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Sofian Dmytro Viktorovych PhD in Psychology, Head of the Cynology Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Shevchenko St., 46, Khmelnytskyi, 29007, https://orcid.org/0000-0002-5767-7616

Klepatskyi Serhii Viktorovych Senior lecturer of the Cynology Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Shevchenko St., 46, Khmelnytskyi, 29007, https://orcid.org/0000-0001-9148-9144

Kovalchuk Oleh Ruslanovych Senior lecturer of the Cynology Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Shevchenko St., 46, Khmelnytskyi, 29007, https://orcid.org/0000-0001-5777-0442

Afanasyev Anatoliy Oleksandrovyч PhD in Psychology, Associate Professor, Associate Professor of the Cynology Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Shevchenko St., 46, Khmelnytskyi, 29007, https://orcid.org/0000-0003-0376-0438

Prytulyak Mykhailo Olegovich Lecturer of the Cynology Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Shevchenko St., 46, Khmelnytskyi, 29007, https://orcid.org/0009-0005-8249-575X

PEDAGOGICAL CONDITIONS TO FORM FUTURE LAW ENFORCEMENT OFFICERS READINESS FOR CANINE SUPPORT DURING PROFESSIONAL TRAINING

Abstract. Currently, in connection with the beginning of the full-scale invasion of Russia into Ukraine, changes in the operational and combat activities of law enforcement units, there has been a need to use service dogs at checkpoints, entry-exit control points, in reconnaissance and search groups, while on guard duty services, as well as to perform other specific tasks. Therefore, today, the training of officers for the use of service dogs in the conditions of operational and official activities has an important practical significance for ensuring the performance of tasks by law enforcement agencies.

The article determines the pedagogical conditions necessary to form future law enforcement officers’ readiness for canine support during professional training.
It has been established that the formation of the readiness of future law enforcement officers for canine support of operational and service activities will be more effectively under the conditions of optimizing the structure and content of training future law enforcement officers for canine support of operational and service activities, introducing into the educational process innovative forms and methods of training law enforcement officers, design and modeling of a quasi-professional environment for canine support of operational and service activity, monitoring the quality of training future law enforcement officers for canine support of operational and service activity.

The most effective way of forming the readiness of future officers of law enforcement bodies for canine support of operational and official activities is determined to be the introduction of pedagogical conditions into the educational process, the implementation of which was carried out at the Bohdan Khmelnitsky National Academy of the State Border Guard Service of Ukraine. However, the creation of a scientifically based mechanism for their implementation, for possible implementation in other institutions of higher education of law enforcement agencies and the Armed Forces of Ukraine, will contribute to the high-quality implementation of the specified pedagogical conditions into the educational process.

Keywords: readiness, canine support, officers of canine units, professional training, service dogs.

Софіян Дмитро Вікторович кандидат психологічних наук, начальник кафедри кінології, Національна академія Державної прикордонної служби України імені Богдана Хмельницького, 29007, м. Хмельницький, вул. Шевченка, 46, https://orcid.org/0000-0002-5767-7616

Клепацький Сергій Вікторович старший викладач кафедри кінології, Національна академія Державної прикордонної служби України імені Богдана Хмельницького, 29007, м. Хмельницький, вул. Шевченка, 46, https://orcid.org/0000-0001-9148-9144

Ковальчук Олег Русланович старший викладач кафедри кінології, Національна академія Державної прикордонної служби України імені Богдана Хмельницького, 29007, м. Хмельницький, вул. Шевченка, 46, https://orcid.org/0000-0001-5777-0442

Афанасьєв Анатолій Олександрович кандидат психологічних наук, доцент, доцент кафедри кінології, Національна академія Державної прикордонної служби України імені Богдана Хмельницького, вул. Шевченка, 46, м. Хмельницький, 29007, https://orcid.org/0000-0003-0376-0438
Педагогічні умови формування готовності майбутніх правоохоронців до кінологічного забезпечення в процесі професійної підготовки

Анотація. Нині, у зв’язку з початком повномасштабного вторгнення росії в Україну, змінами в оперативно-бойовій діяльності підрозділів правоохоронних органів, виникла необхідність використання службових собак на блокпостах, контрольних пунктах в’їзду-виїзду, у розвідувально-пошукових групах, під час несення вартової служби, а також для виконання інших специфічних завдань. Тому, сьогодні підготовка офіцерів до використання службових собак в умовах оперативно-службової діяльності має важливе практичне значення для забезпечення виконання завдань правоохоронними органами.

У статті визначено і обґрунтовано педагогічні умови формування готовності майбутніх правоохоронців до кінологічного забезпечення в процесі професійної підготовки.

У процесі дослідження було проведено аналіз психолого-педагогічної літератури, навчальних планів і освітніх програм, анкетування, експертне оцінювання, усне і письмове опитування, тестування з метою визначення ефективності впровадження педагогічних умов формування готовності майбутніх офіцерів правоохоронних органів до кінологічного забезпечення оперативно-службової діяльності.

Визначено, що формування готовності майбутніх офіцерів правоохоронних органів до кінологічного забезпечення оперативно-службової діяльності відбуватиметься більш ефективно за умов оптимізації структури та змісту підготовки майбутніх офіцерів правоохоронних органів до кінологічного забезпечення оперативно-службової діяльності, впровадження до освітнього процесу інноваційних форм і методів підготовки офіцерів правоохоронних органів, проектування та моделювання квазіпрофесійного середовища кінологічного забезпечення оперативно-службової діяльності, проведення моніторингу якості підготовки майбутніх офіцерів правоохоронних органів до кінологічного забезпечення оперативно-службової діяльності.

Найефективнішим способом формування готовності майбутніх офіцерів правоохоронних органів до кінологічного забезпечення оперативно-службової діяльності визначено впровадження до освітнього процесу педагогічних умов, реалізація яких здійснювалась у Національній академії Державної прикордонної
служби України імені Б. Хмельницького. Проте, якісному впровадженню до освітнього процесу визначених педагогічних умов сприятиме створення науково-обґрунтованого механізму їх реалізації, для можливого впровадження в інших закладах вищої освіти правоохоронних органів та Збройних Сил України.

Ключові слова: готовність, кінологічне забезпечення, офіцери кінологічних підрозділів, професійна підготовка, службові собаки.

Problem statement. Today, the relevance of the topic of using service dogs in operational and service activity of law-enforcement bodies extends beyond traditional cases where dogs are deployed for search and rescue, detection of drugs, weapons, ammunition, explosive substances, as well as detention, escort, or guarding of offenders. Due to the beginning of full-scale invasion of Russia to Ukraine, the changes in operational and combat activity of units of law enforcement agencies necessitated the use of service dogs at checkpoints, entry-exit control points, in reconnaissance and search groups, participating in the combat and guard duty of units, as well as for the performance of other specific tasks. Therefore, training of officers to use service dogs for operational and service activity nowadays has significant practical importance in functioning of law enforcement agencies.

Contradictions and gaps in the educational process, identified through the analysis of the state of training of future officers of law enforcement agencies to use service dogs during operational and service activity, have led to the need to search for pedagogical ways to address them. Therefore, the research proposes to identify and justify the pedagogical conditions necessary to influence the structural components of the readiness of future officers of law enforcement agencies for canine support of operational and service activities within the framework of professional training.

Analysis of recent research and publications. To justify the pedagogical conditions for the formation of readiness of future officers of law enforcement agencies to use service dogs in operational and service activities, an analysis of scientific research and publications on the problem of interpreting the term «pedagogical conditions» and ways to improve the professional training of this category of military personnel at the National academy of the State Border Guard Service of Ukraine has been carried out by the authors.

The results of the analysis of specialized literature allows to state that the issue of interpreting the term «pedagogical conditions» is discussed in the works of Y. Babansky, A. Verbitsky, I. Ziaziun, N. Kuzmina, V. Slastionin, I. Frolov, A. Khutorsky, and other researchers. Among the considerable number of works, those focusing on the formation of readiness of future officers of law enforcement agencies for professional activities attracted our attention. However, the results of
the analysis of recent research and publications show that the definition and search for the most effective ways of preparing future officers of law enforcement agencies to use service dogs in operational and service activities still remain beyond the attention of researchers, underscoring the relevance of the study. Thus, a considerable interest to the problem and the lack of scientific research and methodological sources on service dog handling training of future border guard officers justified detailed study of this problem.

**Research results.** In order to solve the raised problem first of all we have to define the concept of "pedagogical conditions". It refers to various components of the process of education, upbringing and personality development: goals, content, principles, methods, forms, means, etc. It can be used in relation to the whole educational process when characterizing the pedagogical system or its individual aspects or elements. As a rule, pedagogical conditions are specially created in the educational process in order to increase its effectiveness or implement certain innovations [1]. To ensure the effective functioning of the system of the educational process, researchers use such concept as pedagogical conditions. The results of the analysis of psychological and pedagogical literature allowed us to come to the conclusion that scientists define pedagogical conditions as a set of external circumstances of the educational process and internal features of the learner's personality, on which formation of professional qualities and personal skills depends [2]; as interconnected circumstances and ways of organizing the pedagogical process, which form a certain system and determine the effectiveness of this process [3]; a set of objective possibilities of the content of training, methods, organizational means of its implementation, when a successful solution to the pedagogical task is ensured, under which pedagogical conditions appear as a dynamic regulator of informational, personal, psychological and pedagogical factors of training.

It should be noted that some scientists distinguish between external and internal factors affecting the educational process. External factors include the organization of the educational process, interaction in the team, and the educational material. External factors include interpersonal interactions in the link: teacher - cadet and study group - teacher. Internal ones include professionally significant motivation, the need for self-improvement, inclinations, preferences, abilities, interest in professional development. However, it should be noted that pedagogical conditions cannot be reduced only to external or internal circumstances that affect the educational process, since personality development is a unity of subjective and objective, internal and external parts [4].

On the basis of the results of the analysis of scientific approaches to the research problem, under the pedagogical conditions of formation of the readiness of future law enforcement officers for using service dogs for operational and service activities, we understand a set of interrelated educational activities that contribute to
the activation of educational and cognitive activities of future specialists, their independence, initiative and which are directed to formation of readiness of the specified category of servicemen for the outlined type of professional activity.

In order to determine the pedagogical conditions for the formation of the readiness of future officers of law enforcement agencies for using service dogs for operational and service activities, an expert survey of scientific and pedagogical employees of the dog-handling departments, border guard academy, border guard officers-dog handlers of the headquarters of the border protection bodies and other law enforcement agencies was conducted.

Based on the generalization of the results of scientific and pedagogical research, the experts were asked to identify among 14 pedagogical conditions the most important in the context of the formation of the readiness of future law enforcement officers for using service dogs for operational and official activities, which allowed to single out the following pedagogical conditions: optimization of the structure and the content of the training of future officers of law enforcement agencies for using service dogs for operational and official activities; introduction into the educational process of innovative forms and methods of training future law enforcement officers; design and modeling of a quasi-professional environment for using service dogs for operational and service activities; monitoring of the quality of training of future law enforcement officers for using service dogs for operational and official activities.

Implementation of the specified pedagogical conditions in research work involved determining the purpose and content of the training of future law enforcement officers in the context of using service dogs for operational and service activities; the maximum consideration during professional training of the peculiarities of using service dogs for operational and service activities of law enforcement agencies; optimization of the structure and content of the educational process in the context of forming the readiness of future officers of law enforcement agencies for using service dogs for operative-service activities, which will ensure the search for original and effective forms, methods and means of training cadets; involving them in research activities; implementation during the training of the specified category of servicemen of a system of professionally oriented exercises that have an impact on the components of the outlined readiness; the development of methodological recommendations for scientific and pedagogical workers of a military educational institution regarding formation of the readiness of future officers of law enforcement agencies for using service dogs for operational and official activities.

In accordance with the first pedagogical condition, it is proposed to optimize the structure and content of dog-handling training of future officers through quantitative and qualitative changes in the teaching of cynological disciplines, with
the aim of modernizing the training process and improving the expected results of training. So, training of cadets under the existing system includes the sequential study of the educational disciplines "Using dog handlers and service dogs in the protection of the state border", "Cynological support of the operational and service activity of units of the state border protection".

We have elaborated proposals to optimize the system of training future law enforcement officers for canine support of operational and service activities by integrating these disciplines. Thus, starting from 2021, training of cadets will be conducted within the discipline «Border Guard Cynology», aimed at formation of professional competencies regarding organisation of canine support for operational and service activities.

Mastering the specified academic discipline involves studying three modules (1–3 courses). A novelty in the formation of the readiness of future law enforcement officers for canine support of operational and service activities according to the optimized structure is that in the second, fourth, sixth, and eighth semesters of training, issues of canine support of operational and service activities of structural units of the law enforcement agency are considered during comprehensive practical classes, as well as role-plays and business games in close connection with the practical issues of the disciplines of professional training (interdisciplinary connection), namely: «Fundamentals of State Border Protection», «Border Unit Management» – at the department of the border service tactics; «Service of Border Patrols at Checkpoints Across the State Border» – at the department of border control; «Technical Means of Border Protection» – at the department of engineering support and technical means of state border protection. For the first time, questions aimed at improving, deepening and consolidating the acquired knowledge, abilities and skills of canine support operationally have been added to the tasks for training cadets of the state border guard units (after the 1st, 2nd, 3rd courses of study) [5].

Therefore, implementation of the first pedagogical condition involves creation of an integrated course, a rational division of the material of the educational discipline «Border Guard Cynology» into modules, and a quality check of the assimilation of the theoretical and practical material of each module.

According to the second pedagogical condition of training future officers for canine support of operational and service activities, the use of active and interactive learning methods (methods of educational activity activation) aimed at developing cadets' creative independent thinking, activation of educational and cognitive activity, formation of skills and skills of solving professional non-standard tasks.

The results of analysis of scientific literature made it possible to state that the use of interactive learning in the educational process, unlike other learning systems, allows to significantly increase the percentage of information assimilation. Training is oriented, unlike the traditional one, not only on the assimilation of knowledge, but
also on the analysis, synthesis, evaluation of the acquired knowledge, and the presence of the cadet's own motivation and interest in training is the result of an activity enhancement. In such a situation, the cadet becomes not an object, but a subject of learning, he feels like an active participant of his own education and development.

Expert opinion, the results of the analysis of scientific literature and practical activities made it possible to single out the most effective methods of activating educational and cognitive activities, which were used by us during the organization and conduct of training classes, namely: analysis of a specific situation, «brainstorming», solving situational tasks, working in small groups.

Thus, the analysis of a specific situation was used by us as a kind of simulation non-game learning methods when proving the description of examples of positive actions of border units regarding the effective use of canine inspectors with service dogs. Real examples from the operational and service activities of the state border guard units contributed to the preparation of reasonably correct decisions by the cadets, which made it possible to develop the ability to use the acquired theoretical knowledge. In addition, the use of the method of analysis of a specific situation was closely intertwined with «brainstorming», because cadets were given the opportunity to express their thoughts about a specific situation. This helped prepare the groundwork for high-quality practical classes, when cadets consolidated the acquired theoretical knowledge by solving situational tasks.

Working in small groups was used during training sessions in order to quickly process large volumes of management documents. For this purpose, the study group was divided into subgroups, the task of each was to study a certain section of the law, resolution, order. Depending on the amount of information that needed to be processed, cadets were given from ten to twenty minutes for individual work, after which the class leader revealed the general structure of the governing document and its purpose, and two representatives from each subgroup gave a report on their section. After the cadets’ speeches, the class leader conducted an express survey and summed up the general results, in which he repeated the general structure of the guiding document and its purpose, as well as its summary.

The peculiarities of training future officers for canine support of operational service activities in the presence of experimental factors (pedagogical conditions) also include the individual task of cadets during an internship in the structural units of a law enforcement agency, which is aimed at improving, deepening and consolidating the acquired knowledge, skills and abilities of canine support of operational and service activity, as well as to familiarize with the issues they will study in the future. After the internship, we checked the quality of the cadets' individual tasks and held discussions aimed at determining connection between the content of the educational material offered in the classes and the modern needs of the structural divisions of the law enforcement agency.
However, we note that the content and nature of the cadets' educational activities during classes are to some extent regulated by the work program. Therefore, during extracurricular work, future law enforcement officers have more opportunities to satisfy their needs for self-improvement. These classes are used to interest cadets in a deeper mastery of the material studied during planned classes. The implementation of such a pedagogical condition as the design and modeling of a quasi-professional environment for canine support for operational and service activities involves development of an album of schemes, educational and methodological guides, methodological recommendations to access the information environment to systematize information on canine support for operational and service activity. The main goal of implementing this pedagogical condition is the consistent modeling of the subject and professional content of the professional activity of future law enforcement officers. At the same time, what is important is not the cadets' assimilation of information, but development of their abilities to competently perform professional functions, solve professional problems and tasks, and master a holistic idea of canine support for operational and service activity.

The fourth pedagogical condition is the practical implementation of monitoring in higher education institutions, which can be carried out at several levels, however, we will focus on the levels of a department and faculty, namely on their indicators.

In particular, the main indicators of the faculty level of monitoring include: correspondence of personal qualities, professional knowledge and skills of graduates to the requirements of the profession; graduates' ability to innovate; rating of graduates among employees of the structural unit of the law enforcement agency; personal achievements of graduates. Among the main indicators of monitoring at the departmental level, the following are determined: the level of knowledge and skills of the graduates (in accordance with the qualification characteristics and the list of professional competencies); positive features and shortcomings in the graduate's work; attitude of managers towards graduates.

Quality monitoring of the training of future officers of law enforcement agencies for canine support of operational and service activities involves the use of appropriate forms of control, taking into account the impact of evaluation on the development of personality of cadets and active use of the stimulating function of evaluation. For this purpose, it is proposed to carry out the following measures: surveys of different groups of respondents; testing participants of the experiment; collection of other statistical data on the state of training of future officers for canine support of operational and service activities according to the established form; study of documents of educational institutions, administrative bodies, etc.

Thus, monitoring of the quality of training of future law enforcement officers for canine support of operational and service activities is planned to be carried out...
in three directions: cognitive (assessment of the effectiveness and quality of knowledge acquired by cadets in the context of canine support of operational and service activities), motivational (assessment of professional needs, interests, motives of the future law enforcement officers, aimed at constant self-development and self-realization, their attitude to the profession and canine support of operational and service activities), activity (assessment of abilities and skills, which are necessary for the future officers to effectively solve practical tasks of professional activity, related to canine support).

The introduction of monitoring into the professional training of future law enforcement officers in the context of canine support of operational and service activity allows to track and understand the dynamics, content, trends of changes that occur among cadets during training; to systematize the necessary information about the adequacy of the didactic tools used in the educational process (content, forms, teaching methods), individual and psychological characteristics of cadets and, on this basis, direct the educational process taking into account a person-oriented approach to education, adjust the course of introducing innovative forms and methods into the training of future law enforcement officers.

Therefore, within the framework of the study, monitoring of the quality of training of future law enforcement officers for canine support of operational and service activities in five stages was determined. For this purpose, the aim, tasks, terms, procedure, methods of monitoring and evaluation criteria were initially determined. Also, methodological materials on conducting monitoring were prepared, the monitoring procedure and the analysis of its results were carried out, statistical and analytical information on the quality of the specified process was prepared. The last stage was publication of the monitoring results and delivery of information to interested parties.

Conclusions. It has been established that formation of the readiness of future law enforcement officers for canine support of operational and service activities will take place more effectively under the following conditions: optimizing the structure and content of training future law enforcement officers for canine support of operational and service activities, introducing into the educational process innovative forms and methods of training law enforcement officers, design and modeling of a quasi-professional environment for canine support of operational and service activity, monitoring the quality of training future law enforcement officers for canine support of operational and service activity.

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