STRUCTURAL AND FUNCTIONAL MODEL OF PERSONNEL TRAINING OF GERMAN FEDERAL POLICE

The article substantiates the structural and functional model of professional training of the Federal Police of Federal Republic of Germany (GFP). The presented model takes into account the main components of the researched process, reproduces, simulates, reflects its properties, features and characteristics. The model is developed on the basis of the analysis of pedagogical literature, educational programs and curricula, the corresponding orders of the Federal Ministry of Internal Affairs of Germany, as well as the practical activities of educational institutions which provide professional training of the specified personnel. The presented model reveals the objective, content, procedural, institutional, diagnostic and resultative units. The objective unit reflects the needs in the field of professional training of the GFP personnel, reveals the objective, professional requirements, peculiarities of professional activities, tasks of professional training of the GFP personnel. The content unit of the structural and functional model takes into account the legislative and regulatory framework, which determines the areas of professional
activities of the GFP personnel, its professional, legal status, training requirements, and reflects the content of curricula, educational programs, modules, competencies (general, professional, special, methodical, managerial), program learning outcomes, professional knowledge, skills, abilities and qualities of future police officers. The procedural unit of the model reveals the essence and defines the peculiarities of the organization and implementation of professional training of the GFP personnel, in particular the forms of education, stages of training, forms and methods of training, training and methodological support which enable to effectively achieve the goals outlined in the objective unit. The institutional component of the model shows the educational institutions where the training of the GFP personnel of each level is carried out. The diagnostic and resultative unit of the model provides for the verification of the goal achievement of the GFP personnel training and reveals the types and scales of evaluation of learning outcomes, forms of final examination that take place in the personnel training system, as well as qualifications obtained by the GFP personnel at the end of training. The implementation result of the presented structural and functional model is a trained highly qualified specialist of the German Federal Police.

**Keywords:** professional training; structural and functional model; German Federal Police; border guard specialists.

1. **INTRODUCTION**

The Ukrainian Border Guard Agency is in the process of development, which is taking place against the background of significant socio-political changes in the country, which significantly complicate the situation at the state border and conditions of service for the personnel of the State Border Guard Service of Ukraine (SBGS), especially in the east. The professional activities of border guards are related to the performance of complex and responsible functions in extreme conditions, and its effectiveness depends entirely on the appropriate level of professional training of SBGS personnel. The current challenges of globalization and integration processes, changes in the policy and strategy of the state border protection bodies are increasingly raising the issue of improving the quality of professional training of SBGS personnel.

The Strategy of Integrated Border Management for the period up to 2025 approved by the Cabinet of Ministers of Ukraine in July 2019, envisages one
of the tasks to adapt approaches to training personnel to the rapidly changing operational environment, taking into account European best practices, namely: by applying modern technologies in the process of personnel training; updating basic training programs, taking into account European and international standards, the Common Core Curriculum of FRONTEX, EU recommendations (TAXUD) and the World Customs Organization; reviewing the timing and training programs to optimize costs; ensuring the development of a training system for trainers, as well as joint planning and training of integrated border management objects [1]. Therefore, the study of current trends and experience of professional training of border guard specialists in the countries of the European Union and the Federal Republic of Germany in particular acquires special significance.

**Problem statement.** The results of the study of publications and regulations, analysis of the practical experience in training border guards in Ukraine indicate that the level of professional training of border guards in accordance with European standards is not reached, and also indicate the presence of certain contradictions between: the need of the society and the SBGS in highly qualified specialists on protection of the state border capable of carrying out professional activities, taking into account the best European practices and insufficient level of realization of innovative ideas in professional training; the need for critical analysis of foreign experience in the training of border guards and the insufficient level of its systematic understanding and generalization in the national pedagogical theory and practice; the presence of positive German experience and the lack of comparative pedagogical research on its study and generalization, as well as recommendations for the introduction of innovative forms, methods and technologies in educational institutions in Ukraine.

The need to overcome these contradictions, the necessity for a holistic and systematic study of the German experience in training specialists for border protection, the lack of similar research in national science determines the relevance of the study.

**Analysis of recent research and publications.** The experience of professional training of police officers from foreign countries was studied by: K. Izbash, O. Koboziev, A. Chernenko (Europe), I. Kolontaievska (the
USA, Canada, countries of Western and Central Europe and Scandinavia), O. Frank (Germany). Some aspects of training border guards in the leading countries were researched in the works of such scientists as A. Balendr, S. Biliavets, O. Zhabenko (EU), I. Bloshchynskyi (Lithuania, the USA), O. Didenko (Romania), O. Kirieiev, S. Psol, N. Ryndenko, L. Tsviak (Poland). However, the results of the analysis of scientific sources indicate that the researchers did not pay attention to the issues of a comprehensive analysis of the training of border guards in the Federal Republic of Germany, which can be carried out on the basis of a structural and functional model.

The objective of the article is to develop and substantiate the structural and functional model of professional training of the German Federal Police (GFP).

2. RESULTS OF THE RESEARCH

The modelling method is used today in various fields of science and at different stages of scientific research. The use of modelling in pedagogy enables to analyse in detail and evaluate the main stages, elements and subjects of the educational process. In pedagogical science, the terms of ‘model’ and ‘modelling’ are considered by many scholars, including K. Hnezdivlova [2], S. Honcharenko [3], I. Zaziun [4], S. Sysoieva [5] and other.

A model (from the Latin modulus - measure) is a certain conditional image of the object of study, which replaces the latter and is in such a correspondence with it, which enables to gain new knowledge. A model is built to reflect the characteristics of an object (elements, relationships, structural and functional properties), significant in terms of the objective of a study [6]. The researchers such as T. Kovaliuk, V. Paslenyk, N. Kunanets used, for example, the modelling method to analyse the development of higher education based on a competency-based approach and personality-oriented educational trajectories [7]. O. Radkevych devoted his monograph to the study of modern models of vocational education and training in the EU countries [8].

The essence of such a general scientific method as modelling is to establish the similarity of phenomena, the adequacy of one object to another in certain relationships and the transformation on this basis of simpler structure and content of the object into a model of a more complex object (original) [9].
According to M. Fitsula, a scientific model is a semantically presented and materially realized system that adequately reflects the subject of research, is a means of theoretical study of pedagogical phenomena through the imaginary creation (modelling) of life situations; helps to know the pattern of human behaviour in different situations [10]. In turn, I. Bartienieva believes that a model is created to obtain or store information in the form of an imaginary image, description of symbolic means or a material object that reflects the properties, characteristics and relationships of the original object of arbitrary nature, which are essential for the subject (person) of a specific task [11]. A pedagogical model, according to Ye. Romanov, is a generalized, abstract and logical image of a specific phenomenon of a pedagogical system, which reflects and represents the significant structural and functional connections of the object of pedagogical research, presented in the right visual form and able to give new knowledge about it [12]. In this study, we appeal to the vision of A. Balendr, who has defined the pedagogical model as an interconnected set of subsystems (units) with specific properties that are integrated into the unity of the organization of the professional training process [13].

The studied experience enabled to create a structural and functional model of professional training of GFP personnel (Figure 1). The model performs the following functions: illustrative, translational, explanatory, prognostic and reflects the professional training of the GFP personnel on the basis of selected properties, characteristics and connections.

The structural and functional model of professional training of the German Federal Police personnel was developed on the basis of the analysis of pedagogical literature, educational programs and curricula [14, 15, 16], the corresponding orders of the Federal Ministry of Internal Affairs of Germany [17, 18, 19], as well as the practical activities of educational institutions which provide professional training of the specified personnel. The proposed model is an imaginary schematic system that takes into account the main components of GFP personnel training and reflects the features and properties of this process. The model contains the following units: objective, content, procedural, institutional, diagnostic and resultative.

Let’s consider the structure and content of each of these units in more detail. The objective unit takes into account the needs in the field of professional training of the GFP personnel, reveals the objective,
professional requirements, peculiarities of professional activities. The main goal (training of highly qualified personnel for the GFP) is achieved by performing the task, which is to form the professional competence of the GFP personnel. The professional competences being formed correlate with the professional requirements which are put forward to the GFP personnel, and are defined by peculiarities of professional activities, the functions carried out by professional and typical types of operational and service activities in ranks of GFP. Professional requirements and professional competencies are summarized in curricula, programs and modular books and determine the specifics of the GFP personnel training, the amount of knowledge, skills and abilities necessary for effective professional activities in the position provided for the relevant level of police force.

Areas of professional activities of the GFP personnel are determined by the German Federal Police Act [20], their professional, legal status, training requirements – by the Federal Law on Civil Servants [26], the Law on German Federal Police Officials [21], the Order of the German Ministry of the Interior regarding the ranks of GFP police officers [22]. These provisions respectively determine the content unit of the model of GFP personnel training, to which comprises: content of curricula, educational programs, modular books, modules with relevant disciplines; competencies (general, professional, special, methodical, managerial), program learning outcomes, professional knowledge, skills, abilities and qualities of future police officers.

If the training programs for lower-level personnel provide police officer with the formation of system of knowledge, skills, as well as general and professional competencies necessary to perform the tasks assigned in compliance with all legal norms and taking into account the current situation; the training program for higher level personnel involves the formation of a number of methodological and managerial competencies.

Senior police officers, for example, must be able to manage large units and departments, direct the actions of their subordinates in large-scale operations, perform managerial functions in the central police bodies of the federal states and the Federal Police, manage units involved in cooperative international operations, and also perform appropriate duties in the field of training and retraining of police officers.
Fig. 1. Structural and functional model of personnel professional training of German Federal Police

In addition to the basic professional and managerial competencies required for senior police officers, the following skills were defined [16]: perspective, methodical, analytical thinking that will enable police officers to...
quickly take into account all the changes in their future professional activities that occur in the state, politics, legal system and the police; the ability to provide such leadership to a subordinate unit that would allow the police to be properly represented to the public; critical analysis of one’s own activities as a police officer and as a leader, in particular from an ethical point of view; conflict prevention and competent conflict resolution in case if they occur; organization of interaction with the police bodies of the federation and of the federal states, interaction between police units at the international level, as well as interaction with other institutions and personal responsibility for its quality; ability to develop and implement such a plan of activities of a unit, which would save money; analysis and organization of own official activities, in particular from the point of view of objectively correct use of human resources, especially in the conditions of heavy loads; application of scientific methods for the purpose of systematization and analysis of problems of activity of police agency; constant increase of professional knowledge and their application while performing official duties.

The procedural unit of the structural and functional model reflects the essence and determines the peculiarities of organization and implementation of professional training of GFP personnel, namely: forms of education, stages of training, forms and methods of training, educational and methodical support which allow to effectively reach the goal and to realize the tasks outlined in the objective unit.

Professional training of the GFP personnel is carried out only on a full-time basis, based on a unit-modular system. Training of lower and middle level personnel is carried out in a dual form, in which half of the study time budget is allocated for practical service in the GFP units (practical training).

Training of lower-level personnel lasts 2.5 years and is implemented in three stages: basic training (12 months), basic theoretical and practical professional training (12 months), special training course – preparation for the exam to obtain the police rank of police master (6 months – 946 academic hours).

Training of middle-level personnel lasts 3 years and provides for the following stages: basic training (4 months), initial training (6 months), practical training I (training up to 2 months), practice I (3 months), main
training I (4 months), practical training II (2 months), practice II (2 months),
main training II (4 months), practice III (4 months), main training III (4
months).

The higher-level personnel receive education for 2 years, and the
training program for this category does not provide for practice.

Among the main forms and methods of organizing the educational
process in educational institutions, where the training of GFP personnel
is carried out, the following should be outlined: forms – contact training
(lecture, lecture with elements of practical exercises, seminar, seminar
with elements of practical exercises, seminar with elements of training,
practical lesson, debate, project day, training), independent work guided by
a teacher, independent work, test; methods – debate, discussions, analysis
of situations in the professional life of police officers, role-playing games,
situational trainings, exercises; visual and illustrative, problem searching,
project methods, etc.

The procedural unit of the model provides for the use of the following
educational and methodological support: tutorials, reference materials,
visual aids, technical teaching aids, audio/video materials, electronic
libraries, testing systems, simulators, simulators based on virtual and
augmented reality. The subjects of training are teachers, trainers, instructors,
moderators, training coordinators and future GFP police officers of the
relevant level.

The institutional component of the model shows the educational
institutions where the training of the GFP personnel of each level is carried
out. The training of lower-level personnel is provided by seven regional
training centres in the cities of Svistal, Neustrelitz, Walsrode, Eschwege,
Erlenbach, Bamberg, Dietz, which are organizationally subordinated to
the Federal Police Academy (Lübeck). The GFP Academy is not, in fact, a
higher education institution; it is the central body of the GFP responsible
for organizing and ensuring recruitment, selection of personnel to the
GFP ranks, training of lower-level staff, retraining and advanced training
of personnel of different categories. On the territory of the Academy there
is a faculty of the Federal Higher School of Public Administration (Brühl),
which provides training for middle-level personnel; the future higher-level
personnel are educated on the basis of the same faculty during the first year of study. Practical training of future middle-level personnel for field training (practice) takes place in training and advanced training centres. Training of higher-level personnel, namely in the second year of study, is carried out by the German Police College (Münster), on the basis of which further education courses are organized for the managerial personnel.

The diagnostic and resultative unit of the model provides for the verification of the goal achievement of the GFP personnel training and reveals the types and scales of evaluation of learning outcomes, forms of final examination that take place in the GFP personnel training system, as well as qualifications obtained by the GFP personnel at the end of training.

Assessment of knowledge, skills and abilities takes place in the training facilities for the GFP personnel within the current, thematic and final control. In educational institutions of Germany, which carry out professional training of the GFP personnel, the assessment is based on a 6-point system, and the final grades are then transferred to a 100-point system. The final examinations are carried out, as a rule, after mastering the material of one or more modules mainly in the following forms: oral exam, written exam, combined exam, presentation, written home task. Upon completion of the full course of study, future lower-level personnel will pass the exam for the title of Master of Police (no other qualifications are provided). The future middle-level personnel write and defend the qualification work (diploma) and after successful completion of training obtains the qualification of the certified specialist in public administration and a rank of the Commissioner of Police. Higher level personnel obtain a Master’s Degree in Public Administration (Police Management) and the rank of Police Adviser upon completion of their master’s thesis. Accordingly, the result of the implementation of the presented structural and functional model is a highly qualified GFP specialist, who is capable of performing official duties as assigned.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Thus, the created structural and functional model, represented by the objective, content, procedural, institutional, diagnostic and resultative
units, clearly reflects the professional training of the GFP personnel. In our opinion, the substantiated model will help to carry out the complex comparative and pedagogical analysis of personnel professional training of the German Federal Police and the State Border Guard Service of Ukraine, as we consider the modernization of the SBGS personnel training system, taking into account positive German experience, to be the prospects for further research.

References


Ісаєва Ілона. Структурно-функціональна модель підготовки персоналу федеральної поліції Німеччини
У статті обґрунтовано структурно-функціональну модель професійної підготовки персоналу Федеральної поліції Німеччини (ФП ФРН). Представлена модель враховує основні компоненти досліджуваного процесу, відтворює, імітує, відображає його властивості, ознаки та характеристики. Модель розроблено на основі аналізу педагогічної літератури, освітніх програм та навчальних планів, відповідних розпоряджень Федерального міністерства внутрішніх справ ФРН, а також практичної діяльності закладів освіти, які забезпечують професійну підготовку зазначеного персоналу. У представленній моделі розкрито цільовий, змістовий, процесуальний, інституційний і діагностико-результатативний блоки. Цільовий блок відображає потреби в галузі забезпечення професійної підготовки персоналу ФП ФРН, розкриває мету, професійні вимоги, особливості професійної діяльності, завдання професійної підготовки персоналу ФП ФРН. Змістовий блок структурно-функціональної моделі враховує законодавчу та нормативно-правову базу, яка визначає сфери професійної діяльності персоналу ФП ФРН його професійний, правовий статус, вимоги до рівнів професійної підготовки,
й відображає зміст навчальних планів, освітніх програм, модулів, компетентності (загальні, фахові, спеціальні, методичні, управлінські), програмні результати навчання, професійні знання, уміння, навички та якості майбутніх поліцейських. Процесуальний блок моделі розкриває сутність й визначає особливості організації і реалізації професійної підготовки персоналу ФП ФРН, зокрема форми здобуття освіти, етапи підготовки, форми та методи навчання, навчально-методичне забезпечення, які дозволяють ефективно досягти окресленої цільовим блоком мети. Інституційна складова моделі показує навчальні заклади, де здійснюється професійна підготовка персоналу ФП ФРН кожної з ланок. Діагностично-результативний блок моделі передбачає перевірку досягнення мети підготовки персоналу ФП й розкриває види та шкали оцінювання результатів навчання, форми підсумкового контролю, що мають місце у системі підготовки персоналу, а також кваліфікації, які здобуває персонал ФП ФРН по завершенню навчання. Результатом реалізації представленої структурно-функціональної моделі є підготовлений висококваліфікований фахівець ФП ФРН.

Ключові слова: професійна підготовка; структурно-функціональна модель; Федеральна поліція Німеччини; фахівці з охорони кордону.