PEDAGOGICAL CONDITIONS OF SOCIO-ECONOMIC TRAINING CADETS AND STUDENTS IN THE PROCESS OF CONTINUOUS EDUCATION AT NASBGSU

The article is devoted to the analysis of pedagogical conditions of socio-economic preparation of cadets and trainees in the process of continuous education at NASBGSU. It has been determined that the level of socio-economic competence is not optimal for effective solution of professional tasks in the border agency. It is summarized that the training of specialists of the Border Guard Service of Ukraine in the new conditions of development of society requires the formation of not only their professional competences, but also socio-economic preparedness. Retrospective analysis of scientific achievements in the direction of analysis and specification of the concept of “condition”, became the basis for determining the pedagogical conditions of socio-economic training of cadets and trainees in the process of continuous education at NASBGSU. The analysis of scientific researches on the problem of isolation of pedagogical conditions of training of cadets and trainees in the National Academy of the State Border Guard Service is reflected.

The research of scientific investigations enables to make assumptions about the effectiveness of influence on the process of socio-economic training of cadets and students in the process of continuous education at NASBGSU such pedagogical
conditions as: orientation of the educational process of NASBGSU on active program-motivated mastery of cadets and students; creation of an integrated educational space based on the networking of the NASBGSU and the State Border Guard Service of Ukraine; the use of modular and project-based learning technologies to enrich the cadets’ and trainees’ experience of making optimal decisions in simulated socio-economic situations of a professional context; organization of pedagogical support of continuous self-educational activity of cadets and trainees in the direction of mastering socio-economic competence.

**Key words:** conditions; organizational and pedagogical conditions; vocational training; future border guard officers; education; socio-economic competence.

1. INTRODUCTION

**Target setting.** The redistribution of spheres of political and economic influence, the stratification of modern society, the phenomena of separatism and nationalism, the instability of ideological attitudes, the discrediting of many moral ideals and landmarks, the manipulation of human consciousness through the media cause a state of uncertainty and exacerbate development. In the higher education system, the current situation stimulates the organization of such educational processes, which, given the changes taking place in society, contribute to the self-development of the personality of the future specialist. The conceptual basis of the outlined processes now is the idea of continuous education. After all, the level of intellectual potential of any country is the most important factor in economic, social and political development.

The Higher School is regarded as an important institute of socialization of the individual, where both education and training reproduce a single process aimed at training highly educated, erudite, creative specialists, including the staff of the State Border Service of Ukraine. This is facilitated by the special educational structure of the National Academy of the State Border Guard Service of Ukraine, where the encouragement of the cadets’ creativity, initiative and activity in finding optimal forms and methods of independent knowledge acquisition is an essential feature [2, p. 4], which creates the foundation for continuing education. In these circumstances, an important factor in solving the problem outlined is the training of highly qualified specialists of the State Border Guard Service of Ukraine of a
new type, ready for the correct, synthesized solution of complex and diverse socio-economic professional problems. Therefore, in the conditions of our country’s transition from a planned to a market economy, it became necessary to form a future outlook for future specialists, which implies a high level of socio-economic competence of the students and students of the NASBGSU. The socio-economic education of cadets aims to form a clear and scientifically substantiated view of the future staff of the State Border Guard Service of Ukraine on the economy, social processes in modern society, and promote the formation of a holistic understanding of the market and social relations system. The solution to this problem actualizes the problem of improving the socio-economic training of cadets and trainees in the process of continuous education at NASBGSU by developing and implementing special pedagogical conditions.

**Actual scientific researches and issues analysis.** The issue of developing pedagogical conditions for the preparation of future border guards is constantly being raised in the field of scientific research. For example, the pedagogical conditions of formation of future officers-border guards of economic culture (Yu. Balashov [1]), economic competence (K. Tushko [11]), information culture (A. Belorus [2]) were singled out and theoretically substantiated by scientists; development of military special competence in the process of master’s training (V. Veretilnik [3], O. Didenko [3]); improvement of professional training of border guards in terms of service (A. Kucherenko [5]); improving the education of cadets of the National Academy of State Border Guard Service of Ukraine (D. Koteruba [4]); formation of professional competence of future officers of the rear in the field of military-economic logistics (O. Masliy [8]); use of control of educational activity of cadets of higher military educational establishments (V. Polyuk [10]), etc.

However, summarizing the scientific achievements of contemporary authors showed a lack of purposeful search in the direction of isolation of pedagogical conditions of socio-economic training of cadets and students in the process of continuous education at NASBGSU. At the same time, the announced study is based on the existing theoretical and methodological foundations of military education.
The purpose of the article is to distinguish the pedagogical conditions of socio-economic training of cadets and students in the process of continuous education at NASBGSU.

2. RESULTS OF THE RESEARCH

In modern pedagogical studies related to the problems of improving the functioning of pedagogical systems, increasing the efficiency of the educational process, one of the most interesting aspects is the isolation, substantiation and verification of pedagogical conditions that will ensure the success of the experimental activity. For the most part, this problem causes some difficulties for researchers, which is due to the following reasons:

1) a one-sided view of the phenomenon of the key concept of “conditions”;
2) unclear understanding of the direction of implementation of certain conditions in the context of a particular study;
3) poor validity and methodology for choosing specific pedagogical conditions, etc.

In order to prevent the occurrence of such difficulties in the context of the research, scientific exploration for determining the effective pedagogical conditions of socio-economic training of cadets and trainees in the process of continuous education at NASBGSU was carried out in several directions:

- analysis and concretization of the content of the terms “conditions”, “pedagogical conditions”, “organizational and pedagogical conditions”;
- clarification of classification groups of pedagogical conditions;
- analysis of dissertation researches concerning the problem of isolation of pedagogical conditions of preparation of cadets and trainees at NASBGSU;
- Generation of a number of probably effective pedagogical conditions for socio-economic training of cadets and trainees in the process of continuous education at NASBGSU;
- involvement of the expert group in the procedure of identifying optimal conditions from the list of proposed ones;
- theoretical substantiation of the chosen pedagogical conditions.
Let us turn to a comprehensive theoretical analysis of the category “condition”. In the vocabulary reference, this definition is interpreted as:

1) the circumstance on which something depends;
2) a set of rules established in a particular field of life, activity;
3) the environment in which a certain process takes place [12, p. 188].

Summarizing the results of the theoretical analysis of the philosophical literature, it is found that the researchers’ interpretation of the term “condition” is associated with the establishment of a series of relations of the subject with the surrounding phenomena of environmental reality, without which the first cannot exist. In the philosophical vocabulary, the term is defined as “something on which something else depends; a significant component of objects, states, interactions (educational, professional, etc.), the existence of which determines the existence of the phenomenon itself” [9, p. 707]. Thus, a number of specific conditions of a phenomenon create an environment for its emergence, existence and development.

In psychological science, the term “condition” is usually used in the context of explaining the specifics of the development of a particular mental state and is revealed by a set of internal and external determinants [12, p. 35], which accelerate or slow down the personal development of a person, determine the dynamics and final results of such development [7, p. 170–171].

In the pedagogical sphere, a similar position is observed regarding the interpretation of the definition under study. Generally speaking, pedagogical terms mean a set of interrelated factors necessary to create a purposeful educational process with the use of modern pedagogical innovations that ensure the professional competence of the future specialist. In educational practice, the creation of specific conditions is associated with the psychological and pedagogical aspects of the development of the phenomena under study. Psychological aspect involves the study of the internal characteristics of the phenomenon under study in the internal structures of the individual in order to direct influence on them. The pedagogical aspect connects the psychological content with the factors and mechanisms that provide the desired development of processes, phenomena, properties; involves identifying and creating circumstances that ensure the impact of educational impacts. Consideration of the pedagogical aspect is necessitated by the
identification of such factors that contribute to the realization of the most important targets for the use of many modern pedagogical technologies as a means of research.

The comparative synthesizing theoretical analysis of the definition of “condition” was carried out, showed that the term is general scientific, and its content in the pedagogical sense is characterized by a set of the following provisions:

a condition is a series of interrelated factors, circumstances, objects, etc.;

a certain set of selected conditions influences the dynamics of formation of pedagogical phenomena;

the transformative influence resulting from the realization of conditions accelerates or slows down the process of development of certain phenomena.

Today, the term “condition” is widely used in scientific research to characterize pedagogical systems, creating structural and functional models, where the procedural component is the implementation of a number of defined conditions. However, there is no generally accepted classification of the organization of the educational process. Therefore, scientists distinguish different groups of conditions (pedagogical, psychological and pedagogical, didactic, organizational and methodological, etc.), based on their significant features.

Thus, N. Levchuk [6] singled out and substantiated the pedagogical conditions for the development of economic competence of undergraduate officers of the State Border Guard Service of Ukraine in the process of professional training. In certain pedagogical conditions, the researcher considered the expediency of using an interdisciplinary approach to developing the skills of financial and economic activity for the undergraduate officers; application of educational technologies of imitation modeling, opportunities of modern information and communication technologies and individualization of preparation of undergraduate officers for financial and economic activity). In turn, K. Tushko [11] concluded that the process of forming the economic competence of future border guards would be effective if, under pedagogical conditions, the formation
of positive motivation for mastering economic disciplines was taken into account; definition of basic concepts of general economic knowledge for professional activity of border guards; Use of cross-domain links organization of purposeful independent work of cadets. We agree with the position of the author, however, we believe that the problem of formation of socio-economic competence requires the continuity of education of cadets and trainees in the process of studying at NASBGSU. After all, nowadays a situation has arisen in the society, under which each specialist, including the staff of the State Border Service of Ukraine, should systematically enrich the content not only of professional knowledge, skills, but also to expand socio-economic competence throughout the period of obtaining professional education. Thus, in the course of higher education, cadets should acquire critical thinking skills and theoretical knowledge in practice, interpersonal communication skills, perception and adaptation in the context of rapid updating of socio-economic factors of professional activity.

At present, there is a lively polygraph of researchers in the scientific literature on problems of continuing education, including the military. In the context of continuity of education, it is sometimes considered as a supplement to basic education, the process of using various innovative forms of education, professional development, retraining. However, the principle of continuity has a much deeper meaning and implies a qualitatively different type of interaction between personality and society throughout the professional life of man.

3. CONCLUSIONS AND PERSPECTIVES FOR FURTHER STUDIES

Therefore, the socio-economic changes that are currently taking place in Ukrainian society, the development of new generation state educational standards requires the active introduction of innovative continuing education technologies into the higher education process. At the same time, the main reference point in the education of future specialists is the preparation of a competent professional. A detailed analysis of the scientific literature and their own pedagogical experience suggests that an effective influence on the process of socio-economic preparation of cadets and trainees in the
process of continuous education at NASBGSU will have the following pedagogical conditions:

- economic competences; creation of an integrated educational space based on the networking of the NASBGSU and the State Border Guard Service of Ukraine;
- the use of modular and project-based learning technologies to enrich cadets’ and students’ experiences of making optimal decisions in simulated socio-economic situations of a professional context;
- organization of pedagogical support of continuous self-educational activity of cadets and trainees in the direction of mastering socio-economic competence.

The prospects of further scientific research in this direction can be seen in the development of a structural and functional model of socio-economic training of cadets and students in the process of continuous education at NASBGSU and approbation of methodological support for the implementation of certain pedagogical conditions.

References


Вадим Дияк. Педагогічні умови соціально-економічної підготовки курсантів та слухачів у процесі безперервної освіти в Національній академії Державної прикордонної служби України імені Б. Хмельницького

У статті здійснено спробу виокремлення педагогічних умов соціально-економічної підготовки курсантів та слухачів у процесі безперервної освіти в Національній академії Державної прикордонної служби України (НАДПСУ). Підсумовано, що результативність соціально-економічної підготовки майбутніх прикордонників є недостатньою для ефективного вирішення професійних завдань на сучасному етапі розвитку суспільства. Установлено, що важливим чинником вирішення окресленого завдання є підготовка висококваліфікованих фахівців Державної прикордонної служби України нового типу, готових до комплексного вирішення складних і різнопланових соціально-економічних та професійних проблем. Для визначення ефективних педагогічних умов соціально-економічної підготовки курсантів та слухачів у процесі безперервної освіти в НАДПСУ здійснено науковий дискурс у напрямі аналізу і конкретизації змісту поняття “умови”. Відображено результати теоретичного аналізу дисертаційних досліджень, що стосуються проблеми виокремлення педагогічних умов підготовки курсантів та слухачів у НАДПСУ.

Детальний аналіз наукової літератури дає змогу припустити, що ефективний вплив на процес соціально-економічної підготовки курсантів та слухачів у процесі безперервної освіти в НАДПСУ матимуть такі педагогічні умови: орієнтація освітнього процесу НАДПСУ на активне програмно-мотивоване оволодіння курсантами та слухачами системою соціально-економічних компетенцій; створення інтегрованого освітнього простору, заснованого на мережевій взаємодії НАДПСУ та Державної прикордонної служби України; використання технологій модульного і проектного навчання для збагачення досвіду прийняття курсантами та слухачами оптимальних рішень у змодельованих соціально-економічних ситуаціях професійного контексту; організація педагогічного супроводу безперервної самоосвітньої діяльності курсантів та слухачів у напрямі опанування соціально-економічною компетентністю.

Ключові слова: умови; педагогічні умови; професійна підготовка; майбутні працівники прикордонної служби; освіта; соціально-економічна компетентність.