

ACTUAL PROBLEMS OF CONTEMPORARY PROFESSIONAL TRAINING OF SPECIALISTS OF THE CIVIL PROTECTION SERVICE OF UKRAINE

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Authors offer the analysis of research on the issue of modern professional training of specialists of the Civil Protection Service of Ukraine. It was clarified that the professional training of rescuers is the process and the result of acquisition of knowledge, skills and abilities with respect to professional training, education and development with the appropriate educational support. Authors have identified the main approaches to organization of their training, such as the systematic, integrative, differentiated, prognostic, personal and cultural studies, providing performance and pedagogical conditions. These approaches are supplemented by the use of synergetic, managerial, structural and functional aspects in order to implement training. The stated above imposes serious obligations on organization of the educational process, its fundamental and technical support, practical and common culture of the learning environment.

Keywords: training, specialist of the Civil Protection Service, departmental education, pedagogical conditions..

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I Introduction. In the context of reformation of the Civil Protection Service (CPS) of Ukraine the demands of the state and the society to effectiveness of professional activities of the future rescuers is constantly increasing [1]. Such peculiarities of these activities as extremely high complexity, danger, physical and mental saturation ensure high civic consciousness and responsibility, develop professional skills, moral and psychological readiness, mental stability and reliability when working at the limit of human capabilities. Because of this there is an issue of searching for significant reserves to increase the effectiveness of training of lifeguards due to saturation of its educational content.

II. Statement of the problem.

The analysis of the scientific literature indicates that this problem is relevant to the modern educational theory and practice, and a wide range of scientists is involved into studying it [2-5]. For our research it would be interesting to develop the Kharkov scientific school of extreme and crisis psychology [3], aimed at optimizing the psycho-pedagogical support of professional activities of representatives of extreme professions. But, unfortunately, while conducting the research we were able to find only several studies [2] dedicated to the training of rescuers as a pedagogical problem.

The purpose of the article is to analyze the current state of professional training of CPS of Ukraine in theoretical and applied aspects.

III. Results. The systematic approach allows us to consider the system of departmental education as an essential element of the modern society, responsible not only for protecting the state from a variety of threats under aggravation of global problems and the systemic crisis, but also for the actual state organization providing performance and cultural functions in order to socialize the today's youth and thereby ensure national interests.

In turn, the concepts of "vocational education" and "training" are in a position of subordination. The departmental education is understood as an extremely broad and determined, more often, as the process of mastering specific knowledge and skills in a particular line of profession, in particular, the CPS of Ukraine.

Psychologists clarify what is the preparedness of the person to a particular activity, the profession [6]. In this case the profession is relatively a kind of an independent work (knowledge) of a man possessing a complex of special theoretical knowledge and practical skills acquired through specialized training, as well as experience [7].

The special feature of acquisition of a "specialist of CPS of Ukraine" profession is in the fact that in the course of training a person must not only master certain knowledge and skills, but should also "want" to be motivated by their mastering. Only in this case such person will be ready for selfless work, improvement and self-development

continuing throughout the whole life.

Reformation of the CPS of Ukraine and especially the departmental educational institutions, cultivating national values should be particularly delicate, with a clearly defined purpose of forming a particular type of person the modern rescuer must become. Therefore, reorganization of the CPS educational institutions system on the basis of individualist culture and "civil sample" (in connection with the Bologna process), cultivation of individualism and focusing only on the development of competencies, does not correspond to the nature of fundamental training of future lifeguards. Furthermore, the transition to credit technology, which implies the democratization of the order of departmental institutions, is contrary to the purpose and functions of the institution: its features are not considered as those of the authoritarian and inherently undemocratic institution [8]. Therefore, we believe that there are certain difficulties in organization of the educational process in conditions of the transition to credit technology training system in such institutions.

Transformation of the education system in educational institutions of the CPS of Ukraine is a part of the state reform and is based on focusing towards the transition to a new form of recruitment. In this connection there are tasks of the wide-profile training - to ensure their professional mobility as being transferred into other educational paradigm [1].

During the professional training as the technological process, a specialist of the CPS of Ukraine should get a much wider range of information and skills than a student of a civil institution. Future lifeguard masters not only knowledge and skills required by the profession (although their acquisition is the main purpose of training). Such person develops the ability to sacrifice himself, own interests, own life. Therefore, this departmental education serves as the mechanism of socialization and preparation for future profession (specialty) at the same time; this process cannot be divided. Future officer acquires the profession on the basis of learning, development and socialization.

Today there is no unequivocal and unanimous opinion among scientists about the prospects of development of institutional education. Meanwhile, only pedagogy is able to disclose this problem fully, considering all possible dangers and threats faced in the teaching and learning environment, calculate risks and assess negative factors, as well as methods, techniques and means of protection against them [9].

We should note that all concepts offered by the scientists considering the departmental education in terms of peculiarities of its optimization can be divided into two large groups: supporters and opponents of a sharp turn in the structure and content of the educational process in accordance with the requirements of the Bologna education model.

Some scientists believe that such education is a part of the civilian educational institutions and therefore should be developed according to the same strategic "pedagogical scenario". These so-called "Westerners" would like "to implement" the results of the Bologna process unconditionally, believing that only the transfer of the credit technology can overcome all the problems of the educational system of the post-Soviet period (J. Akhmetov, N. Havrilov, V. Solovyov, etc.). The main idea of this approach "is the idea of a market environment; transition from monopoly to oligopoly or perfect competition". And all this despite the fact that the authors recognize that departmental organizations are non-profit enterprises [2].

Supporters of this trend believe that among the two directions of higher education (applied and fundamental, utilitarian and universal), now the first is preferable as the one corresponding to the market society. Based on the historical experience the society has come to the conclusion that education and science cannot develop on the basis of commercialization. This is fundamentally contrary to ensuring and strengthening of the national security [7]. In our opinion, in this professional area there are mostly enthusiasts working not just for profit, but by vocation, even though it seems so strange in our time.

This kind of public service, which is an honest line of duty, will not be able to compete with incomes and statuses of millionaires. But its advantages are still there: its stability, social guarantees and a high status in the state worthy of attention to this category of persons performing difficult, but crucial mission in the political system.

It is impossible and impractical to adapt such activity to the market. It is necessary to form its own labor market and the market of educational services. This "compromise" option is offered by O. Sosin. He emphasizes that the Bologna system is largely designed for the civilian labor market. If we help graduates fit into the European labor market, as it is suggested by the Bologna agreement, the following reactions from the side of the departmental education system are possible:

1. If we engage in the process fully, we will face a decrease in the quality of technical training of native specialists.

2. If we achieve autonomy, than regardless of the variants of conversion of the higher educational system institutional education will benefit, but there will be a problem with a number of applicants and as a result - the deficit of graduates.

Besides, higher educational establishments of the CPS of Ukraine should prepare heads with an engineering degree, not engineer-commander, as it is required by the Bologna standard [3]. Actually, only the use of certain economic mechanisms to encourage creative activity and employment are well-known in management practices.

The second group of scientists

includes a wide range of professionals advocating the high mission of institutional education, emphasizing the need to combine in the pedagogical process traditional methods of Soviet higher military school (field-tested and justified for the active, but creative application in the transitional period) and the advanced technical capabilities of the XXI century.

This group includes representatives of many social sciences, practitioners, and educators of departmental schools, who raise questions about inexpedience of destruction of the strongest traditions of the past school of education, which gave the world a lot of famous scientists (N. Gruzdev, V. Zaborsky, A. Korabel'nikov, V. Ryabchuk etc.).

Restructuring of the educational system of schools of the CPS of Ukraine to comply with the needs of the modern society has its own characteristics. Scientists rightfully note that "the system of institutional education as one of the special institutes of the state is a part of the general education system". Therefore, "any attempt to subordinate it to other systems of education or to "dissolve" it in them can bring nothing but harm and destruction" [7]. Applying the Bologna educational standard to the system of professional training of the CPS of Ukraine can cause permanent damage to the national security of the state, because it does not take into account important differences of this educational sphere.

"We will have to solve one of the major problems – not just to prepare a professional, but to foster a citizen, a patriot" – noted by B. Dudulin, P. Drozdov. They emphasize the importance of preservation of traditions in the departmental training, which can be destroyed by translation to a different system of values. "It makes sense to recall that service traditions, including education, perform a number of the following functions: legal regulatory, transitive, mobilizing, and integrative by incentives and cognitive information" [2].

N. Gruzdev believes that "the system of training of officers is a crucial factor of effectiveness of activity of units, and therefore it should be within a special system, not subordinated to the laws

of civil or departmental education, and only the national security requirements”; “it is time to withdraw all departmental universities from the legislative sphere of the Ministry of Education and to subordinate them, including the questions of education and training, only to the relevant ministries (departments), because the main objective of training of professionals currently is not so much the preparation to serve, but meeting the requirements of the civil educational standard” [2].

At the moment it is important to clearly define the ratio of positive and negative results of each alternative solution in order to increase the influence of positive factors and neutralize negative ones in practical work. And this requires modern “Engelses”, “Clausewitzes”, “Zhomins”, “Verkhovskiy” and “Triandafillovs”.

Analyzing the consequences of changing the educational system to the Bologna educational model, Professor A. Dyrin notes a new measurement principle of university-based training raises many questions. It suggests to assess the learning outcomes not according to the results of effectiveness of the graduates’ practice, but according to their ranking i.e. the highest points obtained during the “modules” within the period of training. But nobody has yet proved that there is a direct and unambiguous correlation [9].

Integration into a more pragmatic western system of higher education inevitably leads to a breakdown of traditional historical orientation of national universities (one of the advantages of the education system), for more in-depth training in the basic sciences is already starting during the first year of study. The majority of European countries working under the Bologna process organically process the values rooted in education (emphasis on the activity of the learner, flexible program of ranking and knowledge control etc.) going from the high school, but this kind of a higher education system and the educational system in general does not correlate with our traditions, culture and mentality of the people.

G. Orlanov pays attention to this side of the education system restructuring problem. The author notes that a purely

administrative “boost” to the reform leads only to ensuring the connection with the highest modern standards. Instead, the total boost is important to create an effective mechanism of stimulation (it is essential) of the learning environment. The participants of the educational process must wish to get into the Bologna process, not just their superiors. This is important. [4].

Now it is important to find the optimal for our society ways of development of departmental education activities. Frankly speaking, since there is no universal technology, no country is satisfied with its educational system (scientists began to talk about the crisis in education since the 1980s). It is necessary to raise the issue of modernization of the Bologna Declaration, so that the specificity of all its subjects was taken into account.

Relevant domestic traditions and norms shaping the educational processes, advantages of traditional systems and the heritage of humanity in the knowledge society must be organically combined with the democratic principles of the modern multipolar world. The state is thus obliged not only to protect the interests of all social groups, providing a guaranteed right to a high-quality education, but also protect the morality, primarily the spiritual values so needed by the humanity in the XXI century.

Any transformation of the institutional structure objectively violates the stable functioning of public relations, creates ambivalence regulations, expands the boundaries of anomie and the system deviation of actual social interactions [10].

It is therefore important to maintain the integrity of the educational culture that is “core” of the nation, its cultural essence and identity, and keep it “safe” from various forms of deviation. In the meaning of the word “education” the concept of formation is included consciously [7]. But not just any formation, but formation of values associated with assimilation of science, culture and practices. Unfortunately, education is often understood narrowly, outside of culture and morality as a source of organized knowledge and skills [11].

Departmental task of education,

as the modern practice of human development suggests, is not only in the formation of a professional person, but in development of a cultural, moral, active, tolerant, sensitive individual, understanding, supporting and serving others, and living according to the principle “win-win together”.

Higher departmental education is not just about learning special skills, abilities and knowledge. It is rather aimed at providing students with fundamental intellectual support and training them to live in a market society while being able to quickly master the necessary set of specialized skills and knowledge without losing faith in own self and vitality [12].

Among the reasons which have caused the launch of the Bologna process in higher education, the initiators of reforms, the following are generally listed: globalization; the need to improve the competitiveness of European education; the general trend – integration of countries into the European space; the desire to make education more modern, to improve it; finally, the need to reduce the cost of education for students and parents. But all these arguments overlap the possible dangers and threats to the national education systems.

The problem of multi-disciplinary and multi-level training can only be solved with the continuous education system, the potential of which is laid in the proposed Bologna process related to reformation of the higher educational establishments of the CPS of Ukraine. And this is the main argument used by supporters of this position. It is noted that traditional approaches to education based on the simple knowledge transfer do not work anymore in our fast-paced world. Only constant, continuing education, passing through all its stages, gives the knowledge, skills, nurtures understanding, increases availability and wide use of new technical means, as well as the ability to adapt to the modern human world.

Generally the problem of rising quality of vocational training is universal. At the end of the XX century the world and national pedagogy has encountered the problem of inconsistency of the current system of higher education institutions, rapidly

changing requirements to them, precisely in terms of versatility and multi-level nature [2]. Bologna higher education system was the result of the quest for the solutions to problems and an outcome in the “fight” between the European powers and monopolists in educational services market. This system is adapted to market conditions, which are now in the acute stage of internal contradictions. This process can be lengthy.

In any case, the optimal higher education system must be adapted not only to the actual conditions, but also to the transition process. Bologna system is not designed for it and is seen as the threat, but it has the potential to resolve the current conflict in the sector of individual institutions of higher education of civic profile, where the educational level allows students to produce their own creative processes and information on the profile of specialty. And in this regard educators of the departmental educational institutions find advantages in it.

In addition, the implementation of the Bologna agreement marks the beginning of competition between educational institutions, forcing them to improve the methodological level of the educational process and the teaching staff. Currently, Ukraine is a member of the Bologna agreement. Joint task of the scientific and pedagogical community is to identify priority areas in adapting the traditional model of education to a new one, not adapted for the departmental environment, with the least damage to the quality of the educational process.

IV. Summary. The paper clarifies that professional training of the specialists of the CPS of Ukraine is the process and the result of acquisition of knowledge, skills and abilities of professional education, training and development with the appropriate educational support. Much more serious level of multidisciplinary training than it was in previous years is demanded from the modern lifeguard: it is necessary to possess communicative and managerial skills, increased resistance to psychological stress, physical exertion. The person must possess solid scientific and technical knowledge, as well as high personal culture.

Today the CPS of Ukraine as an area of professional activity becomes more knowledge-intensive, psychologically and physically hard, and also dependent on the relationships and interactions with all departments involved in the implementation of tasks on purpose. Now it is more than ever, as it is modified into special multi-units, which carry out prevention of emergency situations and mitigation of their consequences, and other complex tasks, which require a thorough, fundamental preparation for a future profession within the walls of a departmental institution.

Professional and ideological training requirements to the specialists of the CPS of Ukraine have fundamentally changed. They now determine the problem of active approach in the organization of training of future rescuers. The aforesaid imposes serious obligations on the organization of their educational process, its fundamental and technical support, practical and general culture of the learning environment.

Subsequent studies will include the development of pedagogical conditions of the multilevel system of training of basic administrative specialties of the CPS of Ukraine.

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