FORMING PENITENTIARY OFFICERS’ PROFESSIONAL INFORMATIONAL AND COMMUNICATIVE COMPETENCIES IN CONDITIONS OF STEP BY STEP EDUCATION FROM THE PERSPECTIVE OF ACADEMIC DISCIPLINES INTEGRATION

The processes of reforming penitentiary sphere in our country require training highly experienced penitentiary officers who have the skills that help them to solve their professional and official tasks on a qualitative level. The set of modern professional competencies includes informational and communicative competence, which allows you to process a large amount of information quickly, to draw certain business documents up skillfully, to manage paperwork with the help of electronic document management systems, to be able to establish a system of administrative communication in penal institutions, to establish decent relationships in the team, between staff and prison population, etc.

Modern approaches to forming professional competencies, including informational and communicative among officers of the State Criminal and Executive Service in conditions of step by step education should be based on new forms and methods for acquiring knowledge, skills and abilities during the process of studying
at a higher educational institution. One of the ways of gaining informational and communicative competence is acquiring knowledge, skills and abilities through integrated training classes.

The author gives examples of combining certain academic disciplines that allow to gain integrative knowledge, on the basis of which subsequently skills and abilities for future quasi-professional activity in the penitentiary sphere are worked out. The article emphasizes obligatory application of information technologies for conducting integrated classes and proposes certain forms of their conducting. They are, namely: business games, case technologies, projects and others. Such forms of integrated training classes require teachers to be more careful while preparing teaching material for academic disciplines that integrate into certain modular integration blocks, separate training classes, as well as constant improvement of their own knowledge, skills and competences, higher erudition.

The main thing is that integrated training classes allow to establish close interdisciplinary connections, to synthesize the educational material of two, three disciplines on related topics, to form future penitentiary officers’ three-dimensional, multidisciplinary system vision, to get certain skills and abilities in order to use modern tools of information technologies for solving complex tasks requiring modern knowledge and time for working out certain management decisions, etc.

The direction for further research is creation of a toolkit for organizing a systematic didactic-integrative model for future penitentiary officers’ professional competencies forming.

**Key words:** integration; integrative environment; integrated training classes; professional competence; informational and communicative competence.

### 1. INTRODUCTION

Target setting. Modern directions of reforming the Penitentiary System of Ukraine that are connected with the implementation of international legislation in the field of state organizations and enterprises management, which include penitentiary institutions and enterprises at penal institutions (PIs) and the authorized bodies on probation issues will necessarily lead to the introduction into the general system of their administration some innovative management tools. Namely, they are the following: electronic document management systems, programmed processing of the arrays of professional and official information, the ability to create and apply electronic signatures, electronic keys (a modern hardware tool designed for protection of software
and data from copying, illegal use and unauthorized distribution of certain information), drawing certain business documents up for official use, etc.

It requires cadets and listeners, who are future penitentiary officers to possess modern integrative knowledge, management skills and abilities (in terms of administrative management). This means that they should acquire competencies while working with new information technologies that allow to create universal software products which provide efficiency of professional and official activity. The formation of professional competencies of a complex nature, which properties are poly-functionality and integrity, is possible due to the integration of certain academic disciplines that give grounded knowledge in computer science, informational and communicative tools and methods of information processing, legal documentation, paperwork and others.

Actual scientific researches and issues analysis. Trends in the development of a modern national educational system reflect the process of spreading integration and informatization of academic disciplines, creating interdisciplinary links between them. Issues of integrating academic disciplines in order to create a basis for the development of a specific strategy for future specialists’ training main objective of which is to form professional competencies are considered in Pedagogy more often. Thus, both domestic scholars, such as: T. Holubenko [1], L. Demchyna [2], I. Kozlovska [3], N. Padun [4], V. Proshkin [5], etc. and foreign scientists O. Bezrukykh [6], M. Berulava [7], T. Voronina [8], O. Hlynska [9], D. L. Biks [10], S. E. Severins [11], M. Khuber [12] and others paid attention to these problems. However, it may be noted that future penitentiary specialists’ integrative studying in the field of professional step by step education in domestic pedagogical science has not yet become the subject of a holistic study.

Today, there is an urgent need to develop a model of future penitentiary officers’ integrated training and problem-oriented training courses of a new generation. It requires interdisciplinary synthesis and a three-dimensional, multidisciplinary system vision. In this connection, there is a need to re-structure academic disciplines from the standpoint of integrative approach in order to update the training content and to systematize new knowledge.

The purpose of the article is to explore and to reveal the need of the process of integrating the essence of academic disciplines at a higher edu-
ational institution with specific studying conditions that is a powerful and effective means of obtaining and systematizing modern knowledge and future penitentiary officers’ training.

2. RESULTS OF THE RESEARCH

National educational system reforming prompts the search new approaches to organizing educational process at various stages of its implementation. Particularly acute was the issue of selecting, structuring, forms, methods of studying from the standpoint of an integrated approach. This approach is based on strengthening interdisciplinary connections of certain academic disciplines. It reflects the principles of synthesis of the elements (their integration) into a certain system of knowledge, skills and abilities that is the basis for forming future specialists’ professional competencies.

Today, integration is a necessary requirement of a modern educational process for higher educational institutions to be able to pass on a new high-quality level of future specialists’ training in any sphere, including the penitentiary one. Integrative approach is gaining momentum in conditions of future penitentiary officers’ step by step education. It indicates the desire of High School Pedagogy to implement conceptual ideas about forming professionally oriented outlook, modern professional competencies and motivation to fulfill official duties qualitatively while further professional activities.

The analysis of scientific papers of the scholars who are teachers showed that integration facilitates closing the subjects of studying different academic disciplines on, forming new levels and the depth of interdisciplinary connections and synthesizing knowledge, skills and abilities in a certain system of professional competencies. Integrated training classes enable future specialists to apply theoretical knowledge in practice, to solve their multifaceted tasks of professional activity independently through the ability to transfer gained knowledge from different academic disciplines to similar or new situations. This is due to the fact that integration is an innovative form in creating new didactic equivalents, reflecting the integrity and consistency of the knowledge gained by cadets and listeners.

Possibilities for creating integrated didactic equivalents are very broad. They depend on the teacher’s ability to synthesize studying material and to present it interestingly to the cadets and listeners with the help of inno-
vative forms and methods. It is possible to integrate materials of academic
disciplines by means of making clear intersubject and intersubject connec-
tions while studying program concepts and categories. At the same time,
it is necessary to create constantly such pedagogical conditions in which it
would be possible to optimize educational and pedagogical activity on the
basis of researching intersubject integration, to improve theoretical (crea-
ting and improving integrated programs, author’s courses, modular blocks)
and empirical (developing and conducting integrated classes) directions of
integration of studying process at higher educational institution.

The main task of interdisciplinary integration is the use of previously ob-
tained knowledge, skills and abilities that are necessary for studying certain
topics of academic discipline, which involves forming a cadet and listener’s
new professionally and officially oriented competence through the use of in-
tersubject connections. Using such links enables future penitentiary officers
to form a holistic view of various components of professional activity and to
obtain a set of those competencies that are necessary for orderly performing
tasks in the course of future professional activities.

The task of forming informational and communicative and also admin-
istrative competencies that are the components of modern professional com-
petence is important in the course of cadets’ training who are future officers
of the Penitentiary System of Ukraine. Informational and communicative
and also administrative competencies include knowledge about the process
of collecting, generalizing, processing information and building channels of
transmission of information packets of documents to the persons whom they
were made for, as well as the ability to draw up written and electronic docu-
ments that accompany and reflect the nature of the tasks while performing
professional and official activities and the ways of their implementation, the
skills of monitoring the level of management efficiency in the Penitentiary
System. That’s why studying the basics of drawing up documents, converting
them into generalized (universal) forms (reports in the form of summarized
tables, summarized diagrams, graphic objects, etc.), the essence of computer
programs for data processing (information of different kinds, order, etc.) al-
lows cadets and listeners to learn the basics of documentary studies, paper-
work management and using knowledge of computer science to acquire the
ability to create elementary database sets and skills for making archives of documents, using or creating a system of electronic document circulation that increases their level of professional competence. Consequently, the problem of training future penitentiary officers for being able to use certain information technologies and software products for working with various business papers, to collect and generalize certain information on various aspects of administrative, economic and other activities of penal institutions, work with personnel and prison population (persons who are under investigation or persons who are in a non-freedom), to draw up certain documents that reflect the state of clerical work, etc.

Thus, the Academy of the State Penitentiary Service has successfully introduced a form of interdisciplinary integration of such academic disciplines as: “Legal Document Studies”, “Clerical Work” and “Computer Studies”. Implementation of the integration of mentioned academic disciplines is due to the application of case-methods that have clearly defined character and purpose. They are necessarily connected with a certain problem or situation, the solution of which depends on the effectiveness of penitentiary management of a specific structural unit of the country’s Penitentiary System.

The necessity of such integration of above mentioned disciplines is evidenced by the requirements of international documents regulating the management of penitentiary institutions and are implemented in domestic legislation in this area. For example, UN Standard Minimum Rules for the Treatment of Prisoners have been implemented into national legislation (International Document 995_221 dated August 30, 1955) [13]. They contain a list of necessary information that is recorded while convict’s registering and during his detention in penal institutions. That’s why, in our opinion, it is necessary to create interdisciplinary cases while working out modules of practical training within such academic disciplines as “Legal Document Studies”, “Clerical Work” and “Computer Studies” in order to form informational and communicative and also administrative professional competencies. The purpose of such cases will be not only to collect information about personal data and prisoners’ movement, but also about the state of all types of economic, financial and other activities of a penal institution, the state of medical providing and convicts’ health, programs for reintegration of convicts of different
categories and the results of their implementation, the results of the audit of the effectiveness of penal institutions administration and the work of the personnel of all subsystems of country’s Penitentiary System within the limits of the problem situation mentioned in an interdisciplinary case.

Acquiring the skills of using electronic case management systems while studying by means of a case method, will provide opportunities to improve the level of penitentiary officers’ professional competence for keeping the modern process of clerical work up, making documents using electronic technologies and software products, using them for transmitting information in order to hasten this process and to remove paper documents from the general documents circulation, electronic registering of submitting documents to the general system of documentation that provides uniform rules for registration, control of executing the documents, accounting, searching documents without the use of other forms of registration, etc.

For example, in order to develop cadets and listeners’ communicative competencies it is important to conduct integrative classes in the following forms: in the form of a business practice based on integrating knowledge of such academic disciplines as: “Conflictology”, “Professional Ethics”, “Penitentiary Psychology”; in the form of a business game that combines knowledge of such academic disciplines as: “Penitentiary Theory and International Standards for the Treatment of Prisoners”, “Penitentiary Psychology” and “Penitentiary Pedagogy” (for teaching specialists at the first (bachelor’s) level of education in specialty 081 “Law”); in the form of case technologies containing situational tasks based on the knowledge of such academic disciplines as: “Psychology of Communication” and “Social and Educational Work With Convicts”; in the form of a business computer game based on the ability to use certain skills while working with information technologies (knowledge of the academic discipline “Computer Studies”) and knowledge of such disciplines as “Psychology of Management” and “Psychology of Operational and Investigative Activity” (for teaching specialists at the first (bachelor’s) level of education in specialty 053 “Psychology”). In order to develop future penitentiary officers’ administrative professional competences at the second master’s level of education in specialty 081 “Law” it is worth conducting integrated classes in the form of projects. For example, “Strategy for the development
of a penitentiary institution” is an integration of such academic disciplines as “Psychology of Personnel Management”, “Administrative Activities in Penal Institutions”, “Actual Problems and Organizing Crimes Prevention”; “Observance of Human Rights in Non-Freedom” is an integration of such academic disciplines as “Law of European Union”, “International Penitentiary Law” and “Ensuring Human Rights in Law Enforcement Activities”. The project activity is currently one of the most promising interactive forms of conducting integrated training classes for seniors of first bachelor’s and master’s levels. Such a form implements the function of integration of subjects successfully. It promotes motivation for cadets and listeners’ independent learning, systematization of knowledge, the ability to orient in informational space independently, to develop their own skills and abilities, to make certain managerial decisions, and so on. Consequently, the project technologies direct cadets and students to be more aware of future professional activities and stimulate their cognitive interests and creative processes during their studying.

The structure of integrated training classes should correspond to the didactic goal, which is realized with the help of a psycho-pedagogical mechanism of mastering new integrative knowledge or model of forming integrated skills and abilities that is the basis for choosing the form of their conducting from different academic disciplines.

3. THE CONCLUSIONS AND PROSPECTS OF FURTHER STUDIES

While studying the development of forming future penitentiary officers’ professional informational and communicative competencies from the perspective of academic disciplines integration in the process of obtaining higher education at different levels, the following conclusions can be drawn:

1. Integration of academic disciplines is a complex process that for cadets and listeners should be targeted, structured and aimed at a complete understanding of the Penitentiary System, its peculiarities, the possibility of solving certain professional and official tasks using cadets and listeners’ own professional competencies. That means, using competencies of those who are future officers of the State Criminal and Executive Service of Ukraine.

2. Getting ready for integrated training classes requires teachers’ additional skills, increasing personal knowledge, high erudition, professional-
ism, time for the development of new forms and learning tools based on the use of interactive and information technologies.

3. Cadets and listeners’ informational and communicative professional competences are the main ones, which mastering enables to solve most of the tasks of penitentiary officers’ quasi-professional activity efficiently and rationally in practice.

4. Integration of academic disciplines in conditions of step by step higher education forms cadets and listeners’ cognitive interest to a coherent picture of future professional and official activity, to consideration of its peculiarities, possible ways of improvement in various aspects and directions; promotes cadets and listeners’ increasing of motivation for mastering new knowledge, skills and abilities, which will be necessary in practical work; deepens the idea about objects and subjects of academic disciplines that broadens cadets and listeners’ outlook and also forms them as developed, harmoniously intellectual persons, etc.; provides opportunities for cadets and listeners to master a significant amount of educational material and to eliminate duplication while studying a number of issues and also to achieve knowledge integrity.

5. Integration of academic disciplines is one of the ways of cadets and listeners’ actively involving in the process of obtaining equivalent professional competencies, as well as improving the educational process of professional training of future officers of the State Criminal and Executive Service of Ukraine.

Creating a toolkit for organizing a systematic didactic-integrative model for forming future penitentiary officers’ professional competencies is an important direction for further researches.

References


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Вікторія Аніщенко. Формування професійних інформаційно-комунікативних компетентностей офіцерів пенітенціарної системи в умовах ступеневої освіти крізь призму інтеграції навчальних дисциплін

Процеси реформування пенітенціарної сфери нашої країни вимагають підготовки всебічно досвідчених офіцерів-пенітенціаріїв, які володіють компетентностями, що допомагають вирішувати їм службово-професійні завдання на якісному рівні. До набору сучасних професійних компетентностей належить інформаційно-комунікативна компетентність, яка дозволяє швидко обробляти велику кількість інформації, вміло складати певні службові документи, вести діловодство за допомогою систем електронного докумен тознавства, вміти налагоджувати систему адміністративної комунікації в установах виконання покарань, встановлювати гідні стосунки в колективі, між персоналом та контингентом установ виконання покарань тощо.

Сучасні підходи до формування професійних компетентностей, у тому числі й інформаційно-комунікативних, офіцерів Державної кримінально-виконавчої служби в умовах ступеневої освіти повинні базуватися на нових формах і методах отримання знань, вмінь та навичок протягом навчання у закладі вищої освіти. Одним із шляхів набуття інформаційно-комунікативної компетентності є здобуття знань, вмінь та навичок за допомогою інтегративних навчальних занять.

Автором подано приклади поєднання певних навчальних дисциплін, що дають змогу отримати інтегративні знання, на основі яких відпрацьовуються згодом вміння та навички для майбутньої квазіпрофесійної діяльності у пенітенціарній сфері. У статті наголошено на обов’язковому застосуванні інформаційних технологій для проведення інтегративних занять та запропоновано певні форми їх проведення, а саме: ділові ігри, кейс-технології, проекти та інші.

Головне, що інтегровані навчальні занняття дають змогу встановити тісні міжпредметні зв’язки, здійснити синтез навчального матеріалу двох-трьох навчальних дисциплін за спорідненними темами, сформувати у майбутніх офіцерів-пенітенціаріїв об’ємне поліпредметне системне бачення, отримати певні вміння та навички для майбутньої квазіпрофесійної діяльності у пенітенціарній сфері. У статті наголошено на обов’язковому застосуванні інформаційних технологій для проведення інтегративних занять та запропоновано певні форми їх проведення.

Ключові слова: інтеграція; інтегративне навчання; інтегровані навчальні заняття; професійна компетентність; інформаційно-комунікативна компетентність.