

Improvement of Quality of Training of a Border Service Officer in the System of Military Education

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Abstract: The author considers the issue of high-quality training of officers in the system of military education. The solution, in the author's opinion, is inculcation of scientific and research competence in officers which is necessary requirement to correspond to the level of modern skills of a border service officer. The main areas of focus in which military education must be improved are defined, analysis of necessary skills for performing scientific and research activity is done, notion "scientific and research competence" is clarified.

Key words: System of military education % Training of border service officers % Military professional competence % Scientific and research skills % Military professional activity % Scientific and research competence

INTRODUCTION

One of the most important tasks of higher education in military schools is improvement of training of officers [1-4]. These requirements are put forward as utterly important in the Military Doctrine of the Republic of Kazakhstan [5, 6]. One of the cardinal (utterly significant) area of focus in building and reformation of Military forces, other troops and military units is improvement of the military education system and military staff training and creation and development of national military-scientific base [5].

Society needs people who are ready for creative professional operations and constantly improving themselves – this fact makes “scientification” of the education process in the Academy of the Border service of Committee of national security of the Republic of Kazakhstan obligatory.

Good military specialist must possess practical skills to make scientifically reasoned decisions in regard to efficient organization and management of sub-units taking into consideration specific conditions on site, understand key trends of development of theory and practice in the sphere of management and state border security, be able to analyze the conditions of investigated object [7, 8].

Methods: In order to solve tasks stated in doctrine documents a survey was organized and performed which covered the officers of border service.

In this survey of officers' opinions (of different military units of border service of the Committee of National Security of the Republic of Kazakhstan) a block of questions was deliberately included which allowed to arrive at conclusion about real problems with which young officers often encounter while solving practical tasks in their military-professional activity.

The questionnaire was intended for interviewing of 76 officers of border service which were studying at different time at higher qualification courses organized for staff officers (since 2010 to 2012); service experience of the respondents was 1-10 years.

The questionnaire was systemized to form 2 groups of questions.

The first group was intended for identification of self-assessment of readiness to practical work immediately after graduation from Border Service Academy of CNS of the Republic of Kazakhstan.

Second group of questions was about opinion of the officers and their position in regard to significance of scientific and research activity skills in order to fulfill tasks set forth before them in military professional activity.

Main Part: In particular, the officers were offered to express their opinion about the importance of possession of scientific and research activity skills as condition for improvement of efficiency of military-professional activity. The results were as follows: 26,67% have assessed this component as very important. 66,67% considered it of medium importance and only 6,67% of respondents answered that it is of no importance at all.

This data demonstrates that most of border service officers from the very beginning of their professional activity realize the importance of availability of research competence for achieving success in their profession.

The next question was to assess in differentiated way the opportunities opened before an officer if he possesses research skills and influence of such skills on different aspect of officer's activity. It was discovered that 39,05% from them referred such skills to stimulation of professional self-improvement and self-education; 29,52% of respondents connected them to opportunities of development of creative potential, 27,62% of respondents emphasized their influence on the level of professional competence. About one-third (33,3%) confirmed that availability of research skills influence ability to make right choice in the flow of information.

It was very important for us to identify self-esteem of the officers of their ability to do practical research procedures which must be of help in clarification of their possession of the scientific and research activity skills. Half of the respondents (50,48%) pointed out to their confidence in performing analysis of service and combat activity of the military unit with its further correction. 25,71% believed that they could easily test abilities of their subordinates, 15,71% were ready to perform psychological testing of their subordinates. The conclusion is as follows: the level of skills of the officers to perform scientific and research activity can not be regarded as sufficient.

The questionnaire included a question about difficulties in officer's work which can decrease the quality of military-professional activity. A certain portion of the officers (46, 86%) linked the difficulties to insufficient practice which would allow to form good ability to work with subordinates. 22,38% of respondents pointed out to insufficient knowledge of technical means, used for protection of the state border, not knowing of regulatory underlying documents in the sphere of service and combat activity and how to use them in practice.

And finally, the last paragraph of the questionnaire was intended for identification of degree of creative activity of officers.

Border service is developing in innovative way, but in the same time we must admit more "slack" participation of officers in very important forms of military-professional activity. For example, only 25% of respondents implement individual, personality-oriented approach to the subordinates based on regular use of diagnostics method; 16% had an experience in presentation of reports, information messages before the staff, during meetings in the units. Only 14% could confirm that they perform activity intended for up-dating of management methods, implement innovations in regard to increase combat readiness of the units; only 19% pointed out that they could apply experts' opinions to assess the degree of completeness of personality's features of their subordinate.

Officers mentioned in their answers that they must spend many efforts on regular self-education and studying of special literature (69%); reading documents and planning of activities (strategy) of the commander (57%). The survey demonstrates that scientific and research activity is a skill intended for future specialists.

Summarizing the results of the survey of officers' circle – newly-graduated from the Academy specialists it is worth mentioning that identified weak points in their readiness for military-professional activity allow to conclude that the reserves provided for solution of identified problems must be actuated, in the system of their professional-creative growth during the period of military-professional training in the structure of military education.

The survey proved that availability of scientific and research competence is a key, essential, parameter of their professionalism in military-professional activity. This was proved by the study of the difficulties suffered by the officers during period of adaptation to military-professional activity in the process of fulfilling their functional duties in the place of service.

As a part of identification of issues connected with formation of scientific and research competences of the officers we tried to classify the skills of scientific and research activity obtained by individuals studying on post-graduate basis. (this classification is included by us into the survey). The basis for differentiation of the skills of this type was structural-functional principle and we got the following kinds:

- C Skills of analytical work (study and analysis of officers' experience);
- C Skills of diagnostics (study of the subordinates, diagnostics of their physical, intellectual, moral development, relations in the group);

- C Skills of planning (planning, development of projects of service and combat activity);
- C Constructive skills (organization and carrying out of different kinds of educational activity);
- C Skills of assessment (analysis and assessment of the results of testing of the subordinates);
- C Reflexion skills (analysis of one's own activity and behaviour, achievements and difficulties, personal features during the period of service and combat activity);
- C Scientific and research skills (collection of empirical material for scientific works; organization of experiments where necessary).

Classification proposed by us (skills to be learned by the officers) has the following disadvantage: it lacks distinct differentiation between generally significant skills necessary for solution of military-professional tasks and those skills which demand special scientific and research competence. Besides that, the list of skills necessary for innovation activity is rather incomplete.

The key intention of the post-graduates is to prepare themselves in a systematic way for defense of the qualifying paper (research project) at the final year of studies.

We propose to include in the list of scientific and research skills the following kinds:

- C To select literature on the necessary issue by oneself;
- C To work with catalogues, card-files, chronicles, information reviews, formalize bibliographic description;
- C To make one's own card-files, formalize references to scientific sources of information;
- C Ability to orientate in the flow of information, ability to select the main data, study documents, make notes while studying literature;
- C Read aloud one's scientific report in public;
- C Make questionnaires and perform interviewing, different kinds of interview, testing, make short analysis of the results;
- C Use models in cognitive and practical activity;
- C To engage experts' opinion in order to assess the degree of completeness of separate features of personality of a subordinate (course-mates), to draw protocols of observations and give characteristics for the subordinates (course-mates);
- C Forecast events and situations, develop ability of military-scientific prediction;

- C To explore methods of teaching of disciplines and organization of educational work, studying of regulatory documents;
- C Use modern technical equipment in habitual activity;
- C To analyze combat operations of different countries, discover new dependencies and patterns in military processes, to discover the mechanism of their action.

CONCLUSION

In our survey we approached to classification of research skills of post-graduate officers in the way which is determined by the logic of gradual stage-by-stage formation of such component of professional self-identification as scientific and research competence in different variants of achieved level. In the same time this process is determined by the structure of general system of military-professional training in military schools and supported by opportunities provided by this system for development of personality's potential in connection with mastering qualification accordingly to the plan of studies.

Efficiency of this process demands distinct identification of the list of the skills and abilities in the sphere of scientific and research activity mastered by officers. The notion "skill" is understood by us as ability to use by military men the techniques for accurate and qualified carrying out of separate tasks of research works of any kind encountered by the officer in his work (enlisted in nomenclature of his professional functions).

Mastering of components of scientific and research competence by an officer is an important essential feature of the real professionalism in service and combat activity. This was proved by the study of officers' difficulties suffered by them within period of their adaptation to military-professional activity while performing professional duties in the place of service.

Mentioned in the study components necessary for formation of scientific and research competences of officers refer to the whole system of military education which must be oriented to renewed models of military staff training. This demonstrates the necessity of structural and content transformations which must be made in the sphere of military education; criteria of scientific and research competences must be introduced in regulatory documents.

Now let us to check the notion "competence". The notion "competence" is understood as a set of rights and authorities provided by the law, code or a contract for specific individual or organization in solution of appropriate questions, as well as combination of specific

skills and abilities which must be familiar to a person and used by him in practice. "Competence" is most often used for identification of the boundaries of the operational area of a specialist. Therefore "competent person" is a person who knows some sphere and having corresponding competence as well [7].

Professional competence of a specialist is discovered while solving professional tasks. Military-professional competence is integrative feature of military men, a combination of professionally significant characteristics, ability and readiness to solve professional problems which appear in real situations of military activity with the use of knowledge, skills and abilities, professional and life experience, cultural values [7].

Readiness and ability of a military man to solve different tasks are such components of the structure of military-professional competence which determine his activity, initiative and creativity for achieving higher results of his labour. Career in army can be made with use of high forecasting ability, prediction, insight, ambitions, constant inclusiveness into decision-making process, motivation for achieving success, developed self-regulation etc.

Thus, military-professional activity of an officer is a key part of his military labour. The peak of military-professional competence is inculcation constant aspiration for self-upgrade, self-realization in military men [7].

Essential characteristics of the notion "scientific and research competence of an officer" are not quite clear without understanding of axiological "nuclear" of this notion. Socially humanitarian values included into scientific and research culture of an officer will determine all course of his activity in military sphere manifesting themselves in his choice of scientific and empirical information, problems in his research works and approaches to its organization; orientation of methodological interpretation of the results obtained. Then the notion "*scientific and research competence of an officer*" will be regarded by us as integral personality's feature which manifests itself in research world-view, scientific style of thinking and availability of skills for doing scientific research.

Military-professional activity of future officer can reach required level when his scientific and research competence is formed completely [8, 9].

This means ability of an officer to solve creative tasks in any situation. In this case "situation" means definite environment in the military sphere which suggests logics of analytical research and development of integrative abilities for its creative exploration.

Inference: Military-professional activity, because of its complexity and multiplicity, always demanded from the commanders, headquarters, all staff of the army to act as creatively as possible, courageous novations, inventions were needed. Skillful combat operations, defeating the enemy by similar or even inferior forces, not by number but by skills, is a tactical craftsmanship which, as any other creative activity, demands quest for new tactical techniques and ways.

Research world-view with a border service officer is manifested in finding out new patterns and dependencies in military processes, discovering the mechanisms of their action and development on this base of new military theoretical views, new operational and tactical concepts. Practical activity in this regard can be enriched by more perfect organizational structure of military forces and management methods, by introducing new ways of combat operations, new ways of improvement of combat readiness of troops, education of the staff [10].

Believing that the task of inculcation of the scientific and research activity skills in border service officers is of utter importance we have to answer a number of important questions.

Firstly, the whole combination of skills of scientific and research activity of the officers which must be mastered by them during their studies at the Academy must be clarified in full.

Secondly, the problem of scientific and research support on every level of military education, stage-by-stage must be solved.

And finally, the important aspect of solving this task is finding the most efficient forms and methods of professionalization of an officer's personality judged by criterion of mastering of necessary scientific and research competence.

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