Natalia Kolisnichenko

Doctor of Sciences in Public Administration, Full Professor,
Head of the Department of Social and Humanitarian Sciences
ESI of Public Service and Administration Odesa Polytechnic National University
https://orcid.org/0000-0003-1083-7990
e-mail: ird@ukr.net

Natalia Kosteniuk

PhD in Public Administration,
Associate Professor of the Department of Social and Humanitarian Sciences
ESI of Public Service and Administration Odesa Polytechnic National University
https://orcid.org/0000-0001-6723-7166
e-mail: 7nat2009@gmail.com

PROFESSIONAL TRAINING OF SECURITY SPECIALISTS: DYNAMICS AND MODELS

The paper examines dynamics and models of the professional training of security specialists. In the paper the structure of professional training for security specialists and its components are studied: professionally adaptive component; cognitive and competence-based component; self-actualization component; motivational and activity-based component; value-based component. Graduates who successfully complete the training program should be equipped to tackle professional challenges across various domains of professional activity. These domains encompass various roles: organizational and managerial, research, expert, supervisory, design, service and operational, production and technological, as well as inspection and audit roles. Key competencies for a graduate are identified, irrespective of the specific direction or training profile: political and social competencies; competencies for organizing life in a multicultural society; communication mastery competencies; competencies for life in the information society; lifelong learning competencies. Professional training for security specialists enables the development of a comprehensive model for managing their professional education with such interrelated blocks as the following: target block; methodological block; content-functional block; criterion-diagnostic block; formative block; effective/outcome block. Every block is analyzed in its impact on professional training for security specialists. It is concluded that professional training of security sector specialists which is characterized by a number of features, such as the emergence and implementation of modernization changes with a goal response to various threats; introduction of international standards aiming to improve the respective governmental bodies and agencies needs its further examination.

Key words: security, security specialists, professional training, professional training of security specialists, components of professional training for security specialists, professional challenges, domains of professional activity, key competencies, model for managing the professional training for security specialists.

Наталя Колісніченко

д.держ.упр., професор, завідувач кафедри соціально-гуманітарних наук
Навчально-наукового інституту публічної служби та управління
Національного університету «Одеська політехніка»
https://orcid.org/0000-0003-1083-7990
e-mail: ird@ukr.net

Наталя Костенюк

к.держ.упр., доцент кафедри соціально-гуманітарних наук
Навчально-наукового інституту публічної служби та управління
Національного університету «Одеська політехніка»
https://orcid.org/0000-0001-6723-7166
e-mail: 7nat2009@gmail.com

ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ З БЕЗПЕКИ: ДИНАМІКА ТА МОДЕЛІ

У статті розглянуто динаміку та моделі професійної підготовки фахівців з безпеки. У роботі досліджено структуру професійної підготовки фахівців з безпеки та її складові: професійно-адаптаційний компонент; когнітивно-компетентнісний компонент; самоактуалізаційний компонент; мотиваційно-діяльнісний компонент; ціннісний компонент. Зазначено, що випускники, які успішно пройшли програму навчання, повинні бути готові долати професійні виклики в різних сферах професійної діяльності. Ці сфери охоплюють різні ролі: організаційно-управлінські, дослідницькі, експертні, наглядові, проектні, сервісно-операційні, виробничо-технологічні, а також інспекційні та аудиторські ролі. Визначено ключові компетенції випускника, незалежно від конкретного напряму чи профілю підготовки: політична та соціальна компетентності; компетенції щодо організації життя в полікультурному суспільстві; комунікативні компетенції; компетентності для життя в інформаційному суспільстві; компетенції навчання впродовж життя. Професійна підготовка фахівців з безпеки дозволяє розробити комплексну модель управління їхньою професійною освітою з такими взаємопов'язаними блоками, як: цільовий блок; методичний блок; змістово-функціональний блок; критеріально-діагностичний блок; формуючий блок; блок ефективності/результату. Кожен блок аналізується щодо його впливу на професійну підготовку спеціалістів з безпеки. Зроблено висновок про професійну підготовку фахівців сектору безпеки, яка характеризується низкою особливостей, таких як: виникнення та впровадження модернізаційних змін з метою реагування на різноманітні загрози; запровадження міжнародних стандартів, спрямованих на вдосконалення відповідних державних органів, що потребує подальшого дослідження.

Ключові слова: безпека, фахівці з безпеки, професійна підготовка, професійна підготовка фахівців з безпеки, компоненти професійної підготовки фахівців із безпеки, професійні виклики, сфери професійної діяльності, ключові компетенції, модель управління професійною підготовкою фахівців з безпеки.

The formulation of the problem. In addressing contemporary challenges within the professional activities and training of security specialists, there is a growing need to cultivate a

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specific set of competencies. These competencies empower specialists to act effectively in given conditions and attain a requisite level of professional training, enabling successful adaptation to evolving circumstances. This, in turn, ensures the effective execution of professional tasks amid various challenges, including situations of uncertainty, along with a preparedness for both vertical and horizontal job rotations.

Analysis of recent research and publications. The problem of professional training for specialists in the security sector has been the target of attention for a number of Ukrainian and foreign researchers. For example, specific issues related to the training of personnel for security public agencies, have been investigated by O. Fedorenko, O. Panfilov, I. Pavlovsky, L. Petrova, M. Telelym and others. The foreign experience of professional training for specialists in the security sector has been analyzed based on the research of W. Hughes, A. Cordesman, A. Hess, and others. But still, the problem of professional training for specialists in the security sector contains many unresolved issues. Therefore, studying its current state and conducting a detailed analysis of trends has allowed identifying patterns in the modernization of professional training for specialists in the security sector in Ukraine.

The aim of the paper. The aim of the paper is to examine dynamics and models of the professional training of security specialists.

The main body of the paper and the obtained results. The professional training of security specialists is conceptualized as the development of an integrative personality quality. This quality encompasses professional adaptability, cognitive activity, and professional competence. It also entails a desire for personal and professional self-realization, a sense of social responsibility for professional actions, and a values-based attitude towards the profession. Furthermore, it presupposes the readiness and ability to instigate change and act effectively in emergency situations that disrupt societal vital activities.

The structure of professional training for security specialists encompasses the following components:

1. *Professionally Adaptive Component.* This component is characterized by its ability to respond flexibly to changing circumstances. It enables adaptability to various social groups and facilitates mobility within the professional sphere.

2. *Cognitive and Competence-Based Component.* This component incorporates the cognitive activity of the individual, emphasizing the speed and flexibility of thinking processes. It encourages an orientation toward the independent development of professional competencies.

3. *Self-Actualization Component.* Reflecting personal needs and the readiness for activity, this component underscores a specialist's commitment to self-realization and continual improvement within the professional sphere and in life overall.

4. *Motivational and Activity-Based Component.* This component underscores a focus on the chosen professional activity, the capacity to make informed decisions in situations of risk and uncertainty, and a heightened awareness of social responsibility for one's professional actions.

5. *Value-Based Component.* This component involves a profound appreciation for the social significance of professional activity, emphasizing an acute awareness of the safety of people's lives as a paramount professional value.

In summary, the alignment of higher education with the goal of training professional specialists caters to both the sustainable development needs of society and the individual's interests. The professional training of security specialists is a comprehensive, multi-faceted personality trait encompassing professional-adaptive, cognitive-competence, self-actualization, and motivational-activity components that contribute to the development of professional competencies.

Competence, as a complex integrative quality of an individual, is grounded in a broad understanding of the socio-professional landscape. It provides individuals with the capability to execute specific activities and becomes evident through their manifested actions.

Furthermore, this quality is not a static attribute acquired once and for all; rather, it is a dynamic mental construct within the framework of an individual's personality. It demands continuous meaningful renewal and development in response to changes and requirements in the professional field.

The imperative of training competent specialists capable of addressing tasks related to individual, state, and societal security is a matter of governmental concern. In the realm of personnel training for the security sector, a pivotal emphasis is placed on developing specialists in the field of national security. Nowadays the modern labor market requires significant and rapid changes in the educational process of higher education. The formation of relative qualities under specific conditions of study can ensure future professional mobility of security specialists and their ability to life-long learning [5].

Graduates who successfully complete the training program should be equipped to tackle professional challenges across various domains of professional activity. These domains encompass organizational and managerial, research, expert, supervisory, design, service and operational, production and technological, as well as inspection and audit roles.

Consequently, graduates are expected to acquire specific competencies, the integrated mastery of which will position them as competent specialists. In line with the concept of key competencies, every individual in the modern world, beyond their specialized knowledge and skills, is expected to be well-versed in a range of social, economic, political, and other issues that extend beyond the confines of their direct job responsibilities.

Sharovarova O. and Morozov A. emphasize that during their study, students must acquire social skills corresponding to the defined goals and results of teaching [6]. The researchers speak about formation of «soft» skills, such as: skills for solving conflict situations, skills for interpersonal communication, intercultural communication, adaptability, flexibility, creativity, critical thinking, managerial decision-making skills, leadership qualities, media literacy [1]. Foreign literature provides a plethora of lists and classifications of competencies [7]. According to one such classification, key competencies for a higher school graduate are identified, irrespective of the specific direction or training profile:

- political and social competencies. This includes the ability and willingness to collectively make decisions, take personal responsibility for individual and group actions, constructively resolve conflicts, and participate in enhancing the functioning of democratic institutions;

- competencies for organizing life in a multicultural society. It involves acceptance and respect for the characteristics of individuals from diverse national, religious, and linguistic groups;

- communication mastery competencies. This incorporates skills in both oral and written communication, including proficiency in foreign languages;

- competencies for life in the information society. It encompasses the confident use of modern technologies and a critical approach to information received through media channels and Internet resources. As O.Kobylianskyi and S. Dembitska mention modern specialist must not only know occupational health and safety legislation, industry requirements for ensuring safety and the process of professional activity, but also be able to find the information necessary to perform production tasks [4, p. 18];

- lifelong learning competencies. It determines the readiness and ability to learn continuously, both in the professional sphere and in public and personal life.

It is important to acknowledge that researchers' efforts to formulate a specific list of key competencies for the professional training of students in higher education institutions often result in an extensive range of these competencies.

In recent decades, Ukrainian science has witnessed the emergence of numerous classifications of key competencies [2]. The State Education Standards for higher education articulate the requirements for mastering basic educational training programs through a delineation of competencies: general cultural, general professional, and professional competencies.

This diversity of competencies signifies a shift in the educational paradigm from a disciplinary and knowledge-centric approach to the training of individuals for a productive life in its broadest sense. From this perspective, the competency-based approach to education, despite its implementation challenges, ensures alignment with the current reality of socio-economic life and the potential for social development.

In the realm of quality control measures for training, which has gained widespread adoption in higher education institutions, including those preparing security specialists, various innovative forms include:

-   standardized test with a creative task. This involves a test format incorporating a creative assignment;

-   case method. This method entails guided discussions led by a teacher on real problem situations related to professional activity;

-   project method. It is implemented through independent project development by students (individually or in groups), offering solutions to socially significant problems tied to professional activity. It mandates a creative report or presentation;

-   portfolio assessment. This method serves as a means to record, accumulate, and assess individual achievements, allowing for the tracking of a student's progress in the educational process;

-   rating assessment system. This system determines a student's place in a group ranking, considering not only educational accomplishments but also various forms of educational activity, such as participation in conferences and scientific publications.

A theoretical exploration into the essence, structure, functions, and principles of professional training for security specialists enables the development of a comprehensive model for managing their professional education.

The model for managing the professional training of specialists in the field of security encompasses the systematic interaction of interrelated blocks:

1. Target Block. It outlines the goals and objectives of the simulated educational process.

2. Methodological Block. It encompasses methodological approaches, general and specific principles guiding the training process.

3. Content-Functional Block. It encompasses the concept, components, and functions integral to professional training.

4. Criterion-Diagnostic Block. It addresses criteria, indicators, and levels of professional training, along with psycho-diagnostic tools for assessing the training level.

5. Formative Block. It involves pedagogical conditions for professional training, such as the educational environment, participants in the educational process, stages, forms, methods, and means of training.

6. Effective/Outcome Block. It represents the outcome of the simulated educational process.

A brief overview of each of these blocks is provided below.

1. **Target Block.** The effectiveness of the learning process hinges on the degree to which educational goals and targets are achieved. The goal serves as the central construct that shapes all

other components in the learning process, fostering their interdependent functioning and ensuring process integrity. In contrast to traditional teaching, which centers on mastering the fundamentals of science—represented by knowledge, skills, and abilities—modern didactics methodologically relies on personal and competency-based approaches. This shift orients pedagogical activities toward more intricate, personally, and socially significant learning goals [3]. Consequently, pedagogical goal setting undergoes a radical transformation. Goals are specified, and a «tree of goals» is developed, outlining the phased implementation of general and specific goals, which are then compared with the intended results, with the learning outcome being diagnosed.

The simulated educational process for training specialists in the field of security is aimed at shaping their professional competence. Professional competence is both the process and result of interaction between the subjects of the educational process. It contributes to the elevation of the professional competence level and the development of personal qualities in specialists. Aligned with this overarching goal, the tasks for its realization are defined, including:

1) the cultivation of professional adaptability in students, encompassing the ability to build relationships without conflict and resistance to stress;

2) formation of cognitive activity. This involves fostering the intellectual ability, learning capacity, and the readiness and ability for self-learning among students;

3) development of personal self-realization. This aims at cultivating personal self-realization, independence, and a positive self-concept in individuals;

4) formation of social responsibility. This entails instilling in students the ability to set goals, a predominance of internal and external positive motives for educational and professional activities;

5) formation of value-based attitude towards the profession. This focuses on cultivating a high appreciation for the significance of professional activity among security specialists, emphasizing its importance for society.

2. **Methodological block** incorporates methodological approaches and principles for implementing the presented model. According to the system approach (as proposed by V.G. Afanasyev, I.V. Blauberg, V.N. Sadovsky, E.G. Yudin, etc.), professional training is conceptualized as a system comprising an integral set of structural components. The principle of system integrity underscores the integration and self-sufficiency of the object under consideration, characterized by a complex internal structure in relation to its environment.

3. **Content-Functional Block**. This block encompasses the definition, structural components, and functions of professional training for specialists in the field of security. The system-forming components of the model heavily rely on the meaningful interpretation of the core concept of «professional training». Professional training, within this model, is defined as an endeavor focused on shaping integrative personality qualities. These qualities include professional adaptability, manifested cognitive activity, and professional competence. It also involves fostering the desire for personal and professional self-realization, assuming social responsibility for professional actions, adopting a value-based attitude towards the profession, and presupposing the readiness and ability to adapt to changes in the professional sphere and respond effectively to activities in emergency situations that disrupt human living conditions.

Professionally Adaptive Component. This initial component of professional training ensures a person's professional adaptation under changed social, socio-economic, socio-cultural conditions, as well as individual life circumstances. It is directly based on the general cultural and professional competencies that a specialist masters in an educational organization during the learning process, methodologically structured on a competency-based approach. Given the psychologically traumatic and extreme factors associated with the professional activities of security sector specialists,

developing specific adaptive behavior stereotypes in situations of risk and uncertainty becomes both professionally and vitally significant for students.

Cognitive-Competence Component. The educational orientation towards fostering appropriate competencies necessitates students to transcend rote memorization and reproductive mastery of educational material. This shift signifies a departure from the non-evaluative memorization of disciplinary knowledge without an understanding of its connection to professional activity. Attaining these didactic objectives relies on the implementation of technologies and methods of active learning. This approach involves the utilization of forms and methods that do not solely rely on the teacher providing information and the students reproducing a set of educational material. Instead, it fosters the active cognitive engagement of students and their independent acquisition of knowledge—a demonstration of agility in the learning process. In essence, active learning methods contribute significantly to the formation of students' cognitive activity, a fundamental personal quality necessary for fostering the ability and willingness to continually enhance their professional expertise.

Self-Actualization Component manifests at the level of an individual's personal self-realization. This component provides a sense of satisfaction from one's activities, the opportunity to showcase and develop one's abilities, and the implementation of various life programs within the context of professional activities.

Motivational-Activity Component. The motivational-activity component entails a concentration on the chosen professional activity. It involves the ability and readiness to make professional decisions in situations of risk and uncertainty, coupled with a profound awareness of high social responsibility for one's professional actions. Social responsibility is evident in the individual's implementation of processes related to professional adaptation and personal self-realization. There is a continual awareness of responsibility for professional choices, the evaluation of professional actions, and business activities, all viewed through the lens of their social significance and meaning.

Value Component is rooted in value orientations, emphasizing the axiological significance of professional activity as both a process and a personally significant outcome. For security personnel—such as rescuers, firefighters, fire safety inspectors, etc., within the Ministry of Emergency Situations—value guidelines are shaped by the traditions of the rescue and fire service, the norms and rules of professional ethics, as well as personal beliefs and attitudes aligned with the professional mentality in the field of life safety. Values and ideals serve to determine motivation and regulate the socially significant activities of security specialists in the course of their duties.

Axiological Component. The axiological component is underpinned by leading professional values, such as the paramount importance of ensuring the safety of people's lives, the preservation of life and health, and the safeguarding of material and cultural values from the impact of various emergency factors. The instillation of these values occurs in the learning process through the application of an axiological approach, a method gaining deeper understanding and widespread application in educational practice.

4. **Criterion-Diagnostic Block**. This block encompasses criteria, indicators, and levels of relevant competency development, along with psycho-diagnostic tools for assessing the level of their formation. The criteria for the development of students' professional competencies and corresponding indicators include:

1) professional adaptability which involves indicators such as personal adaptive potential, the ability to build non-conflict relationships, and stress resistance;

2) cognitive activity revealed through indicators of intellectual ability, learning capacity,

readiness, and ability for independent study, analysis, generalization and development, as well as the mastery of new technologies;

3) personal self-realization. The indicators include personal self-actualization, independence, and a positive self-concept;

4) social responsibility. Indicators encompass internality, goal-setting, and motives for educational and professional activities.

5) axiological component. This includes indicators such as value orientations, value attitude towards the profession, and the assessment of the significance of professional activity for society.

5. **The Formative Block** addresses the pedagogical conditions necessary for the development of professional competence, covering the educational environment, participants in the educational process (students and teachers), stages, forms, methods, and means for developing professional competencies. Key pedagogical conditions include:

1) ensuring targeted activities of participants in the educational process to develop professional competencies of specialists in the field of security;

2) implementation of subject-subject interaction between the participants in the educational process.

3) creating situations of individual choice that contribute to the development and self-development of the individual, fostering self-learning;

4) implementation of targeted formation of constructive learning motivation, combining motives for cognition and goal achievement;

5) updating the professional mobility of all participants in the educational process involved in the professional training of students.

The formation of professional competencies cannot be confined solely to the educational process; the overall organization of the educational process and the educational environment of the institution play a crucial and decisive role. The characteristics of the educational organization, as highlighted earlier, become paramount in this context.

As established earlier, the key distinction of competencies lies in their inclusion of not just knowledge, skills, and abilities but also the readiness and ability to apply them in both theoretically predictable and non-standard situations within professional activity. Consequently, there is a need to enhance traditional methods of assessing the quality of student training by introducing innovative forms, methods, and types of control. Such innovative forms of learning quality control include standardized tests, the case method, the project method, portfolio assessments, rating systems, among others.

6. **Outcome Block**. The outcome block of the model encapsulates the result of the modeled process, e.g. the formation of professional competencies of specialists in the field of security. This formation is comprehended as both the process and the result of interaction among the subjects of the educational process within an educational institution. It contributes to the elevation of the level of professional competence and the development of personal qualities in specialists. This process is carried out through the implementation of pedagogical conditions grounded in the principles, forms, means, and methods of the teaching process presented in the model. In summary, the model of professional training for specialists in the field of security, developed through a theoretical analysis, represents a systemic interaction of target-oriented, methodological, content-functional, criterion-diagnostic, formative, and outcome blocks.

Conclusions and prospects for further research. Professional training of security sector specialists is characterized by a number of features, such as the emergence and implementation of modernization changes with a goal response to various threats; introduction of international

standards aiming to improve the respective governmental bodies and agencies.

Successful organization of professional training in security involves the use of interrelated approaches (competent, fundamental, system-active, subject-active, integrated-developmental, creative-inventive, anticipatory, etc.) taking into account the peculiarities of the training of security specialist (knowledge and practice, professional culture, general culture, etc.), which directs students to combination of high internal motivation of specialists; development of general, special and integrated competences in accordance with the requirements of the National Framework of Qualifications and the security sector standards.

Prospects for further scientific exploration are research possibilities in creative application of best foreign experience for Ukrainian higher education institutions with the aim of improving the system of professional training of specialists in the security sector.

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