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Practice-Oriented Training in Higher Education Institutions of the Federal Penitentiary Service of Russia

EL'VIRA V. ZAUTOROVA

Vologda Institute of Law and Economics of FSIN Russia, Vologda, Russian Federation; International Academy of Sciences of Pedagogical Education, Moscow, Russian Federation

ORCID: <https://orcid.org/0000-0002-1334-2654>, e-mail: elvira-song@mail.ru

ELENA V. BODROVA

University of FSIN Russia, Saint Petersburg, Russian Federation

ORCID: <https://orcid.org/0000-0003-0629-7522>, e-mail: oag.bodrova@mail.ru

Abstract

Introduction: the article considers issues related to the training of students at higher education organizations of the Federal Penitentiary Service of Russia. The type of training under consideration involves the use of simulation training tools to form and develop specific professional skills and qualities, enhance the practical orientation of training, and help students acquire and use practical skills. *Aim:* to show the prospects for building a practice-oriented model for educational process on the basis of generalization of the experience of using simulation tools in the process of training students at higher education institutions of FSIN Russia. *Methods:* theoretical analysis of literature and normative legal acts on the problem under consideration; synthesis and generalization; comparative legal method, empirical method, description, interpretation. *Results:* the analysis of the use of simulation tools in the training of students at higher education organizations of FSIN Russia contributes to the formation of universal, professional and special competencies required for the service in the departments of institutions and bodies of the penal system. *Conclusions:* the use of training grounds, training workplaces, training work routes, with the use of AR and VR technologies as well, will allow students to form a clear algorithm of actions when performing official duties, and teaching staff of higher education organizations of FSIN Russia – to create situations as close as possible to reality and to the conditions of correctional institutions. A practice-oriented approach to training contributes to high-quality training and optimizes professional adaptation of young officers to the service in the penal system.

Key words: educational process; students of higher education institutions of FSIN Russia; learning process; practice-oriented approach; learning tools; training ground; training workplace; training work route.

13.00.01 – General pedagogy, history of pedagogy and education.

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Introduction

The service in the penal system has its own specifics; it is associated with high requirements for the professional and psychological qualities of employees, increased responsibility for their own actions, emotional stress, moral, psychological and physical strain that require high professional training. The specifics of the service and the unwillingness of young officers to work in such conditions often lead to their voluntary resignation, and this often happens in the first year of service. One of the reasons for resignation lies in the failure of future employees to adapt to official activities (professional adaptation) [7; 12]. Thus, S.V. Yakushkin and M.S. Tarasikov note that “not all young specialists (graduates of FSIN Russia universities) adapt successfully to the special conditions of penitentiary institutions” [10].

Thus, according to the statistics of the Research Institute for Information Technologies of FSIN Russia, the number of employees of the penal system dismissed in the first year of service, excluding trainees who did not pass the probationary period, in 2018 amounted to 868 people (3.9% of the total number of the dismissed), and in 2019 this figure increased to 952 people (5.53% of the total number of the dismissed) [9; 10]. Personnel policy issues include an insufficiently high level of professional training, and staff turnover [13], which, in our opinion, are interrelated.

Practice-oriented approach to teaching

The Federal State Educational Standards of Higher Professional Education, according to which penal system specialists are currently trained, focus on achieving the “activity result” of educational process and determine the list of general and professional competencies, mastering which will allow penal staff to carry out professional activities efficiently. In this regard, there is a need to shift the emphasis of teaching from the general professional theoretical sphere to the plane of practical implementation of specific professional tasks. We are talking about a practice-oriented model for educational process [14; 17; 18; 21].

Researchers such as V.I. Baidenko, V.A. Bolotov, V.P. Borisenkov, A.A. Verbitskii, A.M. Novikov, V.V. Serikov, V.A. Shershneva, etc. were engaged in the issues of updating professional education by strengthening its practical orientation. They note that at present, education is more theoretical, which contributes to the inadequate acquisition of knowledge by students. At the same time, in real life, it is

necessary to improve practical results of future professional activity. In this regard, one of the fundamental principles of educational process is highlighted – the principle of the relationship of theory with practice, which is based on regularities: practice is the criterion of the truth [19; 20], the source of knowledge and the area of application of theoretical results; the quality of learning is checked, confirmed and directed by practice; the more the knowledge acquired by students interacts with life, is applied in practice and is used to transform surrounding processes and phenomena, the greater is the consciousness of learning and the interest in it [2; 3; 5].

Despite the importance of practice-oriented training for modern professional education, its content and forms have not yet received sufficient theoretical and methodological development. In departmental universities that train employees for the penal system, due attention is not paid to planning, organizing and conducting practical classes, the potential of simulation training tools is not used to the fullest extent. In this regard, students are poorly oriented in the professional environment, they do not have sufficiently formed skills and abilities that would allow them to provide effective counteraction to convicts’ illegal behavior in the future, etc. [16].

Simulation training tools

Researchers such as Ya.S. Ivasenko, T.I. Krasnova, S.P. Mishustin, E.A. Timofeeva and others studied the development of practice-oriented training in departmental educational organizations. We support the opinion that the training of employees for the penal system can be improved by creating imitation training tools that are practice-oriented and that meet modern requirements for the implementation of professional activities. Thus, training grounds, training workplaces and training work routes are used not only to create conditions for high-quality training in the fundamentals of professional activity, and form and develop specific professional skills and qualities in penal staff, but also to strengthen the practical orientation of training, the acquisition and development of practical skills by students, as well as to consolidate in practice the knowledge gained in the classroom.

The method of conducting classes using simulation training tools will allow future penal officers to form an interest in their chosen profession and a sense of responsibility, develop organizational skills, initiative, will and perseverance [1; 16]; it will also help to “immerse”

students in the realities of their service duties. The inclusion of a practice-oriented approach in the process of training future specialists is necessary, and it meets the requirements of new educational standards and the needs of the employer [11] in educational organizations of the Federal Penitentiary Service of Russia.

Thus, the training ground is a specially equipped training area that simulates conditions as close to reality as possible and simulates a real site of the institution of the penal system, designed for the organization and implementation of educational process, with its own equipment and technical means of training. A training workplace is a special workplace equipped with a set of technical means, devices and legal documentation necessary for the performance of official duties by employees of the penal system on one or related topics, intended for conducting theoretical and practical classes with students. Such workplaces can be part of a training ground, but they can also be located in institutions and bodies of the penal system. The training work route is a route training system that ensures practical orientation of the educational process and creates conditions for maximum approximation of operational and official activity of an employee of FSIN Russia to the real conditions reliably, fully and comprehensively at an interdisciplinary level.

The logistics and information support of a training ground or training workplace includes the following: training tools (equipment, consumables, furniture, etc.); software tools, electronic resources; visual materials such as exhibition stands and posters; guidance documents and legal acts regulating the scope of professional activity of penal staff; established samples of forms of documents the officer uses in their work; passport of a training ground or workplace. At the same time, if the training workplace is intended to form only a narrowly focused part of some professional competence, then during practical classes at the training ground, it is possible to form the competence as a whole.

Let us consider examples of the use of a training workplace in the process of training personnel for the penal system:

1. The office of the operational officer. It is used to develop a set of theoretical knowledge and practical skills necessary for the professional implementation of intelligence-gathering activities in institutions and bodies of the Federal Penitentiary Service of Russia; it also helps to develop interest in the chosen profession, a

sense of responsibility, organizational abilities, initiative, will and perseverance, to master advanced working methods, search for the most effective ways to perform professional duties, and prepare a future specialist for independent official activity.

2. The workplace of the administration team of the correctional institution in emergency circumstances. It can be used to form a set of theoretical knowledge and practical skills necessary for the professional implementation of prevention and suppression of illegal actions of suspects, accused and convicted persons in the form of escape, murder, mass riots, group disobedience, etc.; it also helps to master advanced working methods and search for the most effective ways to perform professional duties in extreme situations.

3. Automated information search systems, databases. The goal of their use is to develop a set of theoretical knowledge and practical skills necessary for the rapid search of information using specialized software, databases, such as the "Statistika – UIS" automated information system, a software and hardware complex for automated record-keeping of inmates in correctional colonies (PTKAKUS IK), an electronic monitoring system for inmates (SEMP), "Rozysk-contingent", "Crimes committed by suspects, accused, convicted persons held in institutions of the penal system of the Russian Federation", etc., and effective documentation support for the work of penal staff.

4. The workplace of an employee of a correctional institution performing urgent investigative actions. The main goal of the use is to form a set of theoretical knowledge and practical skills that help carry out criminal procedural measures efficiently within the competence of the bodies of inquiry to investigate illegal actions of suspects, accused and convicted persons in correctional institutions and pre-trial detention centers of the penal system.

Thus, training workplaces, training work routes and training grounds are a place for conducting a training session that helps to simulate an environment close to the real conditions of the service of correctional staff [1].

The use of the above-mentioned places for training sessions with the use of information visualization tools, including virtual and augmented reality tools, can provide pedagogical efficiency that cannot be achieved during classical training sessions. Virtual and augmented reality (VR and AR) are modern and rapidly developing technologies. Their goal is to expand the physi-

cal space of a person's life with objects created with the help of digital devices and programs and having the character of an image.

AR and VR technologies used in the educational process enable students to be immersed in the realities of official activity: while wearing virtual reality glasses, the student can touch the Makarov pistol model, turn it around, disassemble and assemble it, while reading its tactical and technical characteristics; while wearing a helmet or augmented reality glasses, students have the opportunity to immerse themselves in certain events in correctional institutions (group disobedience, search events) that the teacher sets before them.

The advantage of virtual and augmented reality is that they "create an environment that is perceived by an individual through their sensory organs. In fact, VR and AR allow us to simulate comfortable conditions for obtaining new knowledge, skills and abilities" [15].

We will also consider options for using training work routes, including using AR and VR technologies, when conducting classes in educational organizations of FSIN of Russia:

1. Reception and distribution of suspects, accused and convicted persons into detachments (cells). It is used to develop a set of skills and abilities for studying the personality of a convicted person, conducting interviews, gathering, analyzing and using information, interacting with other services of a correctional institution. Route: special accounting unit → penal isolation ward (SHIZO), ward-type room (PKT) (distribution unit of a pre-trial detention center (SIZO), a room operating in the mode of a pre-trial detention center (PFRSI) → squad (cell).

2. Insult, attack on the administration of a correctional institution, security threats. It is used to develop a set of skills and abilities for studying the personality of a convicted person, the circumstances of illegal actions, conducting a survey of persons involved, collecting, analyzing and using information, interacting with other services of a correctional institution, documenting illegal actions. Route: operations department → squad (cell) → special accounting unit → premises of the pre-trial detention center, PKT (distribution unit of the pre-trial detention center, PFRSI).

3. Mass riots. Development of a set of skills and abilities for studying the personality of a convicted person and the circumstances of illegal actions, conducting a survey of persons involved, collecting, analyzing and using information, interacting with other services of a

correctional institution, documenting illegal actions. Route: operations department → squad (cell) → special accounting unit → premises of the pre-trial detention center, PKT (distribution unit of the pre-trial detention center, PFRSI). The route is intended for working out in a group.

4. Disobedience to the legal requirements of the administration of the correctional institution. It is used to develop a set of skills and abilities for studying the personality of a convicted person, the circumstances of illegal actions, conducting a survey of persons involved, collecting, analyzing and using information, interacting with other services of a correctional institution, documenting illegal actions. Route: operations department → squad (cell) → special accounting unit → premises of the pre-trial detention center, PKT (distribution unit of the pre-trial detention center, PFRSI). The route is intended for working out in a group.

5. Search. It can be used to develop a set of skills and abilities for collecting, analyzing and using information, studying the identity of a convicted person, the circumstances of illegal actions, interacting with other services of a correctional institution, documenting illegal actions. Route: operations department → industrial zone → special accounting unit → squad (camera). The route is intended for working out in a group.

6. Countering the smuggle and dispatch of prohibited items, shipments, funds. It is used to develop a set of skills and abilities for collecting, analyzing and using information, interacting with other services of a correctional institution, preventing and suppressing illegal actions, and documenting. Route: room for the delivery of parcels → duty station → premises of the SIZO, PKT (distribution unit of the SIZO, PFRSI) → operations department.

7. Regime. It is used to develop comprehensive knowledge about the procedure for the execution and serving of imprisonment and preventive measures in the form of detention, instilling practical skills and abilities to apply the norms of penal enforcement law in the field of organizing the regime in correctional institutions. Route: duty station → quarantine department → room of the distribution unit of the pre-trial detention center → room for long-term visits (short-term visits room) → the point of reception of parcels, transfers, parcels.

8. Supervision. It is used to form a holistic view and a system of comprehensive knowledge about the procedure for the execution and serving of sentences in the form of impris-

onment, detention, development of skills and abilities in the organization of supervision in pre-trial detention centers. Route: duty station → video surveillance operator's post → pre-trial investigation department (quarantine department) → cells → room for long-term visits (room for short-term visits) → room for reception of parcels.

9. Security. It can be used to develop a set of skills and abilities for the protection of correctional institutions of FSIN Russia and production facilities of the penal system. Besides, it helps to develop skills for suppressing (eliminating) group disobedience, mass riots in a pre-trial detention center, skills for searching and detaining armed criminals and other particularly dangerous criminals who escaped from an institution or during escorting, skills for releasing persons who were captured and held hostage in an institution, as well as at other facilities of FSIN Russia, skills for suppressing (repelling) armed attacks on facilities of FSIN Russia, skills for participating in the elimination of consequences of natural and man-made (environmental) emergencies at facilities of FSIN Russia. Route: checkpoint for the admission of people to the security area → checkpoint for the inspection of vehicles → guard → control panel for technical means of supervision (PUTSO) → premises for loading (discharging) the weapon [4; 6].

10. Escorting. It is used to practice skills and abilities for escorting convicted persons, suspects and accused persons from institutions to exchange points and back, as well as between institutions of the penal system of a territorial body, if there are no special escort units in the institutions. It is intended to form the knowledge of the requirements of the current legislation and legal acts regulating the activities of special units of the penal system for escorting. Route: checkpoint for vehicle inspection → guard → PUTSO.

For example, such training work routes as "Reception and distribution of suspects, accused and convicted persons into detachments (cells)", "Insult, attack on the administration, security threats", "Mass riots", "Disobedience to the legal requirements of the administration of a correctional institution", allow students to form universal competencies and general professional competencies, according to the federal state educational standard of higher education in the specialty 40.05.02 "law enforcement", approved by the order of the Ministry of Science and Higher Education of the Russian Fed-

eration no. 1131 of August 28, 2020 [13].

Results

The use of simulation tools such as training grounds, training workplaces, training work routes, along with the use of AR and VR technologies, in the course of training is aimed at forming the experience of students when they are immersed in a professional environment during training in order to achieve professionally and socially significant competencies. It also ensures their involvement in the work and activity, since the motivation to study theoretical material comes from the need to solve a practical problem. In this case, the traditional didactic triad "knowledge – competencies – skills" is supplemented by a new didactic unit – "experience of activity". This approach to training will allow future penal officers to make practical decisions in the field of their professional activities confidently and independently.

Conclusion

Thus, at present, practical activity plays an important role in the system of professional education. In this regard, it is necessary to search for ways to modernize the educational process, various methods, techniques and forms of organizing the educational process, as well as the use of fundamentally new training tools to improve the quality of professional training of staff for the penal system.

The use of training grounds, training workplaces, and training work routes will allow students to form a clear algorithm of actions when performing official duties, and the teaching staff of higher education organizations of FSIN Russia – to create situations as close as possible to reality and conditions of a correctional institution [5; 8]. Along with the practical component, the use of AR and VR technologies in combination with training grounds, training workplaces, and training work routes will improve students' academic performance and understanding of the material, and increase the level of their motivation. Everything that cannot be created in the real educational process due to technical, economic or physical reasons can be simulated in the virtual world.

The practice-oriented approach to training not only contributes to high-quality training, the formation of universal, professional and special competencies necessary for the service in the departments of institutions and bodies of the penal system, but also subsequently optimizes the professional adaptation of young employees to the service in the penal system.

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INFORMATION ABOUT THE AUTHORS

EL'VIRA V. ZAUTOROVA – Doctor of Sciences (Pedagogy), Professor, professor at the Department of Legal Psychology and Pedagogy, Vologda Institute of Law and Economics of FSIN Russia, Vologda, Russian Federation, corresponding member of the International Academy of Sciences of Pedagogical Education, Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0002-1334-2654>, e-mail: elvira-song@mail.ru

ELENA V. BODROVA – senior lecturer and teacher trainer, group for methodological support of educational process, Department of Education, University of FSIN Russia, Saint Petersburg, Russian Federation, ORCID: <https://orcid.org/0000-0003-0629-7522>, e-mail: oag.bodrova@mail.ru

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