TRAINING CONDITIONS OF FUTURE BORDER GUARD OFFICERS WITHIN SPECIAL DISCIPLINES OF ECOLOGICAL ORIENTATION

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Abstract: The article reveals the main results of the training conditions complex ensuring effective implementation of the ecologization process. It has ecological and information, didactic, psychological and pedagogical, social and organizational aspects. Activities on the development of environmental readiness of military specialist will bring more success in creating these conditions in the real effect of pedagogical system in comparison with an ideal model of a specialist, which takes into account the most acute moments of identifying those areas of the ecologization process in improvement.

Keywords: training conditions, future border guard officers, special disciplines, ecological orientation.

Introduction

The new concept of higher military education, including rethinking as a substantial component (fundamentalization and humanization), and its structural parts (transition to multilevel specialists training), implies the need to upgrade the technology of ecologization of education, directed on increase of efficiency of educational process and improvement of quality of professional and environmental training of cadets. Higher education reform aims to encourage the trainees cognitive activity, creative independence, their ability for self-realization in the period of professional formation.

Analysis of contemporary investigations of the professional and ecological problems with regard to future border guard officers training has been presented in scientific works of А.Bevz, G.Blinnikov, L.Datsuk, S.Sinkevych, V.Shevchuk, V.Shendryk, V.Shtanhret (Blinnikov et al., 2009; Shendryk et al., 2004).

Considering the problem of education ecologization, we can identify five main aspects:

- conceptual aspect, involving the clarification of the concepts of «greening the military education», and its relationship with the relatives of the essence and content of concepts;
- methodological aspect, which consists in constructing a theoretical and methodological model of the perfection system of professional environmental training;
- psychological and pedagogical aspect, based on the development conditions for increasing the efficiency of ecologization of military education;
- organizational and pedagogical aspect, based on approbation of conditions for increasing the efficiency of ecologization of military education;
- effective aspect, which is achieved in the course of checking the efficiency of the technology of ecologization of military education.

It is logical to assume that these aspects correspond to the five stages of the organization of ecologization of military education, which are an integral part of a holistic educational process in higher school.

Method

According to the stages of organization and deriving hence tasks of high military educational establishment, based on the analysis of the scientific and pedagogical literature and the experience of higher education as external factors impact on the greening of the author are generalized and investigated didactic conditions that meet personal-development focus and determination of the activity of ecologization, which include: improvement of the purpose and content of training; the use of new methods and techniques of teaching; new means of teaching and learning, the development of new and improvement of existing didactic material and individual tasks and the optimization process ecologization; training teachers in the process of ecologization; readiness of the trainee to participate in the process of ecologization, social and organizational
conditions allowing increasing the effectiveness of ecologization of military education include: optimizing the efficiency (cost) of the implementation process of ecologization; the variation of the temporal regulation of separate components of the ecological system; optimization of the structure of the process of ecologization; optimal combination of different components of the ecologization process; the optimal use of the educational and material base. As the main pedagogical conditions for increasing the efficiency of ecologization of military education can be considered: ecological orientation of the personality of the trainee; vocational and environmental capacity, the level of environmental awareness, environmental skills; vocational important psychological qualities; the level of mental cognitive processes development; the emotional-volitional sustainability; military-professional traits; scientific representation teacher about personality and educational and professional cadets potential etc.

Pedagogical actions aimed at improving the efficiency of the process of ecologization are the subjective factor, which cannot be adjusted objective factors of the real educational process. On the other hand, these actions contribute to the creation of the above conditions, which ensure the effectiveness of the process of ecologization in this period of training. Getting to the justification of the factors necessary for the successful realization of the ideal model of perfection of the system of professional environmental training of cadets in practice, it should be borne in mind as dialectic. This implies not only statement of cash external functional conditions and their evaluation, but also the development by improving them. The proposed set of conditions has several aspects, the most important of which are didactic, socio-organizational, psychological and pedagogical.

Sequence in the claimed complex is not indifferent value. At the same time they cannot be perceived as a chain, based on a simple linear principles. As with the other elements of the pedagogical process, a complex of functional conditions has a systemic nature. This is manifested, in particular, that the dedicated aspects come into a close relationship and depend on each other. At the base of the successful implementation of the model of perfection of the system of professional environmental training is the socio-ecological provision of pedagogical action, which is included as a component of the didactic, socio-organizational and psychological-pedagogical factors. Didactic conditions associated, primarily, with the formulation of objectives, determination of the content, methods and means of training, it is impossible to create without the knowledge of the psychological-pedagogical factors of the process of the so-called subject-object relationship, personal and group characteristics of the trainees, as well as professional and personal qualities of a teacher. Only consideration of all these factors makes it possible to translate the theoretical model on the practical social and organizational conditions, which assumes a direct result.

Ecological provision is the first necessary factor in the success of the implementation process of ecologization consists in the acquisition of the fullest possible information: about the educational standards and qualification requirements to graduate in relation to a particular profession; and what the process of ecologization and its place in a particular educational system, which gives the context of the studied phenomenon; on the conditions of professionally-environmental activities in the modern era; about the tendencies of development of modern educational philosophy and educational space; sector the pedagogical process, within which applies the greening; on professional and personal characteristics of the cadet, student in the process of ecologization, i.e. individual personality structures, which are aimed at mastering of the profession; about the software process of ecologization; about training-material base necessary for realization of the process of ecologization; the organizational problems may arise when using the system model of perfection of professional environmental training of cadets.

Environmental information from amorphous set of information becomes effective creative power through analytical processing, purposeful selection, structuring, and to impart functional status and, finally, prepared in the form of the data package, designed to provide practical assistance. In our opinion, the first steps may resemble logical operations. So, for example, mapping of educational standards and qualifications for higher school graduates, on the one hand, and modeling qualities in the field of practice in an actual, partly current aspect of ecologization, on the other hand, allows to reveal more clearly and fix the value of relatively constant (standard and qualification requirements) and variables (ideal model or Express the model of a specialist). Next are identified on the basis of modern requirements of the quality in need of improvement.

Orientation on modern trends in the philosophy of education and the real educational space makes environmental information search conceptual. The main direction in this sphere we consider the humanization, which inevitably defines special attention to the philosophical and pedagogical aspects of the
process of greening. The information-analytical level, this suggests an answer to the question of how the existing subsystem process of ecologization of the goals and objectives of environmentally - and student - centered pedagogy.

Reflection is an important driving element of activity, creativity and innovation activity of a teacher and a universal ideal of environmental pedagogy, distributed on all subjects of educational process, occurs at the level of ecological information search. One of such points is the psychological and pedagogical awareness of a University teacher of cadets during the process of greening. Empirical data on the subjects of the educational process the need for targeted fixation, structuring, and, most importantly, in the efficient use of in the process of greening. The teacher should ask themselves a series of questions that will give rise to intensive collection and analysis of psychological and pedagogical information with the purpose of increase of efficiency of process of greening.

Fixation of spontaneous psychological and pedagogical views and a preliminary analysis of their practical effectiveness can identify those segments of environmental information in the psychological block, which require in addition, the correct transformation etc.

Formation of ecological readiness of cadets is the better, the more fully taken into account in the process of training and education main psychological and pedagogical conditions. So, the practice shows that the best results are achieved teachers who encourage the cadets to show constant interest in the subject, the desire to deepen the available environmental knowledge through independent research and creative thinking.

A vital condition for lasting mastering ecological knowledge-development of thinking of students in the learning process. This is facilitated by the assignment of questions on the substance of the subject matter, to motivate them for reflection, self-solving different creative ecological problems, find original ways of their solution, the introduction of the problem methods of training. Known role here search situations, examples, revealing some theoretical provisions, taking notes, thinking through reading and meaningful record lectures, critical attitude to statements of fellow students.

The development of thinking and mastering of ecological knowledge are in close connection with the memory of cadets. Fixed fuller the material that is perceived multiple analyzers. Therefore, the trainings should be widely used technical means of education, simulator equipment, various types of clarity. Working alone learners to memorize better environmental educational material should be constantly organize, compare the previously acquired information, divided into meaningful groups, finding them headlines, basic items, and then combine these groups together. It is also known that the best memorizing of environmental material contributes to its periodic creative repetition, in which every time is searched for the semantic relationships between certain provisions. To ensure the fullness and accuracy of assimilation studied, we need to actively play, that is mentally or aloud retell make a graphic image of the structural elements or causal relationships. In this case, along with mastering of knowledge there is a development of environmental skills. Positive influence on the formation of environmental skills has narration performed actions.

Among the psycho-pedagogical conditions influencing the formation of environmental readiness of a military professional, should include: education of the cadets of moral values, patriotism, internationalism, and discipline; development of interest to environmental activities, future officer; intensification of consciousness, thinking, imagination, will, elimination of template elements of mechanical learning, incomplete understanding of the material; encouraging students to the continuous improvement of environmental expertise and environmental skills, bridging the gap between knowledge and the skills, their unity and interpenetration; ensure that the cadets were not limited to the lessons of experience, and have been constantly aware of the new achievements, and creating a situation for proactive, creative use of environmental expertise and environmental skills, search of new ways of working out the standards development activity in public life; identification of professionally important and moral qualities to the profession and the development of their shipboard; account of the special temperament and nature in the process of training and education of students, identification, and development of their skills; strengthening of the emotional-volitional sphere of trainees in order to fully demonstrate their environmental knowledge, environmental skills in difficult conditions, the operational activity.

Further, there is a problem in the sphere of socio-organizational unit. Information about the existing subsystem process of ecologization, the idea of its real accordance with the modern requirements of military specialties (supplemented Express-analysis of the current situation version), performance opportunities
modifications allow to make the starting ecological information field more effective, to avoid unnecessarily abstract approach to the problem of the implementation process of greening.

Thus, ensuring the effectiveness of the implementation process of ecologization largely based on a purposeful collection, selection, analysis, structuring and commit the necessary environmental information data of three main groups: the didactic, socio-organizational, psychological and pedagogical. This work is a preparatory step to improving the process of ecologization and has informational and search or information and analytical nature, the main technique used is at this point a comparison of information on available environmental achievements of pedagogical system with the presentation of its possibilities in the context of modern requirements. The result of this comparison is information about non-conformity, which is based on setting goals and identifying the means for its achievement. This technology is called dynamic analysis. Only knowing the original condition of the product, you can ensure its transition to a new quality.

Among the essential external conditions, the process of ecologization, allowing to increase its effectiveness, belong to the conditions of a didactic nature, which include learning objectives, content, methods, forms and means. Anyhow, but the didactic aspect external functional conditions ensuring effective implementation of the process of ecologization, includes many parameters that reside in performance ratio. There are three units: the first contains General options, the second and the third concern subjects of educational process, i.e. teachers and cadets. This block of didactic conditions implies eventually forming the so-called «didactic package», which followed the «ecological-information package aims to ensure more efficient implementation of the process of greening.

The next block includes a complex of the questions connected with activity of a teacher as the most active subject of the improvement of the pedagogical process in the implementation of the greening. This block of didactic conditions requires, above all, professional analysis of teacher-experimenter, and then consideration of the possibilities of the real teaching staff participate in raising the efficiency of the process of greening.

The effectiveness of ecologization largely depends on the formed ecological and social environment of the University that provides except medical, domestic, educational and material ensuring of environmental safety and detection of new technologies «optimal use of funds didactic ensure: structuring of educational material and the qualitative organization of independent work. In the course of the research study was made of the structuring of academic subjects at the University. The analysis showed that the universities have different ways of structuring environmental content of studied subjects. Their construction is based on the completeness sources of forming of ecological contents of courses taken at the University of predominant type of training; environmental culture and comprehensive training curriculum developers and thematic plans; conditions of training on the given discipline, allowing a complete playthrough of cadets of programs of academic subjects.

Such conditions of study at the University can be: special work on the formation and development of positive motivation for independence and activity of cadets, backed by moral and material incentives, the provision of high level of ecological and ideological orientation of the educational process, creation of necessary material-technical, pedagogical and psychological conditions for independent work, increase her factor in the educational process, assisting students to self-knowledge, self-esteem, self-education and other.

The determinants of a scientifically-based structuring environmental content of academic disciplines, are: the adequacy of the logical-didactic structure of the process and methods of modern scientific knowledge; the adequacy of the logical-didactic structure the composition of the professional activity of the graduates; the adequacy of the logical-didactic structure the structure of modern science; the adequacy of the current structure of scientific disciplines relevant academic discipline.

Results

As a result of analysis of practical activity of teachers in the manual independent work cadets we distinguish two groups of factors: the substantial and organizational. Meaningful take into account the availability of training and laboratory base, military-educational literature and manuals on independent work; organizational - take into account the planning of all types of tasks for independent work on the volume, content and terms of their performance; - provide for showing the cadets of the methods of independent work; determine the management of independent work of the students.
In this regard, we came to the necessity of disclosing substantial and organizational and methodical conditions ensuring ecological substantive and organizational level of teaching.

Substantive conditions were elected: 1) strengthening the ecological awareness raising function; 2) improvement of the ideological values of the military professional knowledge; 3) development of a conceptual framework in the process of ecologization of cadets military education.

During the development of organizational and methodical conditions it has been used the method of military profession modeling with a view to ensuring the environmental security. Simulation as a method of scientific and pedagogical researches allows us to imagine the end result of ecologization of cadets military education, as specified as the ideal model of activity of the military specialist. Observance of organizational and methodical conditions will bring real results ecologization to those set in the model for regulatory picture of the status and content of the activity of graduate, his qualities as a desirable end result of this process.

A system of common provisions for the design of a subject of increased environmental component includes: improvement of the level of mastering the modern concepts of military education as the scientific base of vocational environmental training; expansion of influence in the process of teaching of ecological knowledge, performing educative function; selection of the ways of actual use of environmental content of the courses; use of funds for the development of ecological and moral qualities of an officer. The most important factor of external functional conditions ensuring effective implementation of the process of ecologization is the psychology of the subjects of the pedagogical process. Psychological data includes the didactic aspect, however, we focus our effort is not so much the ability to teach or learn how to establish a favorable climate of the learning process in the process of greening. Of course, here all parameters have personalized nature and relate to the subject-object system of educational communications; most fully realizes it is in the process of greening. Environmental saturation.

Finally, social and organizational aspect external functional conditions for increasing the efficiency of the process of ecologization gives practical completeness of the proposed complex conditions. It also has a personal, subjective, however, and includes the objective parameters of pedagogical system. It stands three blocks: 1) the general conditions of the organization of the ecologization process; 2) the conformity of the educational-material resources; 3) qualifications and organizational skills of the teacher.

Didactic conditions requires the analysis and correction of objectives, content, methods and means of education from the point of view of increasing the efficiency of the process of greening. In addition, they also concern the roles of the main subjects of teaching process - a teacher and a student.

Psychological and pedagogical conditions of subjective and are a major «mediator» in raising the efficiency of ecologization between impersonal and personal factors training.

The social and organizational conditions and the psychological and pedagogical, characterize the learning process is in its immediate practical implementation of and associated with the implementation of the organizational capacity of the University, faculty, department, a teacher and a student.

Conclusion

Thus, the complex of conditions ensuring effective implementation of the ecologization process, has ecological and information, didactic, psychological and pedagogical, social and organizational aspects. Activities on the development of environmental readiness of military specialist will bring more success in creating these conditions in the real effect of pedagogical system in comparison with an ideal model of a specialist, which takes into account the most acute moments of identifying those areas of the ecologization process in improvement.

References
