



Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VII Número: Edición Especial Artículo no.:20 Período: Diciembre, 2019.

TÍTULO: Formación de la imagen de la profesión en la mente de los futuros oficiales de la guardia de fronteras en el contexto de la educación profesional.

AUTORES:

1. Ph.D. Oleh Stavtskyi.
2. Ph.D. Anatolii Miroshnichenko.
3. Ph.D. Tetiana Snitsa.
4. Ph.D. Vadym Dyiak.
5. Ph.D. Klavdiia Tushko.
6. Ph.D. Serhii Sinkevych.
7. Ph.D. Olha Honcharenko.

RESUMEN: El artículo tiene como objetivo analizar los enfoques modernos hacia el problema de formar la imagen de la profesión para los futuros oficiales de la guardia fronteriza en el proceso de educación y capacitación en la Academia Nacional del Servicio Estatal de la Guardia de Fronteras de Ucrania. Los resultados obtenidos proporcionan información sobre las diversas ideas de los cadetes sobre su futura profesión y una variedad significativa de percepciones controvertidas de sí mismos como sujetos de actividad profesional. Los resultados también mostraron desafíos del proceso de educación y capacitación ya que cada grupo de cadetes requiere diferenciación en el profesional. proceso de entrenamiento.

PALABRAS CLAVES: imagen de la profesión, futuros agentes de la guardia de fronteras, capacitación, autoconciencia, ambiente educacional.

TITLE: Formation of the image of the profession in the minds of future border guard officers in the context of vocational education.

AUTHORS:

1. Ph.D. Oleh Stavytskyi.
2. Ph.D. Anatolii Miroshnichenko.
3. Ph.D. Tetiana Snitsa.
4. Ph.D. Vadym Dyiak.
5. Ph.D. Klavdiia Tushko.
6. Ph.D. Serhii Sinkevych.
7. Ph.D. Olha Honcharenko.

ABSTRACT: The article is aimed at analyzing the modern approaches towards the problem of forming the image of the profession to future border guard officers in the process of education and training at the National Academy of the State Border Guard Service of Ukraine. The results obtained provide information on cadets' diverse ideas about their future profession and significant variety of controversial perceptions of themselves as subjects of professional activity. The results also showed challenges of the process of education and training as each group of cadets requires differentiation in the professional training process.

KEY WORDS: image of the profession, future border guard officers, training, self-awareness, educational environment.

INTRODUCTION.

Nowadays, more and more specialists who deal with pedagogical activity or work with young people draw the publicity attention to the need for the modern education system upgrading because of its imperfection. The very logic of social development prioritizes the given problem.

The key directions and current peculiarities of education in any types of educational institutions are carried out in line with such documents as: “Law on Education”, “Law on Universal Secondary Education”, “Law on Professional Technical Education”, “Law on Freedom of Conscience and Religious Organizations”, “Law on Physical Culture and Sport”; “Declaration of general principles of the state policy in reference to family and woman, the Decree of the Head of the State “Measures aimed at spiritual development, moral protection and the promotion of healthy lifestyles”; the Government Decrees: “Approving the national programme for patriotic education, the promotion of healthy lifestyles, the development of spirituality and the strengthening of the moral foundations of society”, “The complex measures of the youth policy realizing”, the national program “Education”, the concept of children and the youth upbringing in the national system of education, the conceptual bases of education in humanities (higher school), the Concept of physical culture in educational system, Federal special-purpose program “Physical Education – the Nation Health”, the Concept of national education of students, Methodology recommendations on the educational work administrating in higher education institutions, the Program of upbringing development in the system of education for the 2015-2020 period and in accordance with other regulatory legal documents.

DEVELOPMENT.

Theoretical bases of the study.

According to the methodological recommendations dealing with the educational process organizing in higher education institutions the personal approach to the youth personality education is a top

priority, as well as the students' inner efforts fostering in self-development and self-education, spiritual searching, the educational environment forming, and the encouragement of students' achievements in the nation's spiritual and moral culture.

Certain functions are assigned to some subjects of educational work – the university principal, the organizing council of educational work, the department of educational work, students' board. Ideal perspective higher education institutions are to become the schools of self-development, self-administration, self-discipline, conscious responsibility, cooperation and creativity work of teachers and students. That's why, it is vital to organize the optimal conditions for the development of students' personality, to contribute to their self-education, personal identity, and moral self-improvement and also help students gain different aspects of social experience.

Among the main approaches towards the stated tasks realization are the following: the cooperation relations creating between teaching faculty and students in the sphere of higher education institutions administrating, the development of student self-government and student unions with self-administration (public organizations and other student communities); the further education programs for graduates implementing aimed at meeting the labor market requirements and at the gap diminishing between market demand and individuals' needs; the realization of the perspective specialist's professional potential; the graduates' personal awareness and responsibility for their career achievements and professional activity outcomes; the development of student leisure activity as the special sphere of their subculture functioning, the development and the upgrading of services entitled to give some social-psychological help for students going through education and others.

As experience shows education that neglects humanistic, psychological, pedagogic, moral and spiritual values and oriented only on mechanical transmission of knowledge, can't contribute to a specialist's professional success and what's more may provoke the crisis of social-cultural and

personal identity. Thus, the problem of educational work on the formation of the image of the future profession as an integral element of the whole educational process can't be avoided but settled.

The modern pedagogic theory is extensively focused on the conceptual backgrounds forming; it examines various approaches to the effective organization of educational work in different types of education institutions. The breakthrough level of understanding under the contemporary conditions is focused on discussing objectives, tasks, contents, methods and conditions for students' education, their personality formation during the whole period of studies and educational work.

L. Belova's research paper "Educational system of a higher education institution: theory and practice issues" discloses the place, the role and new priorities in educational activity of the Ukraine's higher education on the basis of new methodological approaches; the modern contradictions and problems in educational work with students are thoroughly analyzed (Belova, 2004). The author emphasizes that educational work at higher education institutions is a determinant factor and integral part of multicultural education, so an abstract education which doesn't take into account the Ukraine's traditions and mentality, critical and perspective needs can't be met to the maximum extend as it doesn't enable to the entire personality formation. The author states that a cultured and well-educated person is a free-thinking, tolerant and open-minded personality, capable of making an ethical choice in a diverse world of cultural values; such a personality possesses spiritual, moral and creative self-development, and this very personality is to become "a final product" of intellectual and educational work in a higher education institution.

Summarizing the great deal of regulatory, methodological and methodic materials research paper "Pedagogy of higher school" defines education as an object-oriented, organized and systemic impact of tutors and pedagogical environment on the formation of well-rounded and well-developed students' personality (Ortynskyi, 2009). The notion "education" comprises the studies and educational work. In this case students and teaching staff are objects as well as participants of

educational process, and subjects of education and self-education. It makes the education character entire.

The authors M. Anufriev, A. Bandurka, A. Yarmish in their research textbook “The higher education institution of Ukrainian Ministry of Internal Affairs” state that the contents of higher education in law enforcement activity are correlated with its objectives and tasks and consist of the system of influence on employees’ consciousness aimed at their worldviews, opinions and beliefs formation. The main directions of educational activity are: ideology, legal awareness and morals; civil education of a person who is ready to live and work under the conditions of democratic society that is getting stronger and more developed with the help of such individuals; and the essence of physical education of internal affairs bodies’ employees is also stressed. The key means of physical education is physical culture (Anufriev, Bandurka, Yarmish, 1999).

Taking into consideration the stated directions importance of educational work in a higher education institution, in the first place we are to admit that these integral characteristics have a high difficulty level and therefore may lead to different interpretations in the working-out of methodological aspects of their introduction into educational process, in the second place – their integrity requires the corresponding organization measures. Also, for this reason, the latest publications tend to define the following systemic characteristics of educational means as vital: interdisciplinary research and practice of education, educational environment of a higher education institution, a system of intramural relations and cooperation of all education subjects.

So, Yu. Manuylov in order to prove the need for the environmental approach towards education applies up-to-date interdisciplinary knowledge of functional structural analysis, synergetics, and philosophic linguistics in reference to the environment shaping in educational work (Manuylov, 2001). N. Selivanova follows the modern views on education environment and offers to distinguish

notions of environment and space because the first one exists as an entity whilst the second can be constructed.

The qualitative characteristics of educational environment are integrality and stability, and in the process of its constructing some definite principles and requirements are to be observed (Selivanova, 2000). E. Stepanov when discussing the issues of the educational environment modeling emphasizes the methodology role and stresses the importance of the organization of synergetic legislation in the process of the learning environment forming.

Methodological generality determines unity and sequence of subjects' activity engaged in education system (Stepanov, 2001). Educational activity is seen in the context of the personal approach in higher education institutions by E. Safronova and in this reference the author points out the importance of the capacity forming to find out the education essence by means of creativity, reflexion, willpower regulation, self-dependence, responsibility.

Education is viewed upon as an activity based on pedagogic assistance and help to individuals' self-organization and self-assertion in a school oriented on personal enhancement (Safronova, 2003).

I. Kharlamov presumes that the basis of educational process is the formation of personal qualities; the author presents some social, moral, aesthetic and sanitary and hygienic characteristics of a young person that form up their attitude to different aspects of reality (Kharlamov, 2003).

Various aspects of enhancement of cadets' practical training and the usage of information and communication technologies for the training purposes of the personnel of the Ukrainian Border Guard Agency have been studied by I. Bloschynskyi (Bloschynskyi, 2017). The issues of selecting and training Romanian law-enforcement agents were scrutinized in the works of Răzvan Roșca (Răzvan Roșca, 2014). The research (Manuel Joaquín Fernández González, Dmitrijs Semjonovs, Irma Narica, 2017) involving 175 maritime officers was conducted in Latvia in January

– October 2016, regarding officers' family context, school achievement, involvement in sports, and personality traits when they were 16-18.

The review of publications on the problems of a specialist personality formation under the conditions of a higher education institution shows a considerable diversity of researchers' opinions on this issue.

The carried-out analysis shows that in higher education institutions there are many traditional forms of extracurricular student activities which are still productive: sport sections, amateur performances, interest clubs, the celebration of traditional, modern, national and regional holidays, Days of science and profession. There are new student teamwork activities when humanists contribute to religious communities' work or help socially disadvantaged children. However, this traditional experience in the process of a specialist personality formation may be characterized as insufficient.

The professional education must play more significant role in educational environment of higher education institutions. In the meantime, we are to invent such activity forms that will meet the contemporary education approaches: personal, culture-based, pragmatist and competence-based, and also exclude formalization that is possible due to the planning character of educational work. The "planned events" orientation leads to inactivity of its executives and to the educational work formalizing on the whole.

The education impact especially when its methodology is correctly organized is rather prominent. That's why much attention is drawn to the education conceptualizing and designing in all types of education institutions. Yet, it is necessary to take into consideration that educational opportunities are limited. It is vividly seen in the process of results assessment at any stages of administrative and educational activity in a higher education institution. Furthermore, such results may be estimated in the longer term as the values priorities and beliefs forming needs examination by means of time, professional experience and practical efficiency.

It is a well-known fact that the youth values orientation depends on social, spiritual, political, economic and moral priorities of society. Along with the stated social-economic factors there are two objective factors that affect the effectiveness of learning: the development of students' intelligence level and their social priorities formation. The given factors contribute to education motivation, values orientation, occupation choice and attitudes towards profession. Social and psychological conditions for student development are also determinative and may cause the low level of education activity and motivation, and professional inactivity. So, it is essential to change traditional mechanisms and ways of pedagogical influence on different types of students.

The problems analysis of the specialist personality forming under the conditions of educational process helps draw the following conclusions: scientific and pedagogical publications on the given issue follow different personal qualities as objectives of educational work in a higher education institution.

The general and concrete personal qualities are to be systematized in line with the following characteristics:

- The type of values formation according to the environment (moral, intellectual, physical, aesthetic, labor, professional qualities).
- The social and role type of human activity (personal or cultural, civil, professional and labor qualities).
- The attitude type (personal attitude, attitudes towards other people and profession).

The given typology reflects the psychological mechanism of education determines some necessary changes; helps examine the stated relations at different levels; for example, an individual attitude towards other people may be the formation basis of moral values, civic consciousness and responsibility. With regard to the above mentioned, the attitude towards the profession is to become the core element in educational process of perspective specialists.

Methodology.

In order to realize the tasks of the research, it was decided to conduct a research based on a social survey approach (De Vaus, 2013; Bryman, 2015), which provided standardized information from a large group of cadets. A questionnaire was chosen as the survey method. To identify the specificity of the image of the future border guard officer's profession and the dynamics of its formation to the cadets of the National Academy of the State Border Guard Services of Ukraine (hereinafter – NASBGSU) a study was conducted using a specialized semantic differential, developed on the basis of the researches (Creswell, 2013, Bryman, 2015, De Vaus, 2013;).

To study these peculiarities, there was conducted a questionnaire survey at the Faculty of State Border Security and Protection, as well as at the Faculty of Operational Investigation and Law. In total, 85 future officers of management of the units of state border protection and 65 future officers (47 boys and 18 girls) of operational and investigative units and units of inquiry and administrative proceedings were interviewed. The questionnaire included 15 questions, the answers to which were analysed according to the four main blocks: “Profession”, “Self-knowledge”, “Self-esteem”, and “Self-improvement”. Let us consider sequentially a set of the received data on each of the listed blocks.

Regarding the transition from high school to university level, recent studies show that maintaining high school grade point average (GPA), over 3.0, correlates with enrolling in and successfully completing credit-bearing college courses (ACT, 2012; Mishook, 2012).

The image of both the profession and the professional manifested itself through the idea of positive and negative aspects of future activities. The research has shown that positive views of future officers of the management of the units of state border protection are quite diverse. In terms of the frequency of mentioning young men put “social utility and significance” in the first place. Further, there are “the process of guarding the state border and admitting people, vehicles and goods at

checkpoints”, “communication, working with different people”, “danger, thrills, adventures”, and “counteraction to violators of the state border and smuggling”.

There are a great number of formulations found only in some of the questionnaires, such as “diversity and complexity of the situation on the state border”, “work with the local population of the border area”, “protection of the population from illegal actions”, “opportunity to be useful”, “teamwork”, “access to materials and data inaccessible to others”, “profession fits me”, “romance”, “service is not particularly interesting, but useful”. Such answers as “interesting to all”, “interesting for many reasons” are found to be of frequent mentioning. Among the positive aspects of the profession, the increase in financial security, job satisfaction, gratitude from the command, gratitude from citizens, self-realization is stated rather often. It should be noted that among the pleasures of the profession of a border guard officer the cadets often name time free from the performance of official duties – vacations, weekends, holidays, sick leaves and even retirement.

When characterizing the negative aspects of the profession, future officers of the management of the units of state border protection most often speak of financial difficulties. They name “temptation against which it is difficult to resist”, “frequent changes of the place of service”, “lack of own housing”, “labor intensity, stress, heavy workload, lack of sleep, fatigue”, “lack of time for personal and family life”, “difficulties in communicating with people”. At the same time, when describing the positive and negative aspects of professional activity, almost 30 % of the cadets leave blanks in answers, write “I don’t know”, “It’s my personal business” or just jokes.

In general, it should be noted that the cadets of the Faculty of State Border Security and Protection speak of the meaningful characteristics of their future profession most often. In some questionnaires a lot of professional details are mentioned, namely “the need to keep the number of planning and reporting documentation”, “the complexity of the procedural registration of administrative offences”, “the uncertainty of the given situation in the decision-making process for border

protection”, “problems of interaction and coordination with other law enforcement agencies”, etc; there is some romanticism in the assessment of the profession (danger, risk, adventure as a positive characteristic).

While characterizing the chosen profession, the future officers of operational-search units and units of inquiry and administrative implementation consider communication (work) with different people to be the most interesting. This answer is found in almost half of the questionnaires. Such characteristics as mobility, diversity, versatility, unexpectedness, tension, unpredictability in workplace are second most frequently mentioned. Then follow the answers as: “the possibility of combating organized crime, illegal migration, trafficking in human beings and smuggling activities at the state border”, “the eradication of injustice, the establishment of order at the state border”, “contribution to the development of the state”, “the possibility of building a career”, “self-affirmation”, “a certain place in society”, “promotion”, “assistance to people”.

When describing the positive aspects, the first place (about 30 %) is taken by the answers “I don’t know” (or “no answer”) and “no positive”. The latter answer is given in various ways: nothing, none, not at all, “there are no such things in the border guard service”, “what pleasures can be in the work of an operating officer”, etc. Further, there follow the answers related to promotions, off-duty time (such as vacations, days off, holidays), cash security and bonuses, and communication with colleagues. Only a few questionnaires contain the answers “helping people”, “success at work”, “completion of the case”, “being the best in the profession”, etc. Among the negative aspects of the profession, the future officers of operational and investigative units most often mention the problems of financial support (mentioned in every fifth questionnaire), imperfect legislation in the field of the state border protection, corruption, inability to comply with laws and regulations. Such difficulties as arbitrariness of the leadership, bureaucracy, communication with command authority, necessity to obey to the senior but less educated officers often recur in the answers.

Only in the responses of the future officers of operational and search units, there are mentioned such difficulties as lack of experience, lack of knowledge and impossibility to implement the requirements of the theory in practice. There is also a lack of normal conditions to meet the responsibilities, tension, a great deal of work, the need to communicate with violators, misunderstanding and opposition from citizens. In general, the answers of the cadets of the Faculty of Operational and Investigative Activities and Law of NASBGSU leave the impression of more mature and realistic young people who understand the positive and negative aspects of their future activities. In addition, only a few of their questionnaires contain the answer “I don’t know” or refusal to answer.

The second block of the questionnaire – “Self-knowledge” – allowed us to find out the cadets’ ideas about the requirements that the chosen profession places on the specialist (the qualities that the cadets consider professionally important, evaluation of these qualities in themselves in comparison with the assessments of commanders and comrades, as well as the “ideal personality”). This is the most voluminous and diverse block of answers, but at the same time it is informational.

To only one question about the most important quality for their future profession, the cadets of two faculties gave more than 180 variants of answers. In order to conduct a comparative analysis of the answers to this question, it was necessary to further classify the indicators the cadets’ answers were most frequently referred to. The cadets’ answers were divided into four main types: general personal qualities, general subject (professional) characteristics, special personal qualities important for a given profession, special subject (professional) characteristics necessary for successful activity. First, three exploratory semi-structured interviews (Creswell, 2013) with cadets were conducted, in order to define the topics to be included in the questionnaire. The analysis of the data presented in Table 1 shows that the third-year cadets of both faculties have a predominance of qualities important for success in any type of activity, i.e. common professional skills. Only about a

third of the cadets list plenty of special personal and subject (professional) qualities. More than half of the cadets' name, mainly, general qualities. Among the special qualities, there is a variety of those considered by the cadets as important for their future profession.

A high percentage of special volitional (patience, restraint, self-control, endurance) and communicative qualities (the ability to convince people that you are right, the ability to ingratiate oneself to people) is due to the fact that some of the cadets named 10-15 qualities, including those similar in meaning. About 10 % of all the answers can be explained by a low level of understanding of the requirements of the profession to a person. These answers are: "I don't know", "many", "everybody", "none", etc.

Table 1. Description of cadets' opinions on the qualities important in the chosen profession (% of those who named one or more qualities of a certain type).

Types of the distinguished professionally important qualities		Faculty of State Border Security and Protection	Faculty of Operational Investigation and Law	
		Young men 85 people	Young men 46 people	Girls 18 people
1. General personal qualities				
Attitude	to oneself	-	28	6
	to others	7	11	18
	to business	11	17	6
Culture, general development		21	11	12
2. General professional characteristics				
General abilities	activity	14	7	12
	will	33	43	38
	intelligence	38	34	26
General motivation		23	9	63
Professionalism, knowledge, skills		50	48	25
Sociability		41	34	45
3. Special personal qualities				
Attitude	to oneself	13	11	12
	to others	34	29	40
	to business	22	40	35
4. Special professional characteristics				
Special abilities	activity	8	35	-
	will	40	43	49
	intelligence	24	39	36
Professional motivation		7	15	12
Special knowledge, abilities		25	31	25
Communication peculiarities		22	28	30

Types of the distinguished professionally important qualities	Faculty of State Border Security and Protection	Faculty of Operational Investigation and Law	
	Young men 85 people	Young men 46 people	Girls 18 people
Special preparedness	4	11	34
Moral preparedness	7	21	30

Table 1 indicates in bold the quantitative indicators of the qualities which the cadets of different faculties most often refer to (in various formulations).

Among the special subject (professional) qualities the more often mentioned are the following: professional knowledge in the field of border guard tactics, organization and implementation of border control, administrative law, criminal procedure and forensics, theory knowledge, decision-making confidence, expediency of actions, entrepreneurship; qualities important for working with documents: neatness, precision, accuracy, patience, attentiveness, diligence, punctuality; qualities important for the border guard officer: courage, endurance, bravery, determination, physical fitness.

Among general personal qualities, the cadets most often mention honesty, responsibility, friendliness, responsiveness, decency, respect for others, humanity, disinterestedness, justice (listed in descending order of frequency). Integrity and diligence are among the characteristics of the attitude to work. As far as they are concerned, the cadets speak of self-confidence and self-esteem. In terms of the special personal qualities there are mainly those contributing to teamwork: the ability to work with people, the ability to lead, the ability to listen, the ability to obey the orders of commanders (chiefs), the ability to understand people as well as tact, restraint, stringency.

Assessing their own level of the development of these qualities, the cadets of NASBGSU rated each quality on a scale of ten points. In that, as in other respects, there is a considerable diversity in both – the assessments and the number of traits identified by the cadets. A summary of the comparative characteristics of the assessment observation for each faculty is presented in Table 2.

Table 2. Cadets' assessment of the level of the development of professionally important qualities (grade point average on a scale of one to ten).

Rates	Faculty of State Border Security and Protection	Faculty of Operational Investigation and Law	
	Young men	Young men	Girls
The average number of qualities identified by the cadets in the characterization of the chosen profession	6,5	7,1	10
The average self-assessment score of the level of the development of professionally important qualities	6,5	7,5	7

The analysis of the answers shows that the level of the development of general personal and general professional qualities (sociability, kindness, purposefulness, aspiration to be the best, activity, energy, intelligence, etc.) is estimated by the majority of the cadets to be much higher than special qualities (from 8 to 10 points). Such special qualities as bravery, gallantry and courage are highly appreciated by young men. In general, it is worth talking about only some of the tendencies as each group has a lot of variants and combinations in the assessment of qualities that are essential in the chosen profession.

The "Self-esteem" block made it possible to identify the cadets' assessment of their own readiness for the chosen profession, the assessment of their suitability for it and the assessment of their development over three years of training. Table 3 presents the cadets' assessment of their preparedness for the chosen profession. These data allow us to assert that the overwhelming majority of the third-year cadets consider themselves sufficiently prepared for their future activities. All the answers with the wording "partly" were included in the column "partly", as well as those with a readiness level ranging from 60 to 90 per cent (such specific assessments were presented in a fairly large number). Under "poorly trained", the corresponding answers were entered, as well the percentage of readiness below 50. The analysis of the answers to the additional control question

“Do you believe you really assess your suitability for a profession?” shows that 98 % of the respondents answered “really” or “yes”.

Table 3. Cadets’ assessment of the level of readiness for their chosen profession (% of the total number of cadets who answered the question).

Levels of professional preparedness	Faculty of State Border Security and Protection	Faculty of Operational Investigation and Law	
	Young men	Young men	Girls
	85	46	18
Fully prepared	12	18	11
Partly prepared	83	73	83
Poorly prepared	5	9	6

The same trend continues at senior courses. However, self-esteems are radically different. Subject (professional) qualities – professionalism, knowledge, perseverance, accuracy, and attentiveness are viewed weak by senior cadets. They rate themselves from 2 to 5 points. Personal qualities – honesty, responsibility, diligence, and goodwill – are still rated very highly, especially by girls. The discussions on self-esteem show that the assessment of oneself with high scores is mainly caused by insufficiently developed skills of self-analysis. The more intelligent, educated and responsible the cadets are, the more adequately they assess their qualities and abilities.

The “Self-improvement” block identified the cadets’ perceptions of how they intend to develop the missing qualities, as well as the assessment of the learning process and suggestions for its improvement.

In most of the questionnaires, cadets expressed their intention to realize self-improvement and develop their professional and personal qualities, regardless of professional intentions, assessment of their own readiness and aptitude for the chosen profession. Self-education is the most important means of self-improvement in all the faculties. With the future officers of the state border guard management self-education and means of self-regulation (self-control, self-report, self-commitment,

and self-inspiration) are in the second place. Future officers of operational and investigative units pay more attention to exercises, trainings, and gaining experience. This means both physical training and “training of the mind, will, communication skills”, sports.

When considering the means of self-improvement cadets intend to use, it is safe to say that they are very general in nature. Only individual questionnaires contain specific statements, such as “overcoming laziness”, “analyzing the opinions of others”, “expanding the social circle”, “using exercises to train willpower”, “through constant analysis of one’s actions and decisions”. In most cases, the cadets use the concepts learned on the topic “Self-improvement of the border guard” in the course of pedagogy.

The generalization of the means of self-improvement mentioned by the cadets sets the task of organizing classes on this topic in a different way. They should be more closely related to the professional development of cadets than to the management of the development of subordinates, as it is currently the case.

CONCLUSIONS.

The image of the profession is a necessary condition for the successful self-determination of a future border guard officer, and its formation depends on many factors of subjective and objective nature. Performing an integrative function, gathering disperse knowledge about future professional activities into a systematized structure, it acts as a kind of «indicator» of the cadets’ professional orientation.

The analysis showed that the cadets of the second, third and fourth years of study at the surveyed faculties of NASBGSU have ambivalent vision of the profession, and significant diversity of characteristics and contradictions in the perception of themselves as a subject of activity. The cadets with a relatively high level of professional self-awareness make up about 25 % of all the respondents. The same number of cadets can be classified as a group with an average level of

development of professional consciousness. Approximately 50 % of the respondents can be characterized as the cadets with below average and low levels. Each of these groups requires differentiation in the process of professional education.

The means and conditions of education considering disclose some organizational and administrative difficulties of educational system. The concrete level of the subject educating is characterized by a number of problems and contradictions in educational process.

The organization activity of a higher education institution administration should be aimed at the stated problems solving by ensuring methodological integrity, coordination, educational continuity and completion of education. The most general tendency of educational means development is the transition from the organization of educational activities to the creation of educational environment in a higher education institution which has a systemic impact on a specialist personality formation; and the educational work organizing should not diminish objective and subjective factors affecting the youth personality formation.

The conclusions obtained as a result of the research can serve as an impulse for the organization of the appropriate conditions of the educational environment in the higher education establishment, which would ensure the positive work of the subjects on the formation and detailing of the image of the future profession.

BIBLIOGRAPHIC REFERENCES.

1. ACT – American College Testing. (2012). *The condition of college & career readiness*. Iowa City, IA: Author
2. Anufriev, M., Bandurka O., Yarmish A. (1999). *Vyshchyi zaklad osvity MVS Ukrainy: Naukovo-praktychnyi posibnyk [The higher education institution of Ukrainian Ministry of Internal Affairs]: Research textbook*. - K.: University of internal affairs, 369 p. [in Ukrainian].

3. Belova, L. (2004) Vykhovna systema VNZ: pytannia teorii ta praktyky [Educational system of a higher education institution: theory and practice issues]. Kharkov: *People's Ukrainian Academy*, 264 p. [in Ukrainian].
4. Bloshchynskiy, I. (2017). Enhancement of cadets' practical training at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi. *Science and Education*. 4, 5–10.
5. Bloshchynskiy, I. (2017). Usage of Anki specialised program application during future Border Guard officers' independent foreign language professional training for passing state examination. *Information technologies and learning tools*. 58(2), 49–58. URL: <https://journal.iitta.gov.ua/index.php/itlt/article/view/1605>
6. Bryman, A. (2015). *Social research methods*. London: Oxford university press.
7. Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage publications
8. De Vaus, D. (2013). *Surveys in social research*. London and New York: Routledge.
9. Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage publications.
10. González Manuel, Semjonovs Dmitrijs, Narica Irma, Strautmane Diāna, Ozola Sandra (2017). Predicting a fast-track maritime career: Characteristics of successful officers during teenage years. *Problems of education in the 21st century* Vol. 75, No. 6.
11. Manuylov, Yu. (2001). Manujlov, Ju. S. Sredovyj podhod v vospitanii [Environmental approach to education]. - M.: *Pedagogics*. № 7.- P. 36-41. [in Russian].
12. Mishook, J. (2012). College readiness and smart education systems. *Voices in Urban Education*, 35, 42-50. Retrieved November 20, 2017, from <http://vue.annenberginstitute.org/sites/default/files/issues/VUE35.pdf>.

13. Ortynskyi, V. (2009). Pedahohika vyshchoi shkoli: Navchalnyi posibnyk [Pedagogy of higher school: Study Guide]. –K. *Publishers: Center of education publication*. 470 p. [in Ukrainian].
14. Safronova, E. (2003). Vospitatel'naja dejatel'nost' v kontekste lichnostnogo podhoda v obrazovanii [Educational activity in the context of personal education approach]. *Pedagogy*. -№ 3.- P.38- 44. [in Russian].
15. Selivanova, N. (2000) Sovremennye predstavlenija o vospitatel'nom prostranstve [Modern views on educational environment]. *Pedagogy*. № 6.- P. 35- 39. [in Russian].
16. Stepanov, E. (2001) Modelirovanie vospitatel'noj sistemy obrazovatel'nogo uchrezhdenija: teorija, tehnologija, praktika [The modeling methodology of education system in educational institution]. *Pedagogy*. -№ 4.- P. 14-19. [in Russian].
17. Kharamov, I. (2003) Formirovanie lichnostnyh kachestv v processe vospitaniija [The formation of personal qualities in the process of education]. *Pedagogy*. № 3, - P.52-59. [in Russian].
18. Răzvan Roșca. (2014) Selecting and Training Police Agents. *Bulletin of the Transilvania University of Brașov*. Series VII, Vol. 7 (56).

DATA OF THE AUTHORS.

- 1. Oleh Stavytskyi.** Doctor in Pedagogical Sciences, Associate Professor, Head of the Border Security Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: ostavik@ukr.net,
- 2. Anatolii Miroshnichenko.** PhD in Pedagogy, Faculty of State Border Security and Protection, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: mister1976@ukr.net
- 3. Tetiana Snitsa.** PhD in Pedagogy, Senior Lecturer of the English Translation Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: taniushasnitsa@ukr.net

4. Vadym Dyiak. PhD in Pedagogy, Associate Professor of the Pedagogic and Social-Economic Disciplines Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: vadimd09@gmail.com

5. Klavdiia Tushko. PhD in Pedagogy, Associate Professor of the Pedagogic and Social-Economic Disciplines Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: kltushko@ukr.net

6. Serhii Sinkevych. Ph.D. in Pedagogics, Associate Professor of the General Military Disciplines Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: sinkevich76@i.ua

7. Olha Honcharenko. Doctor of Philosophical Sciences, Associate Professor of the Pedagogic and Social-Economic Disciplines Department, Faculty of Foreign Languages and Humanities, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (Khmelnyskyi, Ukraine). E-mail: olgegoncharenko@gmail.com

RECIBIDO: 7 de noviembre del 2019.

APROBADO: 17 de noviembre del 2019.