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Formation of Professional Culture of Learners in an Educational Establishment of Internal Affairs Bodies as an Integral Part of Professionalism of Police Officers

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In order to become a competitive person capable of generating new ideas, with high efficiency and with minimal material, social and other costs to find solutions to the set operating objectives, the modern labor market makes high demands on both professional knowledge and general humanitarian training of graduates of educational institutions. This requirement fully applies to graduates of educational organizations of the Ministry of Internal Affairs of Russia. The purpose of the article is to determine the ground for the main tasks that are important for the formation of professional culture. The subject is the professional culture of an employee of the internal affairs bodies. As a result of the work done, it is established that in the current conditions the professional activity of an employee of the internal affairs bodies requires a high professional culture. In this regard, along with the need to develop the material and technical base of educational organizations training specialists for the police, the importance of the humanitarian component of higher education increases, and professional training should be built on the basis of an educational paradigm, the essence of which is "training of a human personality, a citizen, a specialist". In the article some directions of formation of high professional culture of employees of law-enforcement bodies in accordance with this paradigm are suggested. Therefore, conclusions and recommendations are of value in the organization of the educational process in specialized educational organizations of the law enforcement system, can be useful in building the educational process for other universities.

Keywords: professional culture, professional training, humane training, training of police officers, internal affairs authorities, training of specialists, educational establishment.

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Research area: pedagogy.

Introduction to the research problem

In the conditions of building a legal society it becomes more and more evident that this political and legal construction can remain a declaration and an unattainable dream of today's and future members of the Russian community unless an understanding is reached that there is not enough to be a professional today, professionalism should be combined with a certain level of culture. According to the researchers' observations "... to become a competitive person, the modern labor market makes high demands on both professional knowledge and general humanitarian training of graduates of educational establishments" (Yakusheva, 2011).

Theoretical framework of the research

In the early 1990s, the system of humanitarian training of students was subjected to a deep reorganization on the wave of deideologization of power institutions and departments. Military-political schools were closed, training of teachers of humanitarian disciplines for power ministries and departments was stopped, the number of hours of humanitarian training in the educational institutions of the Ministry of Defense, the Ministry of Internal Affairs and other educational institutions of the power block was drastically reduced.

At the same time local military conflicts began to arise in various regions of the former Soviet Union, in many of its regions criminal showdown began in the struggle for the redivision of spheres of influence and public property. Increasingly, new types of crime began to appear, such as economic, organized, transnational and drug-related crimes, which became a real threat to security for the society and the state. In fact, the entire system of values was subjected to the audit, and the society turned out to be

extremely fragmented and individualized. In the 90s, money and economic success became priority, which created a favorable background for the spread of corruption, bribery, professional unscrupulousness, bureaucratic chaos. Many young people wanted money in a quick way, not to work, just take money. Racket started. Crime has never before exerted such destabilizing influence on the vital activity of the country, as in these years. The aggravation of the criminal situation, the change in the qualitative characteristics of crime by the mid-1990s had acquired the character of a real threat to the national security of the country.

The economic crisis affected the quality of the militia. The practice of working not with a person, but with papers established. The main goal and criterion for its evaluation were formal and quantitative indicators. Often, there were lengthy non-payment of wages, almost no additional incentives were paid, and the prescribed payments for sub-housing, rations, combat, etc. The level of money allowance was low, there was no proper logistical support for maintenance, while maintaining high requirements for the quality of its performance. In the conditions of the lack of social policy in relation to the Institute of Internal Affairs in the 90s, there was a wave of dismissals. The outflow of experienced and qualified employees to commercial structures, which led to a decline in the level of the professional core, quality and level of law enforcement, even more weakened the power ministries and departments, including the Russian Ministry of Internal Affairs. At the same time, "... from 1992 to 1996, more than 700,000 people were employed by the internal affairs bodies, which, in essence, led to a mechanical blurring of the professional core of the basic services" (Borovykh, 2000: 5) This contributed to a decrease in professionalism, abuse of office, attempts to solve personal problems on the basis

of granted powers, official red tape and inattention to those citizens who needed legal assistance and protection. The number of violations of discipline and legality, crimes committed by members of the internal affairs bodies increased. This confirmed once again that no orders, plans and methods can provide an opportunity to cope with the tasks set if their implementation engages by morally and professionally immature workers.

In the public consciousness and in practice, in the 1990s, the moral character of law enforcement officers deteriorated. Much of the positive experience in these years was recognized as “not responding to modern trends” and lost. Only in the late 1990s it came to realize the need for its revival, its value for raising the level of professionalism in law enforcement activities, and active work began to change the status of educational institutions of internal affairs bodies. New educational technologies are being developed and introduced, scientific researches aimed at improving vocational training are being carried out (Lyakh, 2005).

Statement of the problem

An officer of the law-enforcement bodies, in the current conditions of professional activity, needs not only high training, but also stable professional and ethical qualities, readiness to resist the influence of factors of professional deformation and burnout. These qualities are formed and developed throughout the whole service, the solution of operational and official tasks, the development of a personal *value system*, but their formation, as evidenced by experience and special researches (Nevirko, 1999, Shashkin, 2005, Shinkevich, 2007, Evtikhov, 2016), begins in the period of education in the educational institutions of internal affairs bodies.

Important events taking place in our country, the tasks of affirming humanistic and democratic ideas, rights and freedoms, market relations, the

norms of life of the rule of law state and civil society in the life of the Russian society, set new challenges for educational institutions of law enforcement bodies. The proclamation of ideas does not mean their automatic implementation in the life of society and every person. At the same time, the internal affairs agencies as a social institution today face the problem of transition from the management of a closed system, where the main quality of a professional employee is official duty performance, to the management of an open system, where the very content of the concept “professionalism” changes. A professional in the Department of Internal Affairs, where interpersonal contacts prevail in the activities of employees, both with citizens and with colleagues at work, is a conscious, rational element of the management structure that can take into account the diversity of interests of all parties and ensure their interaction. Such a situation in itself is of a stressful nature and makes high demands on employees, especially when it is extreme. In these conditions, intellectuality and morality the ability to direct knowledge, skills, abilities, experience to the realization of professional mission become the most important integral qualities of a specialist, since the socially significant effectiveness of both their activities and the activities of the entire police depends on how the employees of the Department of Internal Affairs manage their professional skills and physical training.

Methods

To carry out law enforcement functions under democracy, it is necessary that democracy lives in every police officer; to live in conditions of morality and justice, it is necessary that morality and justice live in every policeman; to live in the conditions of law, it is necessary that law lives in it and is organically combined with his professional activities. This poses

serious challenges for educational institutions, which should be aimed at forming an institution for supreme protection of the interests of the individual, taking into account the new social role of the police, focused not only on eradicating crime, but also to providing effective and quality services to protect the legitimate rights and interests of the individual. Taking this into account, professional training, improvement of work with personnel should be based on an educational paradigm, the essence of which is: “the preparation of a person – an individual, a citizen, a specialist”. In these conditions, an appeal to a person, respect and protection of his rights and freedoms is a social imperative and an indispensable prerequisite for improving the personnel policy.

Discussion

Together with the need to develop the material and technical, information base of educational institutions, training specialists for the power ministries and departments, the introduction of innovative educational technologies, the importance of the humanitarian component of higher education increases. Today the professional education of future employees of law enforcement bodies gradually stops being exclusively a process of training a person only for professional activities. Its aim is mostly in the performance of a certain set of humanistic tasks and functions for the education of cadets, listeners, the formation and development of the personality of the law enforcement officer, the inoculation of a common culture, spirituality, moral and ethical principles and beliefs. This means that today society requires from the departmental higher education an effective training of a person for a successful life and activity in the extremely difficult and dynamic conditions of the modern changing world, the formation of knowledge, skills and experience of professional culture. This

requirement for the formation of general cultural competences is laid down in the Federal state educational standards for higher professional education aimed at training lawyers.

The basis of such a concept as the professional culture of an employee of the internal affairs bodies is the individual characteristics of a person related to his professional activities, whether as an investigator, operational officer, local district police chief, employee of the State Road Safety Inspectorate, forensic expert, etc. Legitimacy; protection of human and civil rights and freedoms; inviolability of the person; respect for the honor and dignity of the individual; the implementation of justice only by the court – these are just some of the basic principles reflecting the level of the professional culture of an employee of the internal affairs bodies. Today, when it comes to the professionalism of a person, first of all, it means his professional culture and the ability to apply professional knowledge and skills in practice adequately. Along with this, professional culture is often combined with the general culture of the person, ethical norms, the code of conduct. Moreover, it is associated with reflection, that is, with personal study, self-analysis, spiritual self-education and self-improvement aimed at the development of the inner world, and the main condition for the formation of the humanistic character of education is the personal perception of universal values by learners and mastering the broad context of cultural values “...necessary for development of professional self-awareness and creative activity” (Ziyatdinova, 1999: 26).

Without much exaggeration, it can be stated that the most important objective prerequisite and the necessary condition for the successful solution of the tasks set to them by the internal affairs bodies is the qualitative deployment, the organization of the educational process, and purposeful work with personnel. This involves solving a set of problems related to the selection,

placement, training and education of personnel, the creation of a stable and highly professional managerial and teaching staff that can solve the most difficult tasks of organizing and providing the learning process effectively.

The quality of professional education today is the basis of any activity. It has special significance for the Ministry of Internal Affairs of the Russian Federation, which is the most numerous party of ensuring national security and law enforcement that protects the life, health, rights and freedoms of citizens of the Russian Federation, foreign citizens, stateless persons, crime prevention, and property, provides public safety (Regulations on the Ministry..., 2011).

The leading role in ensuring security is assigned to personnel, to all those who are called upon to fulfill the tasks set by the society to the internal affairs bodies with their professional activities. At the same time, in the public consciousness, there is still a contradiction between the bodies of internal affairs as a power organization designed to ensure the rule of law and order in society, to provide legal protection to citizens, and low expectations of the public regarding police capabilities, disinterestedness and high morality of its employees. This shows in many respects that the existing standards and practice of training personnel for law enforcement agencies in the current realities of the Russian society do not fully achieve their educational potential. To restore public confidence in the bodies of internal affairs in the new conditions on the basis of old models and methods of only departmental educational policy is impossible today.

Some of the most relevant claims of the society towards the police should be noted: firstly, low professionalism, red tape, bureaucracy and indecisiveness when it is necessary to react quickly to signals about crimes and administrative violations; secondly,

inattention, callousness, unpreparedness come to assistance of those in need, not for business needs, but for conscience and professional duty; thirdly, some facts of corruption at various levels of the service vertical, up to the highest levels; fourthly, the neglect of human rights, the simplest moral norms, etc. This is largely promoted by certain factors that distort the value of the idea of morality and high professional culture in relation to the activity of certain categories of workers in internal affairs in the public consciousness. They include: firstly, the nature of the operational-search activity is indicated in the law only in general terms; secondly, some of the normative acts regulating the operative-search activity contain prescriptions of a blurred character; thirdly, the specificity of the means and methods of operational-search activity externally causes the existence of a moral contradiction between the “good” goal and the “low” means of achieving it; fourthly, the need, within the framework of investigative actions, to reproduce certain circumstances that occurred at the time of the commission of the crime, which sometimes make the victims or their relatives feel anew, etc.

We can show complaints to the results of activities to other state bodies. But the policeman is closer to people, he is daily in the focus of increased public attention, and the problems he is being addressed to are sharper and more urgent (at least for those who need help from law enforcement officers). There are many reasons for this, but most of them lie in the plane of personal professional preparedness and professional culture, morality and psychological stability. The Executive Board of the Ministry of Internal Affairs of Russia, the Department of State Service and Personnel (DGSK) of the Ministry of Internal Affairs of Russia have done a lot and are trying to improve the situation, but it is not the time to say that the problem with the training of

highly professional personnel for the department has been solved (Vorontsov, 2016).

In the difficult conditions in which modern Russian society is, it is important to develop adequate mechanisms for the formation of professionally significant qualities, lay the foundation for the professional culture of employees of the internal affairs bodies, and especially those who are at the initial stage of their professional career. New approaches to the organization of the educational process at all levels, the implementation of strategy, tactics, and methods for training highly professional personnel are needed.

It should be noted that this idea is not new, the officials from education, heads of law enforcement agencies, other power ministries and departments have been saying about the need to improve the system of personnel training in general and for internal affairs bodies in particular for several years. The federal state educational standard of higher education of the third generation has refreshed the problem of developing and implementing in the educational institutions a new didactic system based on a modular model for the formation of educational programs. According to the concept, the essence of the modular model is to ensure the comprehensive mastery by learners of the professional competencies based on the comprehension of information from various fields of knowledge, the sector of practical experience.

Besides, modular training is a combination of various forms, manners and methods of joint educational activity of the teacher and trainees on the basis of the inclusion in the module of mutually complementary learning topics of various branches of knowledge. The idea is good – to teach exactly what is provided for by educational standards, to minimize the loading of the educational process with secondary information that does not directly affect the level of the formation of specific general cultural

and professional competencies. However, it is difficult to realize it in practice in conditions of training specialists in higher education. Disciplinary training is still dominates in almost all areas of knowledge, which does not correspond to one of the main aspects of the new educational paradigm – the competency model of the graduate. And there is an explanation for this: a modular presentation of the content of the educational process at the stage of organization, the coordination of the teaching staff is a rather complex, time-consuming, costly process. As a consequence, the greatest potential of the modular method today is manifested only in the sphere of professional development of the employees of the internal affairs bodies, in the conditions of limited time allocated for classes, unified programs for professional development and reporting on the results of their development. And the substitution in the working curricula of chapter titles for modules is only the appearance of modular training.

At the same time, it is possible and appropriate to implement a real modular method in the preparation of higher education programs. First of all, right out of undergrad, when special disciplines, which really supplement each other, are actively being mastered. In these modules it is practicable and helpful to introduce a number of topics logically related to the main subject of the module, which were studied in the first courses. Knowledge of logic, professional ethics, economics, psychology, and acmeology will be useful (the possibilities of the recent science are practically not used today in the training of personnel). This is a real place for humanitarian disciplines in the formation of professional competencies using modular training. It should be understood that the introduction of the modular method will require a clear preliminary study of the main components of the process of modular structured education.

Conclusion

Thus, in order to further enhance the professional component of the educational process to train specialists for the internal affairs bodies and to form an integrated professional culture, the following tasks must be realized:

- to improve the practice of selecting future specialists, including citizens who have completed military service. Today this category of students is a miniscule share.

- to increase the practical component of the educational process aimed at developing general cultural and professional competencies;

- to improve the practice of police interaction with the public, the implementation of measures to enhance the image of law enforcement bodies in the public mind, the expansion of the legal volunteer movement with the participation of students of educational institutions of the Ministry of Internal Affairs of Russia;

- to make more use of the experience of employees of law enforcement agencies, introduce into practice the invitation of leading specialists of territorial bodies for conducting training sessions, cultural and educational events;

- to create a system in which, upon completion of training, officers are required to serve for at least a year or two in practical work;

- to introduce an increased share of the social and humanitarian component in the current or take it into account when developing new educational standards for all levels of higher special education;

- to develop at the level of educational institutions, the personnel bodies of the territorial main departments (directorates) of the Ministry of Internal Affairs of Russia and “adapt” the profессиograms and acmeograms of the employees of the internal affairs bodies, taking into account the components of the professional culture, to determine the criteria, markers, indicators and methods for assessing the level of professionalism of police officers.

A balanced approach to the issues of the formation of a professional culture in the process of obtaining professional knowledge, skills and abilities during the period of vocational training, and later in service, will contribute to the formation of professionalism of employees of law enforcement bodies, strengthen the credibility of law enforcement bodies and trust of them by the public.

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Формирование профессиональной культуры обучающихся в условиях образовательной организации органов внутренних дел как неотъемлемой составляющей профессионализма сотрудников полиции

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Для того чтобы стать конкурентоспособной личностью, способной генерировать новые идеи с высокой эффективностью и с минимальными материальными, социальными и иными затратами, находить решения поставленных производственных задач, современный рынок труда предъявляет высокие требования как к профессиональным знаниям, так и к общей гуманитарной подготовке выпускников учебных заведений. Данное требование в полной мере относится и к выпускникам образовательных организаций Министерства внутренних дел России. Целью статьи является определение основных задач, имеющих значение для формирования профессиональной культуры, предметом – профессиональная культура сотрудника органов внутренних дел. В результате проделанной работы установлено, что в современных условиях профессиональная деятельность сотрудника органов внутренних дел предполагает наличие высокой профессиональной культуры. Для этого наряду с необходимостью развития материально технической базы образовательных организаций, готовящих специалистов для органов полиции, возрастает значимость гуманитарной составляющей высшего образования, а профессиональная подготовка должна строиться на основе образовательной парадигмы, суть которой «подготовка человека – личности, гражданина, специалиста». В статье предлагаются некоторые направления формирования высокой профессиональной культуры сотрудников органов внутренних дел в соответствии с данной парадигмой. Следовательно, выводы и рекомендации представляют ценность при организации образовательного процесса в специализированных образовательных организациях правоохранительной системы, могут быть полезны при выстраивании образовательного процесса и для других вузов.

Ключевые слова: профессиональная культура, профессиональная подготовка, гуманная подготовка, подготовка сотрудников полиции, органы внутренних дел, подготовка специалистов, учебное заведение.

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