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METHODOLOGY OF READINESS FORMATION OF JUNIOR BORDER GUARD SERVICE PERSONNEL FOR PROFESSIONAL ACTIVITIES IN EXTREME SITUATIONS

Abstract. The article is devoted to the determination of the methodology of the readiness formation of junior border guard service personnel for professional activities in extreme situations by substantiating pedagogical conditions.

It is established that the readiness of the border guard service junior personnel for professional activities in extreme situations is a basic characteristic of the individual, based on a set of professional competencies that ensure effective operational and service activities in extreme situations conditions.

According to the author, the readiness of the junior border guard service personnel for professional activities in extreme situations includes the following types of readiness: physical, psychological, and legal. The formation of the physical readiness of the junior border guard service personnel for professional activities in extreme conditions is carried out during physical training classes, psychological training - during the study of subjects of the psychological-pedagogical block, legal training - subjects of a legal focus.

Under the pedagogical conditions of the defined process, the author understands the circumstances, real situations that are deliberately created in the professional environment, the task of which is to provide the most effective course of it and achieve a specific goal, namely, the readiness formation of junior border guard service personnel for professional activities in extreme situations.

On the basis of the analysis of psychological and pedagogical literature and with the aim of improving the process of readiness formation of junior border guard service personnel for professional activities in extreme situations, the author determines the following pedagogical conditions:
professional motivation formation of the junior border guard service personnel for professional activities (creating an educational environment close to the real conditions of operational and service activity);

introduction into the educational process of innovative forms and methods of junior border guard service personnel training;

ensuring the unity of physical, psychological and legal training based on an integrative approach;

teachers training for readiness formation of junior border guard service personnel for professional activities in extreme situations.

**Keywords**: readiness formation, junior border guard service personnel, professional competences, professional activity, pedagogical conditions, extreme situations, methodology.

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МЕТОДИКА ФОРМУВАННЯ ГОТОВНОСТІ МОЛОДШОГО ПЕРСОНАЛУ ПРИКОРДОННОЇ СЛУЖБИ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ В ЕКСТРЕМАЛЬНИХ СИТУАЦІЯХ

**Анотація.** Стаття присвячена визначенню методики формування готовності молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях шляхом обґрунтування педагогічних умов.

Встановлено, що готовність молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях є базовою характеристикою особистості, що ґрунтується на сукупності професійних компетентностей, що забезпечують ефективну оперативно-службову діяльність в умовах екстремальних ситуацій.

Готовність молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях, на переконання автора, містить такі види готовності: фізичну, психологічну, правову. Формування фізичної готовності молодшого персоналу прикордонної служби до професійної діяльності в екстремальних умовах здійснюється під час занять з фізичної підготовки, психологічною – під час вивчення предметів психолого-педагогічного блоку, правової – предметів юридичної спрямованості.

Під педагогічними умовами означеної процесу автор розуміє обставини, реальні ситуації, що свідомо створюються в професійному середовищі, завданням яких є забезпечення найбільш ефективного його перебігу та досягнення конкретної мети, а саме – формування готовності
молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях

На основі аналізу психолого-педагогічної літератури та з метою вдосконалення процесу формування готовності молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях автором визначено такі педагогічні умови:

формування професійної мотивації молодшого персоналу прикордонної служби до професійної діяльності (створення навчального середовища, наближеного до реальних умов оперативно-службової діяльності);

впровадження до навчального процесу інноваційних форм і методів підготовки молодшого персоналу прикордонної служби;

забезпечення єдності фізичної, психологічної та правової підготовки на основі інтегративного підходу;

підготовка викладачів до формування готовності молодшого персоналу прикордонної служби до професійної діяльності в екстремальних ситуаціях.

Ключові слова: формування готовності, молодший персонал прикордонної служби, професійні компетентності, професійна діяльність, педагогічні умови, екстремальні ситуації, методика.

Formulation of problem. In current conditions, in connection with the full-scale military aggression of Russia against Ukraine, the range of tasks that border guards have to solve has significantly expanded. You need to react quickly, decisively and purposefully. Professional activity in typical and extraordinary conditions has certain specific features. They are associated with the fact that in normal activity conditions the dominant motive increases efficiency, and in extraordinary conditions it can narrow the perception and distort the assessment of the real threat [1, P. 13–16].

The training system of junior border guard service personnel in modern conditions should ensure the training of this servicemen category, which are capable to act professionally in any, including extreme, situations. The problem solution of professional competence of the junior border guard service personnel largely depends on the readiness to oppose the enemy in extreme situations.

Analysis of the latest research and publications. As the results of the psychological and pedagogical literature analysis, the problem of readiness formation of specialists in general and military personnel in particular is the object of attention of many researchers. O. Dobryanskyi, M. Kozyar, N. Moiseyuk, V. Molyako, A. Fedorchuk and others investigated various characteristics of the concept of "readiness". General theoretical issues of training for future professional activity were investigated by S. Zaskaleta, N. Nychkalo and others. Psychological and pedagogical aspects of readiness formation for professional activity were studied by K. Akulenko, E. Bryzhatiy, L. Malynivska, M. Pelypenko, and others.

But in a direct formulation, the problem of defining and substantiating the pedagogical conditions for the readiness formation of the junior border guard service
personnel for professional activity in extreme situations has not yet been researched. The specified circumstances led to the choice of the research topic.

**Purpose of the article** is to determine the methodology of readiness formation of junior border guard service personnel for professional activities in extreme situations by substantiating pedagogical conditions.

**Presentation of the main material of the study.** It is known that professional activity is a complex multi-meaning formation. The integrating component that ensures its activity is the subject of work, which interacts with all other components, taking into account the variety of signs that reflect its specificity [2, P. 43]. Therefore, the process of readiness formation for professional activity should take place taking into account these signs.

It was taken into account that the approaches of scientists (psychologists and pedagogues) to the phenomenon of "readiness" are not unambiguous. Thus, scientists understand "readiness" as the presence of abilities, the ability of a person to set a goal and choose ways to achieve it. In the Modern explanatory dictionary of the Ukrainian language, the word "readiness" is defined as "the desire to do something" [3, P. 210]. In the Dictionary of Psychological and Pedagogical Concepts and Terms, "readiness" is interpreted as a state of the individual that enables him to successfully enter the professional environment, to quickly develop professionally [4].

O. Mikheenko considers "readiness" as a fundamental condition for the performance of any activity [5, P. 21]. It is close to the interpretation of the readiness understanding of the researcher I. Gavrish [6, P. 23], who outlines it as an integrative, stable characteristic of an individual capable of successfully performing activities.

Based on the results of the analysis, it was found that scientists distinguish the following two approaches to defining the meaning of the concept of "readiness": functional and personal. The functional direction considers "readiness" in connection with mental functions, the formation of which is considered a necessary condition for ensuring the professional activity effectiveness. The functional approach defines “readiness” as a special state that occupies an intermediate position between mental processes and personality properties. According to the personal approach, psychological readiness is considered as a connection with personal prerequisites for successful activity [7, P. 37–38].

According to the results of the scientific literature analysis, in particular studies on the essence and content of professional activity readiness, on the issues of organizations of various training of military personnel and representatives of law enforcement authorities to perform the professional activity tasks, as well as on the activities psychological features of specialists in extreme conditions, it was established that readiness of junior border guard service personnel to professional activity in extreme situations is a basic characteristic of the individual, which is based on a set of professional competencies, which ensures effective operational and service activity in conditions of extreme situations.

It was established that the readiness of junior border guard service personnel for professional activities in extreme situations includes the following types of
readiness: physical, psychological, and legal. The formation of the physical readiness of the junior border guard service personnel for professional activities in extreme conditions is carried out during physical training classes, psychological training - during the study of subjects of the psychological-pedagogical block, legal training - subjects of a legal focus. Physical readiness implies the presence of physical, special properties and the ability to apply military-applied motor skills. Psychological readiness implies the presence and ability to identify professionally important psychological and moral-willed properties of border guards, which are necessary for skillful use in extreme situations. The legal readiness of junior border guard service personnel for professional activities is considered as the possession of a legal knowledge complex, legal convictions and involves legal behavior in extreme situations.

Thus, the decision-making about risk in an extreme situation is influenced by factors of the external environment and individual characteristics of the border guard's personality. The following border guard qualities are important for making a reasoned decision about risk: professional competence and self-confidence, training for actions in dangerous situations, endurance and self-control. Behavior characteristics are distinguished depending on the border guards orientation on external (externality) or internal (internality) subjective control parameters. It is believed that people with an external control focus are overly dependent on external environmental factors, have reduced self-control and increased anxiety, which often does not contribute to the behavior planning adequate to an extreme situation. It is important to form a sufficient level of caution in future border guards in relation to typical variants of professional risky behavior. Sometimes a definite obstacle to careful and adequate behavior in a dangerous situation is the individual's propensity to risk.

There are differences in the border guards behavior depending on their desire to achieve success or prevent failure. Research shows that individuals with a strong desire for success will prefer options with a medium level of risk. Individuals with a high level of desire to avoid failure will prefer low-risk behavior options, less often - high-risk behavior options.

A high degree of person anxiety leads to an inadequate assessment of the emerging situation and, as a result, to deviation from a reasonable choice of a not sufficiently substantiated variant of risky behavior. The experienced danger has a significant influence on the border guard's decision-making about risk. In this regard, two main phenomena are distinguished: the "Carpenter" effect and the "Burnt fingers" effect.

Having analyzed the state of affairs in the border guard service activities, as well as based on the relevance of this problem in modern conditions, there is a need to determine the methodology of the readiness formation of junior border guard service personnel for professional activities in extreme situations. This methodology provides the implementation of appropriate pedagogical conditions.
The category "condition" is general scientific and is considered from a philosophical, sociological, psychological and pedagogical viewpoint.

The approach of V. Man’ka is impressive. The researcher defines pedagogical conditions as an interconnected set of internal parameters and external characteristics of functioning, which ensures educational process high effectiveness and meets the psychological and pedagogical criteria of optimality [8, P. 155].

The concept of "pedagogical conditions" is considered by I. Koval based on the understanding of the definition of "conditions" as a set of objects (things, processes, relations, etc.) necessary for the appearance, existence or change of this object. Such a set is called conditions, or rather sufficient conditions of the object. Pedagogical conditions are a set of factors that influence the development of a student’s personality [9, P. 124–125].

A. Lytvyn singles out several positions held by scientists, investigating the methodological foundations of the concept of "pedagogical conditions". He draws attention to the fact that, according to the functional approach, pedagogical conditions are understood as a set of objective possibilities for solving educational tasks (A. Nain, N. Yakovleva), a set of measures necessary for the pedagogical process (V. Andreev, V. Zhernov), a set of external and internal influences (V. Manko, V. Polonskyi). Another, the author notes, is the position of researchers who connect pedagogical conditions with the educational system construction in which they are one of the components (I. Zyazyun, M. Zvereva, I. Pidlasy, O. Pehota). Scientists, who occupied the third position (B. Kupriyanov, S. Dinina), understand the pedagogical conditions as one of the sides of the learning process regularities [10, P. 20]. According to A. Lytvyn, pedagogical conditions are a complex of specially designed general factors influencing on the external and internal circumstances of the educational process and the personal parameters of all its participants. Pedagogical conditions ensure the integrity of education and upbringing in the informational and educational environment of the educational institution in accordance with the society requirements and the labor market demands, contribute to the individual comprehensive harmonious development and create favorable opportunities for identifying his talents, taking into account the needs and forming universally and professionally important properties, key qualifications, general and professional competencies [10, P. 28–29].

The analysis of dissertation studies, in which special pedagogical conditions were implemented, shows that scientists identified certain factors that contributed to the purposeful organization of the educational process to increase its effectiveness. Thus, researchers exploring the readiness formation of future naval officers for professional activity in a multicultural environment, present a theoretical substantiating of pedagogical conditions as a set of internal and external circumstances regarding the future officer personality, which is necessary, important and effective for the readiness formation for professional activity in a multicultural environment.
Taking into account the opinion of E. Harkavtsev [11], under the pedagogical conditions of the specified process, we understand the circumstances, real situations that are consciously created in the professional environment, the task of which is to ensure the most effective course of it and to achieve a specific goal, namely, the readiness formation of junior border guard service personnel to professional activity in extreme situations.

On the basis of the psychological and pedagogical literature analysis and with the aim of improving the process of readiness formation of junior border guard service personnel for professional activities in extreme situations, the following pedagogical conditions have been determined:

- professional motivation formation of the junior border guard service personnel for professional activities (creating an educational environment close to the real conditions of operational and service activity);
- introduction into the educational process of innovative forms and methods of junior border guard service personnel training;
- ensuring the unity of physical, psychological and legal training based on an integrative approach;
- teachers training for readiness formation of junior border guard service personnel for professional activities in extreme situations.

Conclusions. Therefore, we highlight the following pedagogical conditions that ensure the effectiveness of the methodology of readiness formation of junior border guard service personnel for professional activities in extreme situations:

- professional motivation formation of the junior border guard service personnel for professional activities (creating an educational environment close to the real conditions of operational and service activity);
- introduction into the educational process of innovative forms and methods of junior border guard service personnel training;
- ensuring the unity of physical, psychological and legal training based on an integrative approach;
- teachers training for readiness formation of junior border guard service personnel for professional activities in extreme situations.

Defining and substantiating of the pedagogical conditions makes it possible to concretize the essence and specifics of the readiness formation of the junior border guard service personnel for professional activities in extreme situations. The prospect of further scientific research is a detailed substantiating and implementation of each of the identified pedagogical conditions, as well as a step-by-step realization of their implementation methodology.

References:

Література:


