metallurgical Institute. In Uralsk, Semipalatinsk, Petropavlovsk, Chimkent, Aktyubinsk, Karaganda, Kustanai, teacher institutes were opened, which were later reorganized into pedagogical ones.

Thus, on the territory of Kazakhstan, military training of students at universities began at the Alma-Ata Medical Institute (1931), the Ural Pedagogical Institute named after S.M. Kirov (1934), Kazakh Mining and Metallurgical Institute (1934), as well as Chimkent, Semipalatinsk, Kyzyl-Orda Pedagogical Institutes (1937).

At the Alma-Ata Medical Institute, to train reserve medical officers there was military medical training. The staff of the military department was 4 people. The department of military sports training at the Kazakh State University named after S.M. Kirov was organized in 1934. The department consisted of the head of the department, assistant to the chief for academic work, teachers of military disciplines, the head of the arms depot, the laboratory assistant and the clerk. The system of educational work in the universities of Kazakhstan closely connected theoretical issues with the practical study of military affairs, most of the classes were held in the field, attention was paid to the shooting, as well as to the practice of training, the method of personal display was widely introduced. Many graduates of the military departments of universities served in the ranks of the Red Army and, thus, had a certain military experience. Soon, the quality of training students in Kazakhstan militarily was tested in practice during the hostilities in the Soviet-Finnish war.

During the war, Kazakhstani universities successfully coped with the task of preparing combat reserves for the front. Military specialists trained in Kazakhstani universities and having good military training began to arrive in the army. This is due to the fact that by the beginning of the war, the universities of our republic already had some experience in conducting military training and mass defense events at universities. The following excerpt from an article by Colonel Zhvachkin in the newspaper 'Military Training' testifies in favor of the quality of military training, 'In Kazakhstan, for example, military training centers of the Alma-Ata region are distinguished by a good setting for military training. Forty-seven pupils were awarded government awards, former students of comprehensive education, Comrade Seredin and Comrade Tulintsev, were awarded the title Hero of the Soviet Union. Here, riding masters, brave horsemen were trained. Their military art is narrated quite vividly at least such an episode. A pupil from Alma-Ata, comrade Usynbaev, in only one horse-drawn battle killed 27 Germans with a saber. For this feat, the regiment commander handed him his Cossack blade.' The Soviet commander Marshal of the Soviet Union G.K. Zhukov noted, 'On the fronts of the past war I have had to meet with former students of higher educational institutions more than once, to witness their combat skills, courage and dedication. They received the basics of military knowledge and the first practical skills of using weapons, as a rule, from the teachers of the military departments of their universities.'

In 1950, military training was introduced in almost all universities in Kazakhstan. The number of universities in the republic has reached 26, which annually prepared more than 20000 specialists. The number of indigenous students was constantly growing. So, for example, in 1950, 9900 students studied at universities, and in 1959 – 22000. In 1950-1958, 13 more new universities were organized in Kazakhstan, 54402 specialists were trained (Zhamanbaev, 1972). Graduates of military departments, as a rule, served two years in units. The percentage of those who served two years after being awarded the rank of 'reserve lieutenant' ranged from 10 to 27% (on average) of all graduates. About 1-3% of them became career officers. For example, among distinguished graduates-reserve officers of Kazakh State University named after S.M. Kirov, it is worth noting: Senior Lieutenant A. Adylov, Lieutenant V.I. Dutinov and Lieutenant N.P. Lazarev, who in 1953-1954 with dignity and honour fulfilled their international duty in the war in Korea.

Further, on January 15, 1960, the Law 'On a new significant reduction in the armed forces of the USSR' passed, according to which 1200000 people were transferred to the reserve, of which over 250000 officers (Loboda 1960). This decision was a peaceful act of global significance. Due to the reduction of the armed forces, the military departments at the country's universities were abolished, and the military training of students was cancelled. However, already in 1965, due to the aggravation of the international situation (the Caribbean crisis, the US war in Vietnam), with the increase in the number of the USSR Armed Forces, the reverse process began, there was an acute shortage of officer personnel. At the same time, over 1000000 trained reserve specialists were lacking for a high-quality staffing of the USSR Armed Forces according to the mobilization plan (Osetrov, 2008).

At this time, according to academician M.K. Kozybaev, '... many of the decision-makers wore a noticeable raid of voluntarism. The implementation of such large reductions was not scientifically substantiated, their consequences for the combat readiness of the armed forces were not thought out' (Kozybaev, 1998). In this regard, previously adopted decisions were cancelled and measures were taken to prepare and accumulate a stock of military-trained human reserves, including officers. The network of military departments at universities was suspended and expanded, which made it possible to significantly increase the number of reserve officers. In

Kazakhstan, military training under the reserve officers' program was introduced at 37 universities, the number of students enrolled was 113267.

The development of the reserve officers training system in Kazakhstani universities has been fully restored in a short time. The necessary educational and material base was improved for military training at universities, military departments were given new equipment, military technologies, military-technical equipment, educational and visual aids, charters and manuals in military training. In 1965, in order to train reserve officers, military departments were additionally opened at the Karaganda Medical Institute, the Karaganda Mining Institute, the Semipalatinsk Medical Institute, the Tselinograd Agricultural Institute, the Aktobe Medical Institute, the Kazakh Chemical-Technological Institute, the Tselinograd Civil Engineering Institute, and in 1966-1967 academic year – at the Ust-Kamenogorsk Construction and Road Institute.

Subsequently, military training of students was introduced at the Kazakh State Pedagogical Institute, the Kazakh State Institute of Physical Culture, the Dzhambul Technological Institute of Light and Food Industries. Against the background of a decrease in the academic load in the universities of Kazakhstan in almost all disciplines, the amount of time allocated to study in military departments was not reduced. In addition to this, the courses 'Civil Defense' and 'Training of Nurses' were introduced at the military departments, as a result, the military departments were replenished by teachers with advanced degrees who began to take courses. For example, the Department of Civil Defense and Medical Training of the Peter and Paul Pedagogical Institute was established in 1969 with a staff of teachers of 6 people, including 2 candidates of medical sciences. This structure, which formed its own separate cycle as part of the department, existed as its unit until 1991.

During this period, a well-organized training system for reserve officers at the universities of Kazakhstan was developed, focused on training in a large number of military specialties with high moral and combat qualities, knowledge and skills necessary for the successful performance of official duties in officer posts in military specialties received. Basically, military departments trained specialists in technical, medical, legal and educational fields. In November 1965, to streamline military training at universities, the 'Regulation on the military (naval) departments, cycles and military training departments of higher and secondary civilian educational institutions' was adopted. This provision provided for the military training of students in the curriculum of the university as an independent discipline, and was carried out only in Russian in all universities of the Soviet state. All students fit for military service were involved in military training, including girls in medical and technical universities. The training programs provided for a practical course consisting of 144 hours of training (internships) in military units. Up to 450 hours were allocated for theoretical training (depending on the specialty). The time allocated to military training at the university has not changed so far.

After completing the entire military training program, students passed final exams, which were conducted in military units by special commissions. Students who did not pass the final exams were not allowed to defend themselves, and positively certified students were assigned an officer military rank by order of the USSR Ministry of Defense. The teaching staff of the military departments was staffed by generals and officers who are in active military service and have academic degrees. An analysis of the training programs for reserve officers shows that the priority in military training of students has shifted from general-military training to military-professional, and has become based on training in related civilian specialties of the university. In the 1960s, 43 universities operated in the republic, and the number of students exceeded 54000. Over 17000 students were annually trained at military departments in Kazakhstan's universities. The release of reserve officers averaged 85000. To manage the military training of students, independent departments of military and physical training were created at the Ministry of Higher and Secondary Special Education of the Kazakh SSR. The post of the head of the department of military training at the Ministry of Higher and Secondary Special Education of the Kazakh SSR was replaced by generals and officers who are in active military service and have higher military education.

At the military departments of the universities of Kazakhstan, extensive educational work was conducted among students to study the military traditions of the Soviet people. Such forms of attracting students as evening meetings with veterans of the Civil and World War II, holding talks, lectures, reports on the heroic path of the Armed Forces, participating in ceremonial meetings dedicated to holidays and significant dates, visiting museums and memorial places of military glory were widespread. So, for example, in 1967, the Tselinograd Pedagogical Institute organized a campaign around the battle places of the 310th Novgorod Red Banner Order of Lenin of the rifle division, which was formed in the summer of 1941 in the Akmola, Karaganda and Kustanai regions (Bobyrev, 1987). Students of the Almaty Veterinary Institute visited the battlefield of the 73rd Guards Rifle Division, formed in Almaty. The Kazakh Polytechnic Institute has established close ties with the sailors of the cruiser 'Kirov', an exchange of delegations was held (Zhulamanov, 1969).

In general, in the post-war years (1946-1991), a powerful system of training and accumulating a military-trained reserve, including reserve officers, was organized on the territory of Kazakhstan and the entire Soviet state. Until 1991, the USSR Armed Forces had the ability to create a force grouping in Kazakhstan for a short time, comprehensively trained, staffed by a well-developed infrastructure for all types of support. The military training system at universities was the main source of providing the mobilization and current needs of the USSR Armed Forces for officer reserves and a serious means of military-patriotic education of students.

After the collapse of the USSR, the determination of the position of Kazakhstan on the transition to the creation of its own armed forces took place against the backdrop of complex geopolitical processes. The southern borders of the former USSR were characterized as a belt of instability, and even, moreover, as probable foci of military conflicts. The War in Afghanistan crossed the borders of state borders and became a clear military threat. Events have taken place in Kyrgyzstan. There was a war between Azerbaijan and Armenia. War broke out in Georgia. According to the conclusions of scientists of the Institute for Strategic Studies under the President of Kazakhstan, there was a likelihood of Kazakhstan being drawn into military conflicts (Tasbulatov, 1999).

At the same time, since the beginning of the 1990s, the system of training students under the program of reserve officers in universities has experienced a deep crisis. The lack of material and financial resources necessary for the normal functioning of the military training of students under the program of reserve officers led to the reorganization of only some military departments of universities. If by 1991 in Kazakhstan military departments functioned at 18 universities (On approval of the Regulation... 1990), then in 1992, in accordance with the decree of the Cabinet of Ministers of Kazakhstan 'On the reorganization of military departments of higher education institutions of Kazakhstan', it was planned to have them at only 10 universities (On the reorganization of military... 1992).

Since 1994, graduates of military departments have begun to be called up in the Armed Forces of Kazakhstan immediately after graduation. At the military departments there was a credentials committee, which selected and distributed candidates for the Armed Forces, other troops and military units of Kazakhstan. For example, from the graduates of Satbayev University from 1993 to 1997 773 people were selected. To serve in the educational structures of the Armed Forces, in the EW and radio reconnaissance units, in the Border Troops (Asilov 2016). During the existence of the military department at KSTU, more than 16500 reserve officers graduated, 80% of whom served in officer posts in the troops. Feedback from the troops on the quality of graduate training was positive (Gurtovoi 2010). It was also significant that, when performing an incomplete set of officers, priority was given to military units deployed along the state border. Over the 8 months of 1993, 214 officers were sent to these garrisons, including 28 in Aktogai, 12 in Zaysansky, 12 in Chushdzhinsky, 41 in Ush-Aralsky, 42 in Zharkentsky, and 79 in Ayaguz, but reserve officers for the most part understood the responsibility assigned to them (Altynbayev 2004).

At the same time, the problem of the indicated period was the limited presence of reserve officers in the army, since the vast majority after the end of their service life were transferred to the reserve. This entailed periodic staff turnover, and did not allow the preparation of the next level of personnel, which gave rise to certain difficulties in creating a reserve for promotion to senior positions. With this in mind, along with the call of reserve officers, a call was also made on a voluntary basis. As a result, annually 300 graduates of military departments were called up for military service in the Armed Forces of Kazakhstan and up to 500 entered voluntarily (Tasbulatov, 2002). According to the head of the personnel department of the Ministry of Defense of Kazakhstan, Major General S. Sultanov, 'Over the past period, the replenishment of officer personnel was carried out by 60% on a voluntary basis and 30% due to an appeal for 3 years.' In October 1994, a resolution of the Cabinet of Ministers of Kazakhstan approved the 'Regulation on the military training of students (cadets) of higher educational institutions under the program of reserve officers', the list of which included 28 military departments at universities, and military training was carried out in 39 specialties.

Thus, due to the close attention to the system of training reserve officers in universities by the Government of Kazakhstan, the Ministry of Education and Science of Kazakhstan and the Ministry of Defense of Kazakhstan, by the beginning of 2018, the potential for military training of students in universities was significantly increased compared to the mid-1990s. Opportunities have increased for solving the tasks of preparing a military-trained reserve. In the study period, this system, despite the difficulties, successfully coped with its main task – the training of reserve officers and sergeants to ensure the current and mobilization needs of the Armed Forces of Kazakhstan. Nevertheless, the assignment of the military rank of 'reserve sergeant' at the end of the military training course under the reserve officers program led, at the end of the military training course, to the non-fulfilment of the training plan and the accumulation of reserve officers for the mobilization deployment of the Armed Forces.

Conclusions

Based on the foregoing, it can be stated that the following results are obtained in this article. Firstly. The experience of organizing the training of reserve officers in foreign civilian universities was studied. Military training systems at civilian educational institutions have received some development in all leading foreign countries. They are most developed in the USA and Great Britain, which have fully professional armed forces. Military training systems that have developed in the United States and Great Britain are collectively characterized by such qualitative parameters as:

- professionalism (both with respect to the contractual foundations of military service, and in the sense of highly effective general preparedness of graduated personnel);
- comprehensive material and logistical support, stimulating the processes of organization and implementation of military training;
- rationality, universality and complexity of the structure (including all organizational components);
- the scale and gradation of coverage of educational structures and student contingents (in relation to all levels of education and in quantitative terms);
- long-term, on a historical scale, experience of using civilian educational institutions for the needs of the construction of the armed forces.

Stimulating the quality of training of graduates, regardless of their number, is an invariable parameter of the most developed systems of non-military training. With the necessary reduction in the overall material costs of maintaining the military training system (i.e., a decrease in budget allocations), only the number of students is reduced, respectively, and not to the detriment of the level of preparedness of graduates or their use in the armed forces for the intended purpose as officers of one or another category. Even when curtailing the functional elements of the structure of the military training system (military departments of civilian universities, their training centers, etc.), which cannot be financed or which are temporarily unnecessary, these elements are reserved, that is, they turn into bases for the possible new deployment of these bodies. This preserves the integrity of the system and ensures the flexibility of its functioning depending on the goals and scale of the necessary reproduction of personnel and the existing material conditions for the reproduction of personnel potential. The development of the military training system for students, as well as graduates of civilian educational institutions, is observed in a number of countries in continental Western Europe, in which both conscription for active military service and the principles of voluntary military service under a contract are applied. Moreover, the training of reserve officers in each individual country has its own characteristics.

Significant material incentives for military training of students, on the one hand, and students' obligations to the Ministry of Defense (as a state customer with whom a contract for the upcoming military service is concluded in regular and/or reserve formations), on the other hand, is also the managerial basis for the effective functioning of non-military systems training officers at civilian universities. Despite the differences in the traditionally existing systems for training reserve personnel in the Russian Federation, the Republic of Belarus, leading European countries and the USA, it seems possible to single out the general trends in the development of higher military schools in the 21st century: improving the selection and appeal to the personality of the soldier, stabilizing their number at the modern level; differentiation of university structures and personification of the content of education; its further informatization, the introduction of multimedia teaching aids. Secondly. The history of the formation and development of military departments at the universities of Kazakhstan is investigated. On the territory of Kazakhstan, military training of students at universities began at the Alma-Ata Medical Institute (1931), the Ural Pedagogical Institute named after S.M. Kirov (1934), Kazakh Mining and Metallurgical Institute (1934), as well as Chimkent, Semipalatinsk, Kyzyl-Orda Pedagogical Institutes (1937).

At the Alma-Ata Medical Institute, military medical training was carried out to train reserve medical officers. The staff of the military department was 4 people. Department of military sports training at the Kazakh State University named after S.M. Kirov was organized in 1934. The department consisted of the head of the department, assistant to the chief for academic work, teachers of military disciplines, the head of the arms depot, the laboratory assistant and the clerk. The system of educational work in the universities of Kazakhstan closely connected theoretical issues with the practical study of military affairs, most of the classes were held in the field, attention was paid to the shooting, as well as to the practice of training, the method of personal display was widely introduced. Teaching teams and military teachers skillfully used the available personnel to solve all the challenges. Many graduates of the military departments of universities served in the ranks of the Red Army and, thus, had a certain military experience. Soon, the quality of training students in Kazakhstan militarily was tested in practice during the hostilities in the Soviet-Finnish war.

On January 15, 1960, the Law 'On a new significant reduction in the armed forces of the USSR' was passed, according to which 1200000 people were transferred to the reserve, of which over 250000 officers. This decision was a peaceful act of global significance. Due to the reduction of the armed forces, the military departments at the country's universities were abolished, and the military training of students was cancelled. However, already in 1965, due to the aggravation of the international situation (the Caribbean crisis, the US war in Vietnam), with the increase in the number of the USSR Armed Forces, the reverse process began, there was an acute shortage of officer personnel. At the same time, over 1000000 trained reserve specialists were lacking for a high-quality staffing of the USSR Armed Forces under the mobilization plan.

At this time, according to academician M.K. Kozybaev '... many of the decision-makers bore a noticeable raid of voluntarism. The implementation of such large reductions was not scientifically substantiated; their consequences for the combat readiness of the armed forces were not thought out.' In this regard, previously adopted decisions were cancelled and measures were taken to prepare and accumulate a stock of military-trained human reserves, including officers. The network of military departments at universities was restored and expanded, which made it possible to significantly increase the number of reserve officers. In Kazakhstan, military training under the reserve officers' program was introduced at 37 universities, the number of students enrolled was 113267. During this period, a well-organized training system for reserve officers at the universities of Kazakhstan was developed, focused on training in a large number of military specialties with high moral and combat qualities, knowledge and skills necessary for the successful performance of official duties in officer posts in military specialties received. Basically, military departments trained specialists in technical, medical, legal and educational fields.

In general, in the post-war years (1946-1991), a powerful system of training and accumulating a military-trained reserve, including reserve officers, was organized on the territory of Kazakhstan and the entire Soviet state. Until 1991, the USSR Armed Forces had the ability to create a force grouping in Kazakhstan for a short time, comprehensively trained, staffed by a well-developed infrastructure for all types of support. The military training system at universities was the main source of providing the mobilization and current needs of the USSR Armed Forces for officer reserves and a serious means of military-patriotic education of students. Thus, the entire history of the development of the military training system of a military-trained reserve confirms the need for its existence in the interests of military development and ensuring state security. The liquidation or disintegration of the system contradicts these vital social needs, therefore, as historical experience proves, after destruction it was restored again.

Currently, due to the close attention to the training system for reserve officers in universities, from the Government of Kazakhstan, the Ministry of Education and Science of Kazakhstan and the Ministry of Defense of Kazakhstan, by the beginning of 2020, the potential for military training of students in universities has significantly increased compared to the mid-1990s. Opportunities have increased for solving the tasks of preparing a military-trained reserve. In this period, this system, despite the difficulties, successfully coped with its main task – the training of reserve officers and sergeants to ensure the current and mobilization needs of the Armed Forces of Kazakhstan.

Acknowledgments

The authors are grateful to the Advisor to the Minister of Defense of Kazakhstan for Science, Doctor of Economics, Professor Tulembaeva Aigul Nuralievna and Deputy Head of the National University of Defence named after the First President of Kazakhstan – Elbasi PhD, Associate Professor Akshulakov Kuadyk Zhakybaevich for their assistance in conducting research. The work was conducted as part of a grant project for 2018-2020 'Improving the military-patriotic education of student youth in the military departments of civil universities of Kazakhstan'.

References

- [1] Abdakimov, A. 2009. *History of Kazakhstan (from Ancient Times to the Present Day)*. Atamyra.
- [2] Aleshin, E.L. and Vorontsova, T.N. 1993. *Training and Continuing Education of the Bundeswehr Officers*. GAVS.
- [3] Altyntaev, M.K. 2004. *Army of Sovereign Kazakhstan: Creation and Development of 1992-2004*. Daur.
- [4] Artemchenko, P. 1926. Students and the Red Army. *Red Students*, 3: 56-57.
- [5] Asilov, N.T. 2016. *Military Training in Higher Educational Institutions of Kazakhstan: History and Modernity*. NUO.
- [6] Batyrbekov, M.B. 2000. *Higher School of Kazakhstan in Persons*. Rauan.

- [7] Berghorn, G. 1997. The system of higher education in Germany. *International Cooperation*, 1: 24-27.
- [8] Bobyrev, P.N. 1987. *Soviet Armed Forces. Questions and Answers. Pages of History*. Political Publishing House.
- [9] Butyakov, L. and Danilov, T.N.. 1995. *Military Service in Modern Russia: a Collection of Legal Acts*. Computer Development Centre.
- [10] Chernov, V. 1992. Training of officer personnel of the German ground forces. *Foreign Military Review*, 1: 17-19.
- [11] Chetvertak, V.K. and Filkov, S.M. 1993. Analysis of the problems of organising military training in a foreign higher school. In *Problems of training military specialists in civilian universities of Russia* (p. 49-61). MEI.
- [12] Chetvertak, V.K. and Filkov, S.M. 1986. *The System of Non-Military Training of Officers in the NATO Armies: (Great Britain, USA, Germany)*. MGIMO.
- [13] Filkov, S.M. 1996. *Scientific Basis for Improving the System of Military Training in Civilian Educational Institutions*. MGIMO.
- [14] Frunze, M.V. 1997. *Selected Works*. Military Publishing.
- [15] Gurtovoi, V.I. 2010. Military-technical faculty, as an example of a mutually beneficial community of the university with the Ministry of Defence of Kazakhstan. *Materials of the International Scientific-Practical Conference: 'Development of Military Education in the Interests of the Professionalization of the Army'*, 104-107, Nur-Print.
- [16] Israilov, Ch.B. 2017. Training of military personnel in the modern world. In *Collection of Materials of International Scientific-Theoretical Conference 'The Professionalisation of the Army is a Reliable Guarantor of Ensuring the Military Security of the State'*, 432-437, NUO.
- [17] Kellett, A. 1984. Combat motivation. In *the Behavior of Soldiers in Battle*, 55-58, Springer Science & Business Media.
- [18] Kitson, F. 1987. *Warfare as a Whole*. Faber & Faber Ltd.
- [19] Kozybaev, M.K. 1998. Military reforms: historical experience. *Bagdar-Landmark*, 2: 41-45.
- [20] Loboda, V.F. 1960. *Command Personnel and Personnel Legislation in the Development of the Armed Forces of the USSR*. Military Publishing House of the USSR Ministry of Defence.
- [21] Maltsev, L.S. 2003. *The Armed Forces of the Republic of Belarus. History and Modernity*. Asobny Dah.
- [22] Novikov, I.A. and Pushenko, E.N. 2011. The formation and development of the military faculty at BSU: history and modernity. *Bulletin of the Belarusian State University*, 3: 28-31.
- [23] Osetrov, A.V. 2008. Experience in developing a system of mobilisation training and mobilisation of the domestic armed forces (from the middle of the 19th to the 90s of the 20th century). *Military Journal*, 9: 19-22.
- [24] Ryspaev, A.N. 2016. Greetings. In *Collection of Materials of the International Scientific-Theoretical Conference 'The Role of Military Departments in the Military-Patriotic Education of Youth'*, 3-4, Astana: NUO.
- [25] Serkpaev, M.O. 2010. *International Military Cooperation of Kazakhstan: Problems and Prospects, 1991-2005*. Poligrafiya.
- [26] Simakov, M. 1990. Military schools in France. *Foreign Military Review*, 10: 14-18.
- [27] Tasbulatov, A.B. 1999. *Analysis of Armed Conflict (Informational Materials)*. Military Academy of the Armed Forces of Kazakhstan.
- [28] Tasbulatov, A.B. 2002. Relevant problems of improving the military education system, improving the quality of training of officer personnel. *Military Theoretical Journal 'Bagdar-Landmark'*, 4: 9-18.
- [29] Valentine, C.W. 1947. *Principles of Army Instruction*. Gale and Polden.

- [30] Zhamanbaev, K.Zh. 1972. *Higher School in Kazakhstan. The Historical Experience of the Communist Party of Kazakhstan in Leading a Higher School for 50 Years (1920-1970)*. Kazakhstan.
- [31] Zhulamanov, K.D. 1969. *Higher School of the Republics of Central Asia and Kazakhstan (1961-1975)*. Nauka.
- [32] Zmeev, V.A. 1993. Reform of military education in civilian universities. *Military Thought*, 11: 69-74.
- *** *A Dictionary of Psychology*. 2008. Oxford University Press. DOI: 10.1093/acref/9780199534067.001.0001. <https://www.oxfordreference.com/view/10.1093/acref/9780199534067.001.0001/acref-9780199534067>
- *** On approval of the list of military departments at state educational institutions of higher professional education. 1993. Decree of the Government of the Russian Federation of July 20, 1993, No. 690. <http://www.pravo.gov.ru/proxy/ips/?docbody=&prevDoc=102038872&backlink=1&nd=102025019&rdk=3>
- *** On approval of the Regulation on the military training of students (cadets) of higher educational institutions under the program of reserve officers and the List of higher educational institutions in which military training of students (cadets) is established according to the program of reserve officers. Decree of the Council of Ministers of the USSR of August 31, 1990, No. 880. 1990. http://www.libussr.ru/doc_ussr/usr_17124.htm
- *** On military training of students in training programs for reserve officers in military departments at state educational institutions of higher education. 1994. Decree of the Government of the Russian Federation of May 24, 1994 No. 544. <http://docs.cntd.ru/document/9006315>
- *** On the reorganisation of military departments of higher educational institutions of Kazakhstan. Approved Resolution of the Cabinet of Ministers of Kazakhstan dated August 31, 1992, No. 723. SAPP of Kazakhstan. 1992. No. 34. Ar. 544. https://tengrinews.kz/zakon/pravitelstvo_respubliki_kazahstan_premier_ministr_rk/oboona/id-P940001094/
- *** The reform of the Belarusian army is as transparent as possible. 2004. *Independent Military Review*. 48. <http://militaryarticle.ru/nezavisimoe-voennoe-obozrenie/nvo-2004/16941-voennaja-reforma-v-belorussii-prohodit-maksimalno>

Reproduced with permission of copyright owner. Further reproduction prohibited without permission.