

Formation of the professional readiness of the future border guard officers by means of the project activity

Формування професійної готовності майбутніх офіцерів-прикордонників засобами проектної діяльності

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Purpose: is to reveal the essence of the substantive aspect of the process of forming professional readiness of future border guard officers by means of project activity.

Method: empirical method, method of expert evaluations

The results of the study: the analysis of the results shows that the level of readiness for project activities of the cadets, in the preparation of which the described scientific and methodical recommendations were fully used, has noticeably increased. Thus, among graduates of 2021, a high level of readiness was observed at 26.7% compared to 14.2% in 2018, and the number of graduates with a low level of readiness decreased from 33.5 to 14.1%, respectively. In addition, the 2021 graduates have a significantly higher correlation coefficient between the expert assessment and the cadets' self-assessment (0.89 and 0.57, respectively), which indicates a more objective assessment by the cadets of their professionally significant qualities. This result allows us to draw a conclusion about the effectiveness of the developed technology of organizing the training of cadets for project activities.

Value: based on the experience of relevant developments, a method of forming the professional readiness of future border guards by means of project activities was developed, which involves the introduction of specific methodological principles into the educational process.

Future research: це дослідження відкриває шляхи для майбутніх досліджень щодо розробки спеціальної педагогічної технології, що дозволить організувати неперервну педагогічну практику для розвитку професійної компетентності саме у вихованні особового складу.

Parapertype: theoretical.

Key words: readiness, activity, technologies, officers, border guards.

Мета роботи: є розкриття сутність змістовного аспекту процесу формування професійної готовності майбутніх офіцерів-прикордонників засобами проектної діяльності.

Метод дослідження: емпіричний метод, метод експертних оцінок.

Результати дослідження: аналіз результатів показує, що рівень готовності до проектної діяльності курсантів, у підготовці яких повною мірою використовувалися описані науково-методичні рекомендації, помітно підвищився. Так, серед випускників 2021 року високий рівень сформованості готовності спостерігався у 26,7% порівняно з 14,2% у 2018 році, а кількість випускників з низьким рівнем готовності знизилася відповідно з 33,5 до 14,1%. Крім того, у випускників 2021 року помітно вищий коефіцієнт кореляції між експертною оцінкою та самооцінкою курсантів (0,89 та 0,57 відповідно), що свідчить про більш об'єктивну оцінку курсантами своїх професійно значимих якостей. Такий результат дозволяє зробити висновок про ефективність розробленої технології організації підготовки курсантів до проектної діяльності.

Цінність дослідження: на основі досвіду відповідних напрацювань, була розроблена методика формування професійної готовності майбутніх офіцерів-прикордонників засобами проектної діяльності, яка передбачає впровадження у освітній процес конкретних методичних засад.

Обмеження дослідження: this study opens the way for future research on the development of a special pedagogical technology, which will allow organizing continuous pedagogical practice for the development of professional competence specifically in the education of personnel.

Тип статті: теоретична.

Ключові слова: готовність, діяльність, технології, офіцери, прикордонники.

1. Introduction

Modernization and updating of the content of higher education provides as the main requirement of time – training of a qualified, competitive, competent specialist who at a high level of mastery by the profession during training at a higher military educational institution and is ready for active duty

on the way of his professional growth. Military education is an important component of higher education in Ukraine. Changes that took place in the educational sector require higher military educational institutions (hereinafter – HMEI) to develop new conceptual approaches to reforming the military-educational sphere taking into account modern realities.

Nowadays, there is a need for a radical reflection of the HMEI place both in the educational and social and cultural sphere in the conditions of military aggression of the Russian Federation against Ukraine, temporary occupation of the territory of the Autonomous Republic of Crimea, as well as the east and south of Ukraine, the conduct of war against Ukraine, accompanied by the implementation of measures aimed at destabilizing political and economic situation in Ukraine, the development of terrorism and the threat of its spread through the territory of Ukraine.

The present reality requires HMEI to develop methodological principles to promote the advancement of general professional readiness as a whole, as well as military special readiness in particular. As my own pedagogical experience shows, it is military education that contributes to recreation of potential of the personnel of the State Border Guard Service of Ukraine (hereinafter – SBGSU), of the Armed Forces of Ukraine (hereinafter – AFU), and therefore called to ensure high quality of military specialists training in accordance with modern requirements. Contemporary innovative technologies in the educational sector, as well as SBGSU and AFU reformation create objective realities for reforming the education system in HMEI.

Should note, according to the Order of the Cabinet of Ministers of Ukraine of November 23, 2015 No. 1189-r "On the Development Strategy of the State Border Guard Service of Ukraine" among the directions and provisions of the strategy, the leading place is occupied by increasing the level of SBGSU combat capacity and its ability to perform tasks on the state border protection; creation and implementation of a professional readiness system; ensuring of SBGSU personnel training in SBGSU educational institutions taking into account threats to border security; reorganization of the personnel training system and work with personnel with consideration of the general European standards and formation of a modern system of work with personnel.

Therefore, the HMEI need an urgent update of the content of higher education in accordance with the achievements of psychological, pedagogical and military science, introduction of new progressive technologies for military specialists training, in particular the implementation of ways that actualize the need to form a professional readiness of future border guard officers by means of project activity that allow to provide radical increase in the level of professionalism of specialists of the specified profile.

2. Theoretical background

Preparation of all categories of military specialists at a qualitatively new level is impossible without a broad introduction of modern innovative technologies. Today, teachers became interested in the issues of formation and development of professionally important qualities of a future officer. The works of O. Didenko, D. Ishchenko, T. Oliynyk, V. Yagupov are devoted to these questions. The systemic processes of formation of the officers future military readiness are in the field of scientists interest (V. Bachevskiy, A. Borysovskiy, K. Verbytskyi, V. Gerasimchuk, A. Mashthaler, P. Onyshchuk, K. Tushko). There are already significant developments concerning certain areas of professional training of future officers, in particular military applied (L. Chernyshova), educational (A. Galimov, V. Myroshnichenko, O. Stavyskyi), moral and political (A. Aronov). In particular, M. Bastrikov investigated the professional readiness of the leading officers; A. Komarov studied the influence of modular training on the process of formation of professional readiness of cadets; O. Protasov studied the process of professional management competence of future officers; pedagogical conditions for improving the quality of professional readiness were at the center of attention of V. Savin and L. Kravtsov. The issues of improving the efficiency of professional training of cadets in

higher military educational institutions were considered by O. Vinogradov, P. Vyshnevsky, V. Volovnyk, N. Generalova, O. Didenko, S. Kubitsky, A. Okipnyak, O. Togochinskyi, V. Chernyavskyi and others. The didactical and methodical aspects of project activity were studied by V. Bepalko, V. Guzeev, L. studied. Zazulina, E. Polat, H. Selevko, I. Chechel and others.

3. Problem statement

The purpose of the article is to investigate the formation of professional readiness of future border guard officers by means of project activity to improve the efficiency of the specified process in higher military educational institutions.

4. Results

First of all, let's briefly analyze the scientific definition of "readiness". A. Verbytskyi, through the prism of the contextual approach to education, considers this scientific category as a system of conscious knowledge. The author is convinced that in order to be ready in a certain area of professional activity, a double transition is necessary: from signs – to thought, and from thought to deed, action. Other scientists (E. Gelfman, L. Demydova, M. Kholodna) define readiness as a special type of organization of knowledge about a certain content area, which is related to the possibility of receiving constructive solutions both in the form of assessments, conclusions, and in the form of behavior programs.

It should be noted that concerning the interpretation of the concept of "readiness" in pedagogical scientific circles, a single generally recognized approach was not produced. As a result, there are many similar interpretations of this scientific definition. In particular, readiness is considered: as a system of theoretical, methodological, regulatory provisions, scientific knowledge, organizational methodical and technological skills, objectively necessary for personality for performance of official and functional duties; personality characteristics that determines the effective solution of problems in the sphere of human activity; the system of personality properties determined by the result of solving problems; a certain set of qualities, behavioral characteristics, which necessary to the employee for the successful performance of one or another job; degree of the social and practical experience formation of the subject; a certain state which arises as a result of mastering knowledge, experience, skills, and abilities (preparedness, orientation, awareness, legal capacity, efficiency); the ability to make decisions and be responsible for their implementation when performing functional duties; a set of individual abilities, skills, professional skills and knowledge, basic education and work experience.

Analyzing the opinions of specialists on this scientific category, it can be stated that different approaches to its interpretation are due to the peculiarities of the structure of activities of specialists in various professional spheres, as well as diverse positions of researchers. Undeniable is the fact that the specified definition is ambiguous.

Based on the research and analysis of the works of scientists, we have arrived to the conclusion that readiness should be considered as an adequate orientation of a person in various spheres of his activity, and it comes to the forefront the ability of the individual to take active actions related to the skill of using theoretical knowledge in practical activities. In our opinion, readiness can be considered as a way of implementing knowledge, skills, that contributes to self-realization of the individual.

Based on the State standards of professional education, scientists established a list of competence components [1]. This includes: given skills (requirement to perform certain individual tasks); use of knowledge and skills at the workplace at the level of established requirements (standards) for this work; the ability to perform duties responsibly and achieve the planned results;

the ability to find solutions in non-standard situations; the ability to apply knowledge and skills in new conditions of production activity [1, p. 96-97].

It should be noted that readiness is closely connected to the professional activity. In order to find his place in the professional hierarchy, the individual has to master a high level of professional readiness. We are impressed by the opinion of V. Yagupov regarding the interpretation of professional readiness. The author believes that professional readiness of a specialist should be considered as a complex integral, intellectual, professional and personal formation, which is formed "in the process of professional training at HMEI, appears, develops and improves in professional activity, and the effectiveness of its implementation depends significantly on the types of theoretical, practical and psychological preparedness for it, personal, professional and individual-psychic qualities, perception of goals, values, content and features of this activity" [2, p. 6].

The purpose of professional training of the future border guard officer is to form the ability to solve tasks ensuring the security of the state border on the border guard unit area of responsibility and take personal responsibility for his actions and the abilities to carry out the organization and management of the border detail service, shifts of border details during the performance of tasks on the protection of the state border of Ukraine, to organize and manage daily activities during operational and service activities, to manage operational and service activities of the state border guard unit on the area of responsibility.

Therefore, professional readiness involves a combination of theoretical and practical preparation of the future specialist for the future professional activity and is the main indicator of the presence of developed professional thinking.

We consider professional readiness as a positive result of education, which can be expressed in a high level of the individual readiness to effectively organize internal and external resources to achieve the set professional task. We believe that in the higher education sphere professional readiness can be seen as a central link. The highest form of professional readiness of a specialist with higher education is such a level of skill, which allows him to significantly influence the labor market, plan, analyze and predict further professional development.

In the present conditions, scientists [2] distinguished characteristic features of professional readiness. These include: multifunctionality (the mastery of competencies makes it possible to solve various problems in everyday life and professional activity); belonging to the objectives of the educational sphere (competencies are super-objective and interdisciplinary, and therefore can be applied in different situations); intellectual capacity (competencies presuppose the presence of general and professional intelligence, require abstract and professional thinking, self-reflection, self-identification, self-evaluation); multidimensionality (include a variety of mental processes: analytical, communicative, "know-how", common sense).

A professional specialist must be flexible, mobile, competitive, able to integrate into a dynamic society, represent himself in the labor market, use knowledge as a tool for solving life problems; generate new ideas, make non-standard decisions and be responsible for them, be able to acquire, analyze information obtained from various sources, apply it for individual development and self-improvement.

Since we are talking about the professional activity of specialists, then in terms of purposeful formation of professional readiness among future officers, the interest is its content. The concept of "professional readiness" is the central concept of restoration and modernization of the educational process. It is much wider than professional knowledge, abilities and skills, is not their sum, because it includes all aspects of activity: knowledge, operational and technological, value-motivational, etc. Most researchers under the term "readiness" understand the complex integrated quality of the personality which makes it possible to carry out certain activities, and it is not about separate knowledge or skills and not even about the set of separate procedures activity, but about the property that allows a person to carry out activities as a whole [3].

The main features of the formation of professional readiness in the process of social disciplines teaching, which is non-profile educational discipline in higher educational institutions and higher military educational institutions are: ensuring the ideological focus of teaching; combination of cognitive and educational functions; high scientific level of informativity of the teaching material; proof and convincing of educational material; a combination of informativity and problems of the material stated; clarity and logic of the presentation of educational information; activating the attention of those who are taught; development of their professional thinking; clarity of the language of the material presentation; educational and methodical provision of classes; activation of creative activity of those who are taught [4].

We believe that readiness and professionalism are the main factors of subjective personal realization of a person, and the stimulating factor of professional formation and self-realization in the professional activity is self-awareness and the desire for self-improvement through achievements of "acme" in professional activity.

Thus, we believe that in general the professional readiness of future border guard officers can be characterized at the following levels: scientific and theoretical (based on a thorough analysis of various scientific approaches); highly specialized, which makes it possible analyze the structure of the essence of professional readiness in accordance with professional direction.

So, the conducted general analysis gives grounds for the statement of the complexity and ambiguity of scientific definitions of "readiness", "professional readiness". We believe that readiness is a systemic concept that has its own clear structure, functions, properties, certain characteristics and components.

In the context of our study, the specifics of the formation of professional readiness of future border guards by means of project activity is determined by the effect of general, special and individual requirements as to teachers, as well as to the specifics of military service. The essence and structure of the specified process is determined by the requirements, goals, tasks and character of the modern military affairs of the border guard officer.

The ability to use project technology is an indicator of the appropriate qualification of a HMEI teacher. But there are some obstacles in this activity. First, it is a limited number of theoretical and methodical studies. Secondly, it is not fully understood by teachers that the project method requires high skill, careful consideration and organization of every step, every stage of this process. During participation in these or other projects, teachers have problems and difficulties, namely:

- knowledge of the general principles of project activity;
- use of various (especially electronic) sources of information;
- diagnostics of the conditions, state of the object, the process in respect of which the project is carried out;
- determination of specific and intermediate tasks based on diagnostics, ways of their solution or implementation;
- making hypotheses, alternative solutions, choosing the best means in specific conditions;
- justification of their choice;
- forecasting results, predicting possible difficulties;
- making adjustments to the project, to own behavior;
- objective evaluation of the process and results of activity [5].

By applying project technology in education, the teacher can interest those who are taught to study the educational material on one subject or another due to the bright method of projects. Yes, the project technology inspires both teachers and cadets to look for and find a lot of new issues for discussion, be more inventive, make an educational process more intense.

Today, no teacher can deny that dry words and facts, not confirmed visually, will not bring positive results in the educational system. And therefore, the improvement of the educational system is connected with the method of projects as well. The project work is primarily focused on

the performer, his vision of the preparation and presentation of the project, despite the fact that the role of a mentor-teacher is very important, he offers his support and guidance throughout the process.

The value of project work is not only in the final result, but also in the very process of preparation for it. If we talk about the method of projects as pedagogical technologies, this technology includes a set of research, searching, problem-solving methods, creative by their own essence. The most important feature of the project activity of future border guard officers, in our opinion, is the focus on obtaining a specific result, achieved in the case when cadets discover the ability to think and solve problems creatively.

Description of the project, its main stages and model is an important factor of further successful activity. The project implementation algorithm, as well as the peculiarities of work at each stage, offered in the scientific and methodological manual "Pedagogical projects", author L. V. Zazulina, will be useful for HMEI teachers in the process of educational activities, as well as in everyday practical work [5].

The project method aims at comprehensive and systematic research of the problem and development of a specific final product; the main result of educational and research work is the achievement of truth, while the work on the project involves, first of all, obtaining a practical result; the project is often the result of the collective efforts of the performers; at the final stage the method involves the reflection of joint work, the analysis of its completeness, depth, information support, creative contribution of every participant [5].

The theme of the project is chosen by the teacher, taking into account new educational tasks, pedagogical concepts and paradigms, modern life realities, educational situation of the subject, interests and abilities of students (based on the diagnostics) etc. The justification of the choice of the problem highlights conceptuality, relevance, necessity, novelty of the chosen topic. The name of the project includes the generalized name of the problem, reveals the main content of the activity and is determined by its final result. The purpose and tasks of the project should be specified and aimed at a real result.

According to the purpose and tasks, the type of project is selected, its characteristics are given according to the following parameters:

- according to the final result (theoretical, theoretical-practical, practice-oriented);
- by content (mono-subject, inter-subject, extra-subject);
- by the number of participants (individual, collective (couple, group));
- by duration (mini-project, short-term, medium-term, long-term, longitudinal);
- by the degree of independence (reproductive research, partial exploratory, research or experimental research, heuristic);
- by the nature of contacts (internal, external, international);
- by identification of participants (and co-participants) of the project;
- by determination of the project implementation base (places for development and implementation).

The project implementation period includes the start and end dates of work on the project. The predicted result involves the creation of a new product (new technologies, methodologies, manuals, scenarios, plans, programs, databases, centers, etc.), the form of its presentation. The definition of resources (human, material and technological, financial, informational) allows to identify needs clearly and to plan in advance the possibility and ways providing them (or to abandon the project in case of impossibility to provide them).

The results of the project can be material (models, programs, plans, collections, creation of associations, centers, public organizations, etc.) and ideal (new methods of action, original proofs of theorems, research methods).

The designing of the results of the project can be a variety of – handwritten and printed materials, video film, photos, albums, logbooks, computer programs, wall newspapers, almanacs, models, tables, etc.

Finally, after the implementation and protection of the project the general conclusions are made (by the expert or consultant or participants themselves), where the degree of goal achievement, quality, prospects, recommendations for further use of the final product are provided in a generalized form.

The method of projects is an effective means of improvement of teachers' professional readiness, but only under the condition of perfect mastery of its theoretical and practical bases and its appropriate application as technology in educational process [5].

Thus, in the process of forming the professional readiness of the future border guard officers by means of project activity, in our opinion, it can be determined as a key to forming basic qualifications which means the possession of general theoretical, special stock of knowledge, ways of activities and through skills, such as: working with information systems (basic, universal), pedagogical, psychological, managerial, conflictological and other aspects, etc.

The successful implementation of the above process actualizes significantly the problem of developing the technologies of formation of complex of reflexive skills and methods of activity in cadets and that are related to their critical thinking, self-knowledge, self-actualization and are formed in the process of educational and cognitive and research activities through awareness, analysis and evaluation by cadets of their actions or the degree of formation of a particular skill and their contribution if necessary, of corrections in self-training or certain educational activities.

Research proves that, by making a project, the subjects of learning develop operations of thinking, skills of information search, analysis, experimentation, decision-making, independent work and work in groups They model ideas imaginatively. They develop skills in manufacturing products, deepening knowledge and understanding of materials, production processes and professions. They are able to apply and deepen knowledge obtained in other natural sciences, art, mathematics and humanities. They develop as creative, active personalities, able to learn independently.

Based on the personal experience of the relevant studies, a method of forming of professional readiness of the future border guard officers has been developed by means of project activity, which provides for the implementation of specific methodological principles into the educational process, namely:

- psychological and pedagogical support and pedagogical support of professional development of cadets;
- implementation of simulation and non-simulation methods into the educational process of the National Academy of the State Border Service of Ukraine and improvement of internship organization methodology;
- introduction of innovations into research and independent activities of cadets.

These methodological principles were implemented during the study of military special disciplines at the Academy, as well as during internships in the state border protection bodies.

A complex of scientific and methodical seminars for teachers of the Academy was developed to improve pedagogical skills and increase the level of methodical readiness for conducting training classes with the use of project methods and application of acmeological bases, such as:

- creation of individual acmeograms of cadets;
- study of psychological and pedagogical methods on the formation of personal acmeological traits of cadets;
- improving the methodology of forecasting future professional and life plans of cadets in the educational process [6].

When forming the professional readiness of the future border guard officer by the means of project activity, the teacher's tolerance helps him to get the maximum information from the cadets'

statements to use it in decisions making, to provide assistance in building their own educational trajectories, to acquire intellectual skills and communication abilities, get acquainted with the types of thinking, learn to respect own and someone else's point of view.

Thus, the project activity of the teacher in the formation of professional readiness of future border guard officers involves: knowledge (knowledge of specific material, terminology, facts, definitions, etc.); understanding (explanation, interpretation, extrapolation); application (knowledge of methods application); analysis (vision of connections, structures); synthesis (project activity); assessment (judgment).

Signs of a creative direction in the formation of a professional readiness of the future border guard officer by means of project activity, thinking can be considered as a creative activity and some specific skills, namely: the ability to transfer knowledge from one sphere to another; skill to identify new properties and functions in a known phenomenon or object, creation (discovery) of something completely new.

5. Conclusion

Thus, the project work focuses on both the process and the result. Therefore, without interested cadets in the educational process, acquisition of knowledge and moral foundations of society cannot be successful, training and educational process cannot be complete. To achieve the best results, it is necessary to stimulate cognitive activity and the desire to learn constantly. This can be achieved under the condition of creative development and application of pedagogical innovative technologies both in classes and during educational work.

6. Фінансування

Це дослідження не отримало конкретної фінансової підтримки.

7. Конкуруючі інтереси

Автори заявляють, що у них немає конкуруючих інтересів.

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