

# Pedagogical Support for Professional Development of Officers of the Ministry of Internal Affairs of Russia

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**Abstract.** The system of professional training of officers of the Ministry of Internal Affairs of Russia is meant to ensure the competence of a specialist and his high professional readiness for implementing the law-enforcement functions by means of a deep theoretical training, practical orientation of the training process, and introduction of students to values of the profession. The primary focus is on the formation of students' competencies at all levels, which act as an important guide for organizing the activities of managers and teachers, as well as the desired result of mastering the content of education, which is shown in the ability to apply variably formed knowledge and skills depending on the situation. Professional readiness, in addition to the accumulated competencies and practical experience in their application, includes a personal component that characterizes the officer's attitude towards the processes and phenomena, formed through the perception of professionally and personally important information, understanding of an environmental context, development of his attitude towards the phenomena of society in the process of the reflexive activity. The teacher's function is transformed from an active translator of professionally significant information into a subject supporting accumulation of the personal experience in a planned person-centered environment that provides for a partner model of cooperation and reflexivity of relations between the subjects of joint activity. The goal of the research is to analyze the methodological basis of the process of professional becoming of officers from the Ministry of Internal Affairs of Russia, and to identify significant characteristics of the process of planning the educational environment based on pedagogical support in the formation of personal experience. Such methods as a comparative analysis of methodological approaches in organizing the person-centered education, the study of independent characteristics, search of static information, method of expert assessment

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were applied. The methodological approaches in organizing the professional becoming of a specialist have been studied, the role of pedagogical support in the professional becoming of a specialist has been substantiated; the relations between the effectiveness of professional development and organization of pedagogical support of this process have been detected.

**Keywords:** professional development, personal development, educational environment, professional training system

## 1 Introduction

In the professional training system for officers of the Ministry of Internal Affairs (MIA) of Russia they search for the forms of organizing the educational process providing significant results in training of specialists for the internal affairs bodies of the Russian Federation. Humanistic methods based on the intrinsic value of subjects of cooperation are increasingly in demand among teachers, and management models based on mutual trust and compromises are gaining popularity among managers [1]. Nevertheless, the peculiarities of executing the job tasks of officers from the MIA of Russia, associated with the law enforcement, currently do not allow abandoning the methodology of the system and activity approaches at organizing the educational process and professional activity, which demonstrate a number of restrictions without recognizing the subjectivity of interacting participants.

The research hypothesis lies in the assumption that the effectiveness of professional development depends on pedagogical support of the formation of personal experience at the stage of organizing the interaction between subjects of the educational environment.

The goal of the research is to analyze the methodological basis of the process of professional development of officers from the MIA of Russia. The objectives of the research are to study the methodological background in a planned person-centered educational environment; to identify the important characteristics of pedagogical support in the process of professional development of a specialist.

## 2 Methods

The research is based on the methodological principles of the activity approach, which defines the principle of “dominant on oneself” as a process of self-understanding and self-definition and “dominant on the other” as recognition of the intrinsic value of interacting subjects; reflexive approach [2, 3], as the basis for the modernization of various activities, as well as the transformation of oneself in activities and in relations with the society; person-centered approach in education [4], where personal potential, and value and target sphere of personality are defined as a priority in planning the interaction between subjects of the educational process; situational and environmental approach in planning the educational environment [5], enabling to technologize and ensure methodically the person-centered interaction of subjects in the educational process and professional activity through the consecutive implementation of stages of the situational and environmental cycle.

## 3 Results

Systemic measures aimed at structuring the specialist training do not yield the desired outcomes. The content of education does not fully meet the “customer’s” requirements. This trend is proved by the results of statistical studies. More than 90% employers point out a lack of practical skills among graduates, at least 70% HR specialists at enterprises underline the need for “additional training” of a young specialist, which is caused by a “general lack of

knowledge”, “disconnect of knowledge from practice”. The graduates themselves point to a sufficient level of theoretical training (75%), this position is shared by at least 50% heads of enterprises, which cannot show the employers’ satisfaction with the quality of specialist training [6]. The basic abilities of a successful specialist in the profession are: the ability to a comprehensive solution of problems; critical thinking; creative approach to job tasks; ability to take decisions and responsibility for them; flexible judgments [7].

The research in the Academy of Management of the MIA of Russia in 2020 aiming at identifying the trends of development of human resources at local bodies of the MIA of Russia, as well as at searching for ways of professional and personal development of officers showed that more than 60% department heads underlined weak adaptive abilities of graduates to a new environment; 47% respondents noted insufficient motivation to continue the service; more than 60% respondents noted difficulties in making decisions in situations of uncertainty. The efficiency of professional development of a young specialist is determined by characteristics that reflect his activity, as well as personal qualities [8].

Professional development of a specialist is defined as a process of changes in his operational and activity capabilities and personal functions in the course of mastering a professionally significant context of education, as well as professional activities [9].

Such an approach is peculiar for a person-centered education [10], which provides for the priority of subjectivity of students in the educational process and specialists in the professional activity, ensuring the value-oriented process of personal self-development [11].

At that, “professional competence” and “professional readiness” are the result of professional development of a specialist’s personality and they determine the efficiency of activities of the subjects in the “subject-polysubjective environment” model [12]. The humanistic paradigm of planning the educational environment is characterized by a focus on giving credit for the other for initiating nature of the transformation of the environment, which requires a reflexive attitude of the subject to knowledge and establishment of contacts with other subjects [13]. The psychological mechanism of reflection makes a background for the subject’s awareness of the personal meaning and his activity, formation of experience in self-appraisal and self-control [14], analysis and adjustment of value goals, producing personal meanings.

## **4 Discussion**

With regard to the training of a specialist with a strong personality, it is important to have the student in a variety of environments, which features cannot be always taken into account and adjusted. Some environmental influences, including specially organized, are perceived, understood, but do not become personally significant [15]. Focus on the dominant principle in planning the environment of professional development of a specialist in the “subject-polysubjective environment” model based on the reflexive approach allows creating conditions for the formation of a dominant “on the other” at pedagogical support, which “... promotes a comprehensive orientation under conditions of the planned environmental context, including not only formation of scientific knowledge, ideas and relations, but also a value system of a particular person, as well as some adjustment of axiological orientations, taking into account age, culture, profession and other features, providing a wide range of development trajectories aiming at social and personal fulfillment” [16].

Depending on the individual peculiarities of students, the process of professional development with pedagogical support can be organized using the standard interaction models that determine the initiating nature of the subjects’ activities, their efforts and duration of the interaction. Tutoring, advising, and mentoring are the pedagogical support models that are reflected in the arrangement of professional development of officers of the MIA of Russia. Interaction, when the student’s activity is always in view of a teacher (tutor), who

regulates efforts and activity demonstrating behaviour patterns and relations, is typical for the tutoring model. The advising model is characterized by work with a team, where the teacher's activity is to plan an environment for joint activities through person-centered measures that provide for team forms of activity aimed at developing communication skills, holding discussions, reasoning opinions, making decisions. The activity of a teacher (leader) in the role of a consultant, an expert at the dominant activity of a student (officer) is specific to the mentoring model.

Pedagogical support, as a component of situational and environmental planning, is carried out in the process of creating the person developing situations, such as: situations of choice; situations of critical self-appraisal; situations of free expression of opinions; situations of reflection; situations of empathy; situations of creative initiative, as well as a number of other situations.

## 5 Conclusion

Summarizing the above, it should be noted that in the system of the MIA of Russia, the professional readiness and professional competence of an officer is the result of organizing the process of professional development of a specialist that accumulates the acquisition of professional knowledge and skills, introduction to the values, ideals and traditions of the profession and society, and personal experience showing the rational characteristics of activity, as well as development of personal functions of self-definition, self-adjustment, self-expression and self-realization in the polysubjective environment. Pedagogical support as a means of professional development of a specialist, first, enables leveling of the negative influence of environmental factors, second, it contributes to the personal fulfillment, third, it fully enables to demonstrate the potential of the environment to meet specialist's professional and personal needs, opening a way for sense-making and creativity, free and autonomous choice of an individual path of professional and personal self-realization in the chosen activity.

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