PEDAGOGICAL COMPONENT IN TRAINING OPERATIONAL SERVICES EMPLOYEES

INTRODUCTION
At the present stage of development of the Russian Federation, a characteristic of which is a high level of competence required of employees of various ministries and departments, the requirements for operational services employees' professionalism are also increasing. The successful implementation of daily tasks by employees whose activities are connected with the preservation and maintenance of such fundamental values as the life and health of citizens of the Russian Federation is impossible without the proper training. In particular, Art. 1 of the Federal Law “On Operational-Search Activities” says that operational-search activities is “... a type of activity carried out publicly and privately by operational units of state bodies authorized to do so by this Federal Law ... within the limits of their authority through the conduct of operational-search measures in order to protect life, health, human and civil rights and freedoms, property, and to ensure the security of society and the state from criminal encroachments” (FEDERAL LAW “ON OPERATIONAL-SEARCH ACTIVITIES”, 1995).

By virtue of this, the activities of operational services employees must follow the principles of efficiency, a competent approach to the performance of their official duties, based on the ability to interact with people of different social status, education levels, and legal training. For the successful implementation of this task employees should also demonstrate emotional intelligence and individual potential (VELIKAYA, 2016). However, survey data currently demonstrate average to low indicators for law enforcement officers' levels of emotional intelligence (TSVETKOVA et al., 2020).

At the same time, the initial training for operational services employees is aimed to increase their overall intellectual level, improve their skills navigating the regulatory framework, and lay the foundation of basic knowledge, qualifications, and competencies required for the successful implementation of their professional tasks. The academic course program in Fundamentals of Operational-Search Activities of the Internal Affairs Department in the area of Law Enforcement notes that “… the study of operational-search activities should contribute to the formation of students' ability to assess events and phenomena of public life from the point of view of rights and law, civic courage, incorruptibility of justice, and conscientious attitude to the performance of official and public duties; education in the spirit of strict observance and application of the norms of the Constitution of the Russian Federation and Russian laws, respect for human and civil rights and freedoms and their observance” (THE ACADEMIC COURSE PROGRAM ..., 2016).

Specialized training of operational services employees is thus a decisive factor in the development of their future professional qualities, which means that training should reflect the nature of employee-citizen interaction based on mutual respect and legal guarantees. However, vocational educational establishments often do not provide students with sufficient systemic knowledge in the field to interact with the population. Moreover, important career characteristics for operatives such as memory, attention, thinking, reaction speed, and creative thinking skills also require adjustment.
It is the pedagogical orientation of future employees’ training that is able to compensate for any gaps in their capacity to master the triad of “knowledge, abilities, and skills.” After all, pedagogy is actually the only science whose subject of study is educational issues, which have been prioritized in work with personnel and in order to guarantee civil rights and freedoms.

In activities related to the observance of law and the protection of law and order, pedagogy is characterized by a wide range of applications. This was the focus of researchers such as I.V. Biochinsky and M.V. Klimova (2010); A.V. Bulgakov (2018); O.V. Kurbatova (2016); Yu.V. Sorokopud (2015); S. L. Lenkov and N. Ye. Rubtsova (2018); E.I. Fedak (2015); A.A. Fedorov, E.Yu. Ildatdina, and S.V. Frolova (2019); and N.A. Tsvetkova, S.V. Kulakova, and E.A. Volodarskaya (2020). The importance of trusting interpersonal relationships between students and teachers in the process of professional training was emphasized by E.A. Popov (2021), E.V. Biricheva and Z.A. Fattakhova (2021). Transformation in the system of training higher education personnel was analyzed by T.P. Budyakova, A.N. Pronina (2020); E. Velikaya (2016); Yu.V. Daneykin, O.E. Kalpinskaya, and N.G. Fedotova (2020); A.A. Kiseleva, M.Yu. Kuzmin, V.V. Kozlov (2020); A.S. Kurbatova, A.G. Pukhova, T.K. Belyaeva (2019); D.B. Romanov, K.G. Serdakova, O.V. Smirnokva, I.I. Khersonsky, and S.E. Kovaleva (2021); E.N. Strelchuk (2020); E.A. Opfer (2021); S. Folkman and R.S. Lazarus (1980).

Work as an operative significantly impacts operational services employees’ personalities and may cause their professional deformation. Negative psychological consequences for one untrained employee can spread to the other members of the operational unit, provoking a violation of discipline, pessimism, increased conflict in relationships, etc. Statistics show that the growing influence of negative factors related to the profession leads to the fact that about 25% of them begin to use alcohol to reduce stress (INTERFAX.RU, 2019). In this regard, coping behavior skills are extremely important for operational services employees and other representatives of professions in which they work with people (KISELEVA et al., 2020). In turn, for a trained employee, factors provoking stress can cause, on the contrary, a rise in fighting spirit, a sense of patriotism, and readiness to solve complex professional tasks.

MATERIALS AND METHODS

Among the materials used, one should highlight the Federal Law On Operational-Search Activities of December 08, 1995, as well as statistical materials, in particular, the Rosstat (the Federal State Statistics Service) data and Interfax data. The latter is an independent news agency and the main news source in the post-Soviet space. The study was based on a systematic approach, according to which the pedagogical component of operational-search activities was considered not separately, but in connection with other components of this kind of occupation. Also, the work used a poly-subjective approach, according to which the operational services employees were considered as carriers of relations of a social category. Finally, within the framework of this study, an anthropological approach was applied, which involves the systematization and application of data about a person obtained from various information sources, which made it possible to generally characterize the activities of operatives from various angles and to reveal the presence and significance of the pedagogical component in it. The specifics of the work determined the choice of research methods. These include the analysis and synthesis methods, which allows both to study the pedagogical component in operational-search activities and to characterize it as a whole. A logical method was also applied, which enabled, through consistent and interrelated conclusions, to form an idea of the role of pedagogy in preparing operatives for their professional activity. Finally, quantitative methods were used to process and analyze statistical data.

RESULTS

Operational work refers to a type of activity that, while not at all pedagogical, nevertheless has elements of pedagogical science. Pedagogical knowledge, as well as psychological and pedagogical training in general, plays a significant role in the interaction of operatives with ordinary citizens, those in power, and officials. Preventive and investigative activities require pedagogical skills from the operational services employees. Interaction with offenders in solving crimes is associated with the educational measures, guidance, and counseling. Their successful use by employees also allows talking about the importance of the pedagogical
component in operational activities. After all, pedagogy is a specific knowledge that is applicable wherever there is a connection with the process of formation and development of the personality. In other words, there are elements of its development, first of all – education and upbringing (BIOCHINSKY and KLIMOVA, 2010).

Pedagogy is a science, the subject of which is the study of patterns and the purposeful practice of teaching and educating a person and the adaptation of a person to social life. In this regard, we can conclude a kind of everyday value of pedagogy in the operational services employees’ daily activities, who often have to exert educational strategies on people during the inquest and when performing other functions.

Two main types of components can be distinguished in employees' pedagogical culture. The first type includes the personal qualities of operational services employees, the pedagogical component of their work, professional literacy, a high level of communication culture, an adequate development of both moral and intellectual qualities of the individual, and conviction in the possibility of having an educational impact on citizens. In particular, when interacting with various categories of citizens, operational services employees impact them, the result of which is an increase in the legal culture of the population and, in general, the development of its legal consciousness.

The second type of components should include those that are constantly used by the operational services employees – in particular, pedagogical skills in the interaction with the population; the usage of the principle of respect for a citizen as a person, with their inherent rights and obligations; subordination of activities to the ideals of humanism and tolerance; the possibility of realizing the creative principle in the organizational activities; the choice of effective strategies of interpersonal communication and behavior in general from the pedagogical point of view; and the desire for self-development (KURBATOVA, 2016).

A high level of pedagogical literacy of the operational services staff contributes to the success in clarifying legal situations to citizens, building a competent dialogue during the inquiry, and the growth of the legal culture of the citizens of the Russian Federation, which, in turn, creates conditions for solving significant social problems. The ability to clearly explain the provisions of the current legislation to the population, which often does not have special legal training for their adequate understanding and assessment by the operational services employees, creates the basis for increasing the level of legal literacy and awareness of the Russian people. The pedagogical component also contributes to building a communication style between employees, aimed at communication and consensus. In many respects, the implementation of this task is facilitated by the individualization of the approach to education, which, first of all, should meet the future specialists’ professional growth plans (DANEYKIN et al., 2020).

Pedagogy is of great importance from the point of view of increasing the degree of leaders’ managerial competence. The latter results in positive qualitative changes in the personnel training, encourages positive attitudes when working in a team, and disciplines employees. A natural consequence of the growth of the managerial competence of the heads of operational services is the improvement of their professional training, and an increase in the level of personnel readiness, the moral and psychological stability of employees (KUZMIN, 2014). Thus, the requirements for the professional growth of the heads of operational subunits are determined by the need for their influence on the personnel. A commander of a new type, a professionally established personality complying with the current requirements is, first of all, a competent leader in personnel management, who is able to create the necessary conditions for the employees’ creative development, stimulating initiative in their work and thereby realizing a social order for a high level of professionalism in the operational staff activities.

**DISCUSSION**

In this process of forming the professional competence of the heads of operational services, pedagogical support plays an important role. V.I. Bogoslovsky and L.N. Berezhnova note that it should be understood as a special type of implementation of the interaction of subjects (FEDAK, 2015). Pedagogical support is a necessary component of any activity in which conditions are created for the development of subjects’ ability to make decisions in situations of various levels of complexity. In other words, any pedagogical support program is essentially
a technology that allows successfully solving development issues. As a result, there is a certain connection between the technologies of “pedagogical support” and a mere “support”, which enables the necessary influence of the management staff on the personnel to bring up the necessary professionally significant qualities in employees (FEDAK, 2015).

Pedagogical support of the work of the heads of operational services for the education of employees includes the theoretical and practical support of the latter by the commanders to contribute to the comprehensive development and formation of the educational space. Such pedagogical support is based on the stages of consistency and continuity of the educational process of preparation for future professional activities, and trends in the introduction of innovative educational technologies into education. At the same time, the object of pedagogical support is the process of increasing the competence of the heads of operational services in training and educational work with personnel.

In turn, the essence of pedagogical support is reduced to the knowledge that the heads of operational units receive when working with employees. The skills of managing the latter are just pedagogical knowledge for commanders, since it is obtained as a result of working with people and is aimed to increase their level of education and upbringing for the profession. Therefore, the result of pedagogical support for the management means professional competencies developed in the interaction with the staff. The acquired knowledge, skills and abilities create the basis for more effective professional implementation of both authority and personnel of operational units. The resulting professional competence of operational employees is an integral social and professional feature without which it is impossible to successfully solve daily professional tasks. The result of pedagogical support, therefore, is not the formation of one or two skills, but a full-fledged training of employees, which is also necessary for work in extreme situations. The use of persuasion techniques in their work is of particular importance for operatives, among which ethical conversations play an important role.

Ethical conversations are referred to a persuasion technique based on a question-and-answer form of obtaining information, and moral education of the interlocutor. Conversations can be diverse in content. The range of application of ethical conversations is quite wide. They are used in operational work: when identifying the circumstances of crimes; in communication with citizens, victims of crimes, and those in a helpless state; registration of allegations of crimes or threats; detection of crimes; initial inquiry; search for persons who have committed a crime or are missing; and ensuring law and order in streets, squares, parks and other public places. The role of ethical conversations in the institutions of the penitentiary system and in communication with convicts is great. However, despite the frequent use of this technique by operational staff, its technology is still far from being studied, and due attention lacks in teaching the technique of holding business talks.

Learning the technique of leading business conversations is of vital importance. As a rule, the following research objectives are formulated: to determine the stages of holding an ethical conversation, to develop the basic requirements for preparing an ethical conversation, and to develop practical recommendations on the technique of holding a conversation.

Ethical (business) conversations have developed from primitive, most elementary ways of communicating, even when a person’s speech was slurred. People talked about food, shelter, and life protection. Later, conversations related to labor, hunting, gathering, craft and trade occurred. Considering the stages of holding ethical business conversations reveals how some authors differ their approaches to it. However, three conversation stages are commonly defined: the beginning, the main body of the conversation, and the end. The preparation of a conversation is vital.

When starting a conversation, it is crucial to foresee potential national, economic, and political difficulties and consider the interlocutor’s stance based on his areas of interest. It is necessary to carefully consider the question choices. If open-ended questions allow the interlocutor to give evasive answers, then closed questions produce specific answers. During the conversation, the person closely follows the interlocutor: how he listens, answers questions, and what prevents him from making a decision.

The final stage of the conversation is characterized by summarization. The conclusions should
be clear to every participant, but the interlocutor can only agree with part of the conclusion. It is necessary to try to convince him of the controversial issues and end the conversation after meeting the previously planned objective. The main considerations for preparing an ethical conversation are the relevance of the chosen topic, reliance on the interlocutor’s experience, careful selection of the content, thought-provoking issues, a positive emotional background, a confidential atmosphere, and the use of illustrative materials.

**CONCLUSIONS**

In conclusion, it should be emphasized that the activities of operational services employees, though very remote from pedagogy at first glance, have a certain connection with it. The absence of this connection will hinder the professional, comprehensive activity of both the authority and personnel. The work of employees within these services is pedagogically oriented due to the significance of educational impact and clarification of legal provisions to citizens. This results in the implementation of educational and upbringing potential of the operational services employees’ activities, and, therefore, its pedagogical component. Being focused on constant interaction with citizens means that operational services work requires a high level of employee’s competence. The pedagogical component of interactions between commanders and subordinates is implemented in the development of managerial thinking, which stimulates the coordinated and effective work of personnel.

Personnel, together with competent management, strive to reduce conflict. Managerial thinking strengthens team spirit and readiness to perform professional tasks. So, pedagogy, and pedagogical support in particular, optimize the activities of operational services employees, allowing them to develop a proactive attitude towards the performance of both daily duties and problem-solving in difficult conditions. It also drives self-improvement and contributes to strengthening interactions between authorities and subordinates; this ultimately ensures the effective implementation of citizens’ rights and freedoms and allows operatives to base their work on humanism and respect for the individual.

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Pedagogical component in training operational services employees
Componente pedagógico na formação de funcionários de serviços operacionais
Componente pedagógico en la formación de los empleados de servicios operativos

Resumo
O objeto do conhecimento pedagógico são aqueles fenômenos da realidade que determinam o desenvolvimento de um indivíduo na atividade social proposital. A pedagogia tende a penetrar em todas as vocações que impactam os indivíduos no âmbito de sua educação e educação. O autor deste artigo estabelece o papel da pedagogia na atividade operacional, tirando uma importante conclusão de que a influência das atividades dos funcionários dos serviços operacionais sobre os cidadãos russos está frequentemente associada ao conselho e à educação deste último. O autor explica as disposições da legislação vigente que denotam a orientação pedagógica das atividades operacionais, enfatizando sua importância não apenas no processo de formação de funcionários ordinários, mas na gestão dos serviços operacionais. A pedagogia mobiliza e disciplina o trabalho de uma unidade operacional e a implementação de funções educacionais.

Palavras-chave: Componente pedagógico. Serviços operacionais. Atividades de busca operacional. Apoio pedagógico. Competência profissional.

Abstract
The object of pedagogical knowledge are those phenomena of reality that determine the development of an individual in purposeful social activity. Pedagogy tends to penetrate all vocations that impact individuals in the context of their education and education. The author of this article established the role of pedagogy in operational activity, drawing an important conclusion that the influence of the activities of employees of the operational services on Russian citizens is often associated with the council and education of the latter. The author explains the provisions of the current legislation that denote the pedagogical orientation of operational activities, emphasizing its importance not only in the process of training ordinary employees, but in the management of operational services. Pedagogy mobilizes and disciplines the work of an operational unit and the implementation of educational functions.

Palavras-chave: Pedagogical component. Operational services. Operational search activities. Pedagogical support. Professional competence.

Resumen
El objeto del conocimiento pedagógico son aquellos fenómenos de la realidad que determinan el desarrollo de un individuo en la actividad social con propósito. La pedagogía tiende a penetrar en todas las vocaciones que impactan a los individuos en el contexto de su educación y educación. El autor de este artículo establece el papel de la pedagogía en la actividad operativa, sacando una importante conclusión de que la influencia de las actividades de los empleados de los servicios operativos en los ciudadanos rusos a menudo se asocia con el consejo y la educación de estos últimos. El autor explica las disposiciones de la legislación vigente que denotan la orientación pedagógica de las actividades operacionales, destacando su importancia no sólo en el proceso de formación de los empleados ordinarios, sino también en la gestión de los servicios operativos. La pedagogía moviliza y disciplina el trabajo de una unidad operativa y la implementación de funciones educativas.

Palavras-chave: Componente pedagógico. Servicios operativos. Actividades operativas de búsqueda. Apoyo pedagógico. Competencia profesional.