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**SCIENTIFIC-METHODICAL RECOMMENDATIONS ON  
MODERNIZATION OF PROFESSIONAL TRAINING OF FUTURE  
BORDER GUARD OFFICERS' IN UKRAINE CONCERNING THE INDIAN  
EXPERIENCE**

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*The article explains the notion of modernization of professional training of future border guard officers, reveals its types and levels, substantiates the necessity of learning the experience of Indian higher educational military establishments.*

*Besides the author outlines the scientific and methodical recommendations on modernization of professional training of future border guard officers at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi considering the experience of higher military educational establishments of the Republic of India. The recommendations are to be considered at the level of Administration of the State Border Guard Service of Ukraine, the management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, teaching staff of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, the faculties management and the course officers, and the cadets themselves.*

*Key words: modernization, professional training, recommendations, foreign advanced experience, future border guard officers, higher military educational establishment*

**Introduction.** Foreign advanced experience during modernization of professional training of future military experts plays a significant role. Its thorough examination and explanation of implementation procedures are very important in order to use it properly. Understanding of foreign advanced experience helps reflect the most efficient (at the certain stage and in certain conditions) and the most qualitative solution of pedagogical problems. Foreign advanced experience is more rational, economical and optimal concerning use of time, efforts and means. Also, it brings innovative elements into content of training, methods and forms of organization of educational process at the higher military educational establishments. Implementation of foreign experience during professional training of future border guard officers helps exercise the following important aspects: increase of level of professional competence of future border guard officers, encouragement of creativity among teaching staff, improvement of educational process in accordance with modern requirements on the basis of foreign approved practice, avoiding mistakes while planning professional training of future border guard officers.

Regarding considerable experience of the Republic of India concerning prevention of similar threats at the border (proxy war, border conflicts, disputed territories, transborder crimes, illegal infiltrations, separatist movements, etc.) we consider that it is important to study the system of border guards' training in the Republic of India in order to develop recommendations for training of future border guard officers at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi.

The analysis of scientific literature proves that the problem of modernization of professional training of future experts was studied by many Ukrainian (N. Berestetska, O. Komar, A. Ulanovska) and foreign scholars (S. Chandra, R. Sharma, R. Evans, P. Leppmann, A. Jha, K.

Kirkland, D. Sutch, V. Maheshwari, K. Osolind, P. Serdykov, A. Sengupta, D. Rakshit). The peculiarities of implementation of foreign advanced experience while building professional competence of future experts were described by S. Kovalova, N. Melnyk, L. Momot, A. Sbrueva, B. Tevlin. The practice of modernization of professional training in Indian higher educational establishments was revealed by A. Jha, M. Lall, C. Naik, F. Rivzi, S. Sharma, P. Sharma, A. Sengupta, D. Rakshit, E. Vara Prasad. But the problem of modernization of professional training of future border guard officers in Ukraine concerning the experience of the Republic of India is disregarded by Ukrainian theorists and practitioners. Thus, the **aim of the article** is to study the possibilities of implementation of recommendations of Indian higher military educational establishments at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi in order to modernize professional training of future border guard officers.

**Results of investigation.** On the basis of analysis of scientific literature [1; 3; 8; 12; 13; 16; 20; 21; 26; 29; 30], we can provide the unified definition of modernization. It is the process of changing towards improvement, objective characteristics of modern education, complicated procedure including qualitative and quantitative transformations and adaptation of modern techniques of realization of professional training considering scientific and technical advances as well as system of modern values. Modernization occurs due to changes in technology and social profile of community; it is intellectual, psychological, social and technological phenomenon. S. Chandra and R. Sharma differentiate exogenic and endogenic factors of modernization of education in India when combined lead to improvement of professional training of future experts [9; 10].

As modernization changes professional training towards increase of its efficiency and adaptation to modern requirements, V. [Maheshwari \[17\]](#) offers the following classification of modernization changes: *elimination* means removal of old or inefficient categories, behavior models and some values in the process of professional training; *adding* means creation of new elements in the system of professional training that did not exist before; *support* concerns improvement of conditions which contribute to increase of efficiency of professional training of experts; *synthetic changes* mean creation of new element on the basis of existing ones.

While modernizing the process of professional training we have to take into consideration that some elements will be eliminated, some elements will be added, some conditions will be provided or changed to support the existing elements, and some new elements will be created on the basis on existing ones. It means that modernization process should be studied thoroughly and well-calculated to prevent possible mistakes.

P. Serdyukov [23] describes the classification of innovations forming modernization of education. He distinguishes innovations into political (laws and legal acts in the sphere of education), social (improvement of social policy, accessibility of education, etc.), cultural (moral education, multiculturalism, bilingual education), pedagogical (competence-based approach, development of specific subjects, innovative methods of teaching), psychological (cognitive learning, stress release among those who are studying), and technological ones (use of information and communication technologies).

The questionnaire of active duty personnel of the State Border Guard Service of Ukraine showed that modernization of professional training of future border guard officers should concern the following aspects: the level of technological effectiveness of the process of service performance; skills to acquire and use new scientific and technological advances; development

and use of innovative scientific and methodological approaches to carry out service duties; development of creativity and self-improvement skills; building skills of usage of new methods of activities; formation of foreign language competence and performance of service duties by means of foreign language.

But modernization of professional training of servicemen has some peculiarities. According to T. Williams military educational environment is characterized by conventional structure that negatively affects implementation of any innovations [28]. For higher military educational establishments modernization concern not only adoption of innovation but significant inner transformation accompanied with changes in activity of thinking styles.

K. Kirkland and D. Slutch [14] divide modernization changes into three levels: micro-, meso-, and macrochanges. Microchanges mean direct influence of the process participants, their mutual interactions and ability to acts of innovation carriers. Mesochanges concern influence at the local level like rules within educational establishment, its organizational structure and cooperation with local authorities. Macrochanges mean government initiatives in the sphere of education. Concerning this differentiation, we can affirm that modernization of professional training of future border guard officers in Ukraine take place into three levels macrolevel, mesolevel and microlevel, where macrolevel deals with the Administration of the State Border Guard Service of Ukraine, mesolevel concern the decision of management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi and activities of teaching staff, microlevel means the activities of cadets themselves in the process of their professional training.

These findings enable us to develop recommendations that will be applicable in the process of professional training of future border guard officers in Ukraine. Let us examine them in detail.

*Recommendations to the Administration of the State Border Guard Service of Ukraine*

Specify the tasks for professional training of future border guard officers training considering border agency missions and substantiation of scientific and practical requirements to program of training.

Provide the conditions for licensing of educational process at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi in general and certain specialties in accordance with national and international standards.

Build international cooperation with foreign higher military educational establishments.

Finance educational process at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi at a sufficient level in order to improve physical infrastructure, transform existing models and provide innovative technologies that will help save funds in the long term (simulation technologies, Internet learning, energy efficient equipment).

*Recommendations to the management of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi*

Develop step-by-step approach to modernization of professional training of future border guard officers.

Design of educational process on the principles of flexibility, adaptability, pedagogical efficiency, relevance, economic efficiency and innovation.

Create consultative council at the level of educational establishment with the involvement of foreign experts in the sphere of military education and representatives of border guard organs to assess the results of professional training of future border guard officers. Also, we recommend interviewing cadets to assess the level of learning satisfaction.

Evaluate readiness of future border guard officers to professional activities using internationally approved techniques and in accordance with international standards.

Extend international cooperation with higher military educational establishments abroad to exchange the experience and to implement advanced practices.

Improve the role of methodological department to transform it into advisory organ.

Strengthen the requirement to self-preparation of teaching staff.

Create the possibilities of academic mobility during the academic year.

Support inter-disciplinary links and sequence of teaching general military and special subjects.

Strengthen of military component in the system of professional training of future border guard officers that includes higher proportion of practical training and apprenticeship.

Consider the suggestions of representative of border guard organs concerning the content of professional training of future border guard officers.

Diversify professional training of future border guard officers.

Approve mixed forms of organization of learning and develop the instruction for usage of microteaching, horizontal learning, cross-learning, cascade learning within the educational process.

Widely use the possibilities of distant learning.

Implement integrated approach to development of programs of general military and special subjects.

Create the system of continuing professional training of experts through training courses for induction training, retraining and advanced training of border guard officers.

Use simulation technologies during teaching of general military and special subjects.

Design of formal requirement to physical infrastructure and adopt the plan for its further improvement.

Encourage preparation of new textbooks and training manuals, including electronic ones, to provide the qualitative teaching of special subjects.

Considering the increased number of international contacts, recommend to add the course “Cross-cultural communication” to training program of cadets studying on various specialities.

Widely use the possibilities of capsule courses to teach specific skills or optional subjects.

Apply elements of bilingual teaching at the undergraduate level to enhance the level of foreign language competence of future border guard officers.

Use possibilities of extracurricular learning more effectively. Consider the results during calculating learning outcomes.

*Recommendations for teaching staff of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi*

Improve medical system of formation of professional training of future border guard officers considering foreign advanced experience and implementation of innovative technologies.

Consider psychological-pedagogical component during professional training of future border guard officers and pay attention to formation of



teaching skills at the lessons as in future an officer will conduct instructor's function at the border unit. The special attention should be drawn towards the cadets of technical specialities.

Develop methodical recommendations of use of simulation technologies considering professional tasks of future border guard officers.

Widely use active and proactive methods of learning at the classroom. Provide possibilities of using active and proactive methods of learning during extracurricular activities.

Develop the methodical recommendations of use of war-gaming considering professional tasks of future border guard officers.

Improve digital skills in order to use properly information and communication technologies in the process of professional training of border guard officers. To extend a range of information and communication technologies (ICT) in order to increase the efficiency of educational process. We recommend to organize a series of workshops for teaching staff to build their ICT-competence.

Acquire a sufficient level of English to have access to scientific information and to participate in various events abroad or with presence of foreign counterparts. We recommend organizing intensive course of English for teaching staff. Further we recommend for instructors to study the course "English for Specific Purposes".

Widely use method of cases – situational tasks – in the process of professional training of border guard officers. Each case must include a problem to be solved using the professional knowledge and skills. We recommend using the method of cases for all general military and special subjects without exceptions. Differentiate cases according to number of participants, length of task, materials to be used, and skills to be built.

Implement the use of video materials at the classroom and during extracurricular activities. Video lecture is recommended to be an integral

element of educational process at the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi.

Creatively use mixed forms of organization of educational process and innovative organizational pedagogical technologies (microteaching, horizontal learning, cascade learning, capsule learning, cross-learning).

Develop integrated courses and apply integrated lessons to form professional skills, extend professional knowledge and create a coherent system of ideas about future professional activity among cadets.

The lessons should be designed to shape a personality of future border guard officer characterized by patriotism, humanism, morality and to inculcate respect to profession of border guard and own culture, history and customs.

*Recommendations to the management of faculties of the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi*

Pay attention to psychological and pedagogical training of course officers.

Use psychological and pedagogical technologies of stress release and teach cadets to use them independently.

Use effectively independent training of cadets and develop special task to use the time with great efficiency. Teach cadets to work independently and appreciate own time. Independent training needs assessing, monitoring and controlling.

Develop cadets' self-motivation, self-actualization and self-training.

*Recommendations for cadets of the National Academy of the State Border guard Service of Ukraine named after Bohdan Khmelnytskyi*

Consider the importance of border guards' role in modern society.

Possess a high level of self-motivation and desire to self-actualization.

Have time management skills.

Participate in extracurricular activities, sport competitions, volunteer activities.

Initiate the possibility to perform leader's or instructor's functions at the classroom in the format of microteaching, horizontal learning, cross-learning.

Acquire skills of stress release and enhance stress tolerance.

To evaluate own activities properly and fairly.

**Conclusions.** To conclude, there is an objective necessity to improve the system of professional training of future border guard officers under modern conditions and we consider that modernization tendencies will help update it, adapt to new challenges and dynamic transformations of professional environment. Foreign advanced experience is a significant aspect of modernization of professional training of future border guard officers.

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