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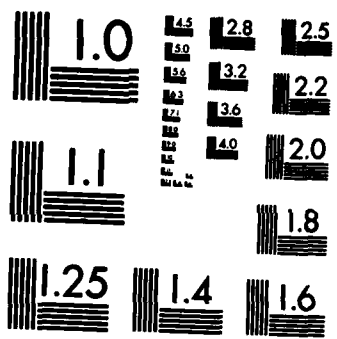
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FOREIGN TECHNOLOGY DIVISION



UNFAILING REMEDY

by

K. Sevast'yanov



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UNFAILING REMEDY

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U. S. BOARD ON GEOGRAPHIC NAMES TRANSLITERATION SYSTEM

Block	Italic	Transliteration	Block	Italic	Transliteration
А а	<i>А а</i>	A, a	Р р	<i>Р р</i>	R, r
Б б	<i>Б б</i>	B, b	С с	<i>С с</i>	S, s
В в	<i>В в</i>	V, v	Т т	<i>Т т</i>	T, t
Г г	<i>Г г</i>	G, g	У у	<i>У у</i>	U, u
Д д	<i>Д д</i>	D, d	Ф ф	<i>Ф ф</i>	F, f
Е е	<i>Е е</i>	Ye, ye; E, e*	Х х	<i>Х х</i>	Kh, kh
Ж ж	<i>Ж ж</i>	Zh, zh	Ц ц	<i>Ц ц</i>	Ts, ts
З з	<i>З з</i>	Z, z	Ч ч	<i>Ч ч</i>	Ch, ch
И и	<i>И и</i>	I, i	Ш ш	<i>Ш ш</i>	Sh, sh
Й й	<i>Й й</i>	Y, y	Щ щ	<i>Щ щ</i>	Shch, shch
К к	<i>К к</i>	K, k	Ъ ъ	<i>Ъ ъ</i>	"
Л л	<i>Л л</i>	L, l	Ы ы	<i>Ы ы</i>	Y, y
М м	<i>М м</i>	M, m	Ь ь	<i>Ь ь</i>	'
Н н	<i>Н н</i>	N, n	Э э	<i>Э э</i>	E, e
О о	<i>О о</i>	O, o	Ю ю	<i>Ю ю</i>	Yu, yu
П п	<i>П п</i>	P, p	Я я	<i>Я я</i>	Ya, ya

*ye initially, after vowels, and after ъ, ь; e elsewhere.
When written as ë in Russian, transliterate as yë or ë.

RUSSIAN AND ENGLISH TRIGONOMETRIC FUNCTIONS

Russian	English	Russian	English	Russian	English
sin	sin	sh	sinh	arc sh	sinh ⁻¹
cos	cos	ch	cosh	arc ch	cosh ⁻¹
tg	tan	th	tanh	arc th	tanh ⁻¹
ctg	cot	cth	coth	arc cth	coth ⁻¹
sec	sec	sch	sech	arc sch	sech ⁻¹
cosec	csc	csch	csch	arc csch	csch ⁻¹

Russian	English
rot	curl
lg	log

GRAPHICS DISCLAIMER

All figures, graphics, tables, equations, etc. merged into this translation were extracted from the best quality copy available.

Page 2.

UNFAILING REMEDY.

Pedagogical experience.

It had the occasion with me to somehow be the witness of the dispute of two instructors. Visited they have conversation about the individual approach in the educational work, and it was explained that the collocutors differently understand its targets and content. One (young instructor) it considered what individually to work is necessary only with the lagging cadets, with those, who it breaches military discipline. To another - more experimental - refuted this opinion, it proved, that the constant attention of instructor, commander it requires each future officer, independent of his capabilities and conduct.

But who is right? Certainly, second instructor. Indeed individual approach to student trainees - this completely not some framing of "extreme" pedagogical measures. It indicates, first of all, the

concern that each it would work in the full/total/complete measure of its forces and capabilities, it would continuously develop its qualities, capabilities. And this they do not always consider. Especially those, who recently it arrived to the pedagogical field. You will look about another commander of Cadet of subdivision-forces, time man does not regret, but it concentrated entire its attention only in the lagging, and capable cadets they fell from the field of view, and their increase/growth it stops. This commander, that itself without knowing, it struggles not for that in order to attain overall raising, but to only hold down/retain subunit at a certain average/mean level.

And entirely differently they act experimental, thoughtful educators. Such, let us say as the commander of the Cadet battalion of our Bakinsk highest combined-arms command school colonel I. Zlodoyev. It, first of all, strives to thoroughly study the spiritual and physical qualities of all under wardship to it cadets and in accordance with this determine the line of the education of each. This it goes without saying it requires attention, power of observation, and, of course, the time several valuable it gives to officer the study of the personal qualities of those having finished secondary school even in the period of the entrance examinations. Then, in the course of exercises and exercises, on the consultations and in the personal conversations, in the social activities, the first

impression they are more precisely formulated, they are supplemented, it grew finally into the wide picture necessary to teacher. Battalion commander it does not stint on time about the contact with the cadets, it always knows their mood, demands. And, that very importantly, skillfull it leans on the Komsomol organization, it performs in the close contact with the secretary of the committee of the komsomol of battalion by Lieutenant V. Kartashev.

Based on the example of individual educational work, which it conducts colonel I. Zlodzeyev you are convinced, that pedagogical generosity never it is excessive. More than that, it it necessarily gives birth to so generous response a reaction. Cadets willingly they go to the battalion commander for counsel help. In it they it is started concentration, exacting demand, to the performance of official duty and, that very importantly for the future officers, are obtained the object lessons of the purposeful educational work of commander.

It would like to at the same time emphasize that as this it is always in the pedagogy, the correct understanding of the principles of education by itself still it it brings results. After the principles they stand methods, the concrete/specific/actua practice of contact with the people. Before the commander, teacher stands always not only question "what to make", but also "as to make, as to

act". In a word, educator it must be solid armed by the diverse methods of pedagogical influence on its under wardship ones. But this exactly and it is not sufficient to other commanders, instructors. There are such people and in or school. But how do we help them?

Recently it passed scientific methods of conference on the subject, "Ways and methods to improve the instruction procedure and the political and military indoctrination of the cadets." Special attention at the conference it was turned to an increase in the systematic skill of young instructors and commanders whc.a they do not have a sufficient practical experience. It is highly useful in this respect and the work of the created in the school of systematic skill. Our best methodologists conduct here exercises, their experience it becomes the property of all teachers.

Actually: the clear principle of the need of distributing the attention of educator entire assigned to it Cadet collective does not mean that the measure for influence it must be identical for all. Very often in the collective it will be located the "difficult" cadet, it will be located by such, to character of whom immediately it does not succeed, that it is named, to select keys/ wrenches. Of the teacher it is required ingenuity, the ability to find the reason which it would influence in the necessary direction/axis to the cadet.

In connection with this to me it is recalled this case. The

young capable company commander of our school captain Yu. Gatikoyev it noted that subordinated to it cadet Vladimir Bondaryev it began to move away itself from the collective, it lowered progress. Commander it called cadet to the conversation. They had a talk. No result ! And so it was repeatedly. Only after commander fixedly it traced the conduct of cadet, he succeeded in establishing that in Bondaryev it appeared uncertainty in its forces, in the capability to become officer. Then captai Yu. Gatinoyev it gave to cadet examples from its life and training. It described about how itself he was cadet as without mastering well Russian language, testing/experiencing large difficulties in the training, but because of the persistence, the will, the daily aid of comrades and commanders it knew how to overcome difficulties it finished school with the difference. Thus this reason, close and clear fact from the biography of commander, and it influenced the cadet. Bondaryevit began industriously to be occupied, actively to participate in the public life.

Individual approach is supposed the ability of commander, instructor to distinguish random offenses of cadet of those intended. In this case important to consider that sometimes outwardly identical "deflections from the norm" they can be caused by completely different reasons and motives. Let us say, weak progress of some cadets it is caused by the unwillingness by the full/total/complete force to be occupied into the hours of self preparation. But others

simply they do not know how to plan/glide its time. Finally, there are such, which they lag in the training due to the gaps/spacings in general education disciplines, which arose even in the secondary school. Clear that correct to act on cadet it is possible, only clearly presenting the true reasons for his delay in the training.

Specifically, on this route/path it went the head of the department of tactics colonel I. Churilov, when it gathered together cadets of one of the companies which they do not know how to plan/glide its time. Based on the example of one platoon it it analyzed monthly training schedule and calendar progress chart of company, the participation of platoon in the public life, in the bearing of guard duty and daily detail. Officer it convincingly demonstrated to cadets that, let us say, to the seminar for tactics one should begin to be prepared in 5-6 days, and for the practical instruction "platoon in the offensive" - sufficiently and in three days.

Not all cadets, especially in the junior courses, they know how to take notes, to anyone difficult to grip the main thing in the lectures. With such cadets instructors were conducted the special exercises. In this case it was read the fragment of lecture which cadets they outlined. Then via the comparison of summaries it was selected optimum version, it was shown the procedure of the conduct of

summary with the graphic sketching of diagrams. The same target they pursue the individual tasks/targets: to one cadet instructors they recommend to write abstract, to another - to appear with the report at the theoretical conference, to the third - to describe combat episode in the seminar study. And this is what importantly: by trainee in this case they are placed and the specified conditions - appearance must not exceed 10-15 minutes, theses they must be presented on 5-8 pages, appear most it is obligated to prepare the necessary diagrams, tables. And condition they are undertaken not "from the ceiling", they are closely related to the characteristics of the character of trainees with those qualities which in the opinion of pedagogs, them it should be in every way possible developed, improved.

Speaking about individual work with the future officers, and not randomly it dwelled on educational questions. The fact is that in military training institutions training and education they are connected especially tightly. And are completely unjust/incorrect those instructors whom they consider that their affair - to teach cadets, and the concern of commanders, political workers - to bring up. To adhere to this principle - it means, to knowingly decrease its own successes in the teaching even of highly specialized discipline. But about how much it can give for training of future officers, the individual educational work of instructor, he speaks the experience of

many teachers of our school. To take, for example, lieutenant colonel P. Ponomarenko. It you constantly see in the encirclement of cadets. Energetic, sociable, it it skillfully propagandizes the k. k. ideals of communism, requirement of military duty. It conducts w l instructor its object/subject: taking into account incli n and the capability of each cadet, it strained, persistently trains for their difficult art of leadership of subunits under difficult conditions for modern combat.

Individual approach - principle familiar in the pedagogy. But time it did not age it. It - the efficient means of an improvement in the quality of the preparation of military personnel, education of the ideologically convinced, skillful and courageous officers.

General-major K. Sevast'yanov, the head of the Baku highest combined-arms command school of the name of Supreme Soviet of Azerbaijan SSR.

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