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**УСЛОВИЯ ФОРМИРОВАНИЯ ПРАКТИКО-ОРИЕНТИРОВАННЫХ УМЕНИЙ
В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ КУРСАНТОВ
ВУЗОВ МЧС РОССИИ**

**THE CONDITIONS OF FORMATION OF PRACTICALLY-ORIENTED
ABILITIES IN THE PROCESS OF PROFESSIONAL TRAINING OF CURSORS
OF UNIVERSITIES EMERCOM OF RUSSIA**

Аннотация. В статье рассмотрена проблема формирования практико-ориентированных умений в процессе профессиональной подготовки курсантов вузов МЧС России, осуществлён краткий обзор источников по исследуемой теме. На основе научных подходов (системного, деятельностного, компетентностного) раскрыта сущность понятия «практико-ориентированные умения» и определено его содержание. Исходя из анализа основных образовательных программ, реализуемых в вузах МЧС России, сформулированы необходимые практико-ориентированные умения курсантов. Представлены критерии (мотивационный, когнитивный, деятельностный) и методики определения уровня сформированности практико-ориентированных умений. Приведены результаты сформированности практико-ориентированных умений до начала опытно-экспериментальной работы.

Abstract. The article considers the problem of the formation of practice-oriented skills of cadets of universities of the Ministry of Emergencies of Russia, a brief review of sources on the topic under study is carried out. On the basis of scientific approaches (systemic, activity-based, competency-based), the essence of the concept of “practice-oriented skills” is revealed and its content is determined. Based on the analysis of the main educational programs implemented at the universities of the Ministry of Emergencies of Russia, the necessary practice-oriented skills of cadets are formulated. Criteria (motivational, cognitive, activity) and methods of determining the level of formation of practice-oriented skills are presented. The results of the formation of practice-oriented skills before the start of experimental work are presented.

Ключевые слова: МЧС России, университет, практико-ориентированные умения, организационно-педагогические условия, курсант.

Keywords: EMERCOM of Russia, University, practice-oriented skills, organizational and pedagogical conditions, cadet.

Training of highly qualified specialists, corresponding to modern requirements of the state and society is one of the priority tasks of EMERCOM of Russia. The analysis of Federal State Educational Standards of Higher Education and corresponding professional standards shows the necessity of the formation of practice-oriented skills as a part of professional training for cadets studying at of EMERCOM of Russia universities. Certain conditions need to be revealed and justified for the formation of these skills.

The authors of scientific works consider the formation of skills as part of professional training of a specialist [1]. According to the provisions of the system, activity, competency-based approaches, the practice-oriented skills of cadets of higher education institutions of EMERCOM of Russia are understood as a set of practically worked out, consistently reproduced actions, based on practice-oriented knowledge and aimed at the successful solution of professional orientation tasks. According to the works of different authors [2] and the analysis of the content of requirements of Federal State Educational Standards of Higher Education of profession 20.05.01 «Fire security» for the graduates, performing service and operational and production and technological professional activities, and according to the requirements of orders of EMERCOM of Russia regarding the organization of activities of airmobile groups, it

is possible to identify the practice-oriented skills of cadets of higher education institutions of the Ministry of emergency situations of Russia:

1. Know how to use personal respiratory and vision protection, monitoring devices and equipment used for the operation of the gas and smoke protection service.
2. To be able to calculate the parameters of development and extinguishing a fire.
3. Be able to perform the actions of the calculation on the main fire vehicles during various types of deployment of forces and equipment.
4. Be able to use non-mechanized, mechanized, hydraulic tools and equipment during firefighting and rescue operations.

The components of practice-oriented skills are: motives and values; practice-oriented knowledge; practice-oriented actions.

The term “condition” is defined as a set of variables of natural, social, external and internal influences that affect the physical, mental, moral development of a person, his behavior, education and training, personality formation.

This article identifies organizational and pedagogical conditions, without which the process of forming practice-oriented skills in the process of professional training of cadets of universities of the Ministry of Emergencies of Russia cannot be fully realized.

The formulation of organizational and pedagogical conditions for the formation of practice-oriented skills of cadets of universities of the Ministry of Emergencies of Russia is based on the interests of:

- university whose interest is in preparing competitive professionals ready for professional activities and able to solve operational problems during the period of study at the university;

- employers in the form of heads of units of the fire and rescue garrisons of the EMERCOM of Russia, which require specialists who are motivated by professional activities, who do not require additional adaptation to the conditions of service, and have formed practice-oriented skills [3];

- cadets of universities EMERCOM of Russia, who are interested in high-quality education, possession of knowledge and skills to realize themselves in a professional activities [4].

Organizational and pedagogical conditions for the formation of practice-oriented skills in the process of training cadets of universities of the Ministry of Emergencies of Russia are based on appropriate pedagogical strategies [5] and are formulated as follows [6]:

- Orientation of cadets to mastering actions aimed at successfully solving professional problems;

- enrichment of knowledge, skills and competencies in accordance with the requirements of professional standards through the solution of situational tasks at a specialized training ground;

- familiarization of cadets with industrial and technological activities during internships in fire departments.

The first organizational and pedagogical condition is the orientation of cadets on the development of actions aimed at successfully solving professional problems,

It is aimed at the formation of cadets' values and motives for mastering practice-oriented skills.

Orientation of cadets to mastering actions aimed at successfully solving professional problems is carried out in stages:

The first stage is primary education at the university. At this stage, the cadets have a clear idea of the upcoming training period and the positions held by the EMERCOM of Russia employees. High-quality implementation of this work contributes to the rapid process of adaptation to a new reality at the university.

The second stage is an increase in the professional orientation of training. With a successfully formed attitude to the chosen profession at this stage, cadets have an increased interest in special disciplines, which is expressed in their active participation in events of a scien-

tific, sports and social nature related to future professional activities, as well as in the implementation of operational tasks facing the educational organization (emergency response).

The third stage is the stage of production and undergraduate practices. This stage is due to the importance of creating a situation of success in the application of practice-oriented skills in industrial and undergraduate practice.

The second organizational and pedagogical condition is the enrichment of knowledge, skills and competencies in accordance with the requirements of professional standards through the solution of situational tasks at a specialized training ground.

The educational strategy of “enrichment” involves a qualitative selection of content, the flexible use of forms, methods, techniques and means of educational activity [5], including using interactive learning technologies.

The main objective of interactive training is for students to master not only a certain system of knowledge necessary for future practical activities, but also to work on the development of their practice-oriented skills. At the same time, cadets of universities EMERCOM of Russia should be assigned such tasks that would be characteristic of the type of professional activity, labor functions professional standards, and would create favorable conditions for the formation of practice-oriented skills [7]. In our opinion, such tasks are situational tasks.

We agree with the opinion of the authors N.S. Kasatkina, E.Y. Nemudraya, N.S. Shkitina and M.V. Tsiulina [8] that the situational task as an integrative teaching method has a practice-oriented orientation, which facilitates the entry of students into the analogy of professional activity and better learning information.

Moreover, almost any situational problem considered by us is characterized by the integrability of theory and practice, the educational and educational process, the integration of the subjects of pedagogical interaction, intersubject integration, as well as the focus on the requirements of specific employers [9].

Modeling a real situation during practical exercises helps students to visualize how they act in variations of possible situations in a fire and emergency.

For cadets of universities EMERCOM of Russia, the professional orientation of training is determined by the use of situational tasks on a specialized training ground. At the same time, the methodological content of the formation of practice-oriented skills should provide for clearly formulated situations with the maximum approximation to professional activity.

The third pedagogical condition is the introduction of cadets to production and technological activities during internships in fire departments. This condition is aimed at consolidating practice-oriented actions in the formation of practice-oriented skills in the process of training [10]. Of course, the introduction is an activity in nature.

Industrial and technological activity is one of the types of activities stipulated by the Federal State Educational Standard of Higher Education in the specialty 20.05.01 “Fire Safety”, 20.03.01 “Technosphere Safety”, in which cadets of universities of the Ministry of Emergencies of Russia study. The introduction of cadets to this type of activity is carried out with the unity of approaches of the university of the Ministry of Emergencies of Russia and the departments of the State Fire Service of the Ministry of Emergencies of Russia, in which they undergo practical training.

It should be noted that the fulfillment of responsibilities for extinguishing fires and conducting emergency rescue operations is associated with a risk to the life of the future specialist and the personnel under his command. This circumstance requires special control over the acquisition of skills and practical experience by cadets during their practice. We believe that it is the organization of mentoring during the internship that will help the cadet adapt more quickly to the realities of bearing services in fire and rescue units and effectively form practice-oriented skills.

The organizational and pedagogical conditions for the formation of practice-oriented skills in the process of training the cadets of universities of the Ministry of Emergencies of Russia are defined, namely:

- orientation of cadets to mastering actions aimed at successfully solving professional problems;
- enrichment of knowledge, skills and competencies in accordance with the requirements of professional standards through the solution of situational tasks at a specialized training ground;
- familiarization of cadets with industrial and technological activities during internships in fire departments.

The implementation of the identified and justified organizational and pedagogical conditions will ensure the effectiveness of the formation of practice-oriented skills in the process of training cadets of universities of the Ministry of Emergencies of Russia.

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