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**ВОПРОСЫ ИСТОРИЧЕСКОГО СТАНОВЛЕНИЯ И СОВРЕМЕННЫЕ  
ОСОБЕННОСТИ ПРАКТИЧЕСКОГО ОБУЧЕНИЯ СПЕЦИАЛИСТОВ  
В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ  
ПОЖАРНО-ТЕХНИЧЕСКОГО ПРОФИЛЯ**

**SOME ISSUES OF HISTORICAL FORMATION AND MODERN FEATURES  
OF PRACTICAL TRAINING OF SPECIALISTS IN THE FIRE-TECHNICAL  
EDUCATIONAL INSTITUTIONS**

**Аннотация.** В статье рассматривается ряд вопросов практического обучения в пожарно-технических учебных заведениях. Изучая исторические аспекты профессионального пожарно-технического образования установлено, что практическое обучение всегда сопровождалось деятельным участием в работе по тушению и профилактике пожаров, подготовке и обслуживанию технических средств и оборудования. В настоящее время, при формировании программ практического обучения, имеется потребность и необходимость учитывать требования профессиональных стандартов. Формулировка необходимых результатов практического обучения и способов их оценки в соответствии с предъявляемыми требованиями позволят повысить эффективность и снизить материальные издержки образовательного процесса.

**Abstract.** The article deals with a number of issues of practical training in fire-technical educational institutions. Studying the historical aspects of professional fire-technical education it is found that the practical training has always been accompanied by the active participation in extinguishing and preventing fires, training and the maintenance of technical tools and equipment. At present there is a need and necessity to take into account the requirements of professional standards while developing practical training programs. The formulation of the practical training results and evaluation methods in accordance with the requirements will allow to increase efficiency and reduce the material costs of the educational process.

**Ключевые слова:** практическое обучение, образовательный стандарт, профессиональный стандарт, пожарно-технические учебные заведения.

**Keywords:** practical training, educational standard, professional standard, fire-technical educational institutions.

The development of industry, the state and society as a whole is inextricably linked with the processes of improving the education system [1]. Practical training in the educational process takes one of the main positions and has a significant impact on its effectiveness and quality [2].

In accordance with the requirements of educational standards [3; 4] practices, including research work, identified, along with the disciplines (modules) and the state final certification, in an independent unit, which is the main part of the structure of the educational program. The meaning of the concept of "practice" is not clear. So in S. I. Ozhegov's dictionary practice - activity of people during which they, influencing the material world and society, transform them; activity on application of something in life, experience [5].

According to the Federal law "On education in the Russian Federation" of 29.12.2012 N 273 FL practice - the type of educational activity directed on formation, fixing, development of practical skills and competence in the course of performance of certain types of the works connected with future professional activity.

Regulations on the practice of students mastering the basic professional educational programs, and its types are approved by the federal executive authority, which performs the functions of developing state policy and legal regulation in the field of education. Proceeding from provisions of the order of the Ministry of education and science of the Russian Federation of November 27, 2015 N 1383 "About the statement of regulations on practice of the trained mastering the main professional educational programs of higher education" [6] practice is divided into types: educational and production.

Practical part of the educational process of training of skilled workers and specialists, which takes place, as a rule, at various enterprises in the conditions of real production. During practical training there is a consolidation and specification of the results of theoretical training and practical training, the acquisition of students' skills and practical work on the assigned qualifications and chosen specialty or profession. In the works devoted to the formation and development of the education system in the fire protection in Russia [7; 8], the authors emphasize the special attention to practical training.

The beginning of the formation of the system of professional training in the fire protection of Russia is considered to be the organization in 1906 of courses of fire technicians (hereafter - courses) in St. Petersburg.

With a fairly short period of training (2 years), the leadership of the course was organized by the duty of the students in the fire calculation of the exemplary fire brigade and full participation in extinguishing fires. The curriculum allocated more than 40% of the time for students to perform practical work. The training team was provided with a specific area for independent visits to fires, in which it, in addition to extinguishing, supervised compliance with existing laws and regulations on fire protection measures. In addition, the students studied and improved practical skills, indirectly related to fire fighting, but without which it was not possible to keep the tool ready. Locksmith, carpentry, forging, repair work was an integral part of the practical training of students. Production of various fire tools was carried out both for own needs, and for other fire teams by their order.

In addition to duty in the exemplary fire brigade, the students comprehended the tactics of action on fires in the fire brigades of St. Petersburg, mainly in the summer. This organization of practical training allowed not only to master the requirements of the service, but also to acquire the skills of the team leader – brandmaster.

Practical training in the study of disciplines, work in workshops, service in fire departments indicates that the practical training courses of fire technicians was organized at a high level.

On the 1 of December in 1924 in Leningrad was opened Fire College. The term of study was three years. Requirements the applicant for admission was the availability of nine

years of education and desired state of health. The age limit was 18 years. Subsequently, the requirements for applicants have softened, due to the difficulties of recruitment, and the institution took a seven-year education, but the training period increased to 4 years. People who had experience in professional fire protection for more than two years, were exempt from entrance examinations [8].

In the implementation of the educational process in the college, students passed practical training on the first, second and third semesters.

The curriculum was designed taking into account the division of the studied disciplines into three cycles. Thus, a special cycle included the study of chemical technology, building materials and parts of buildings, fire engines and devices, fire tactics, fire prevention, fire water supply, and a number of other disciplines. In total, the plan provided for 38 training hours per week.

Further improvement of the fire protection subordinated to the NKVD required an increase in the number of qualified specialists, in connection with it, in the period from 1923 to 1925, fire-technical courses, mainly short-term, were organized in many Russian cities.

Due to the small duration of training, organization of practice of students in the departments involved as the fire-fighting and prevention, was presented at that time as one of the priority tasks of the management of educational institutions.

In the mid-thirties of the twentieth century, they actively began to train specialists for departmental fire protection. Such specialists were in demand in the army and in the navy, in the coal industry, railway transport facilities and other departments. Industrial practice, during this period, as a rule, was organized on objects of future professional activity of the expert.

The great patriotic war, of course, adjusted the activities of educational institutions of fire-technical profile. Some educational institutions have reduced the period of study; some schools have stopped training at all.

In the postwar period before the fire protection, personnel issue was one of the most pressing. For training of fire safety technicians, based on fire technical schools and schools fire-technical schools were created. Practical training of cadets was given priority. The training period was 2.5 years.

One of the main divisions of fire-technical schools was a training fire station. These units were included in the schedule of visits in those cities where the schools were deployed. Cadets under the guidance of experienced mentors took up the guard, went to the fire, conducted practical training, which certainly contributed to the formation of the readiness of the cadet for future professional activities as chief of the guard of the fire department.

During practical training in the post of inspector (preventive maintenance) cadets held fire-technical examination at the company's facilities. Surveys usually included the detection of violations of fire safety standards, the definition of a list of measures to improve fire safety of facilities, registration of the results of the survey [8]. After graduating from the fire-technical school and gaining experience in the departments of practical activities for 3 years, senior officers had an opportunity to continue their education at the Higher school of the Ministry of internal Affairs of the USSR at the faculty of fire engineering and safety [9].

From the above it can be concluded that the interaction of educational organizations with units directly engaged in professional activities on the practical training of future fire protection specialists was present at the entire period of development of the training system in fire-technical schools.

Today, in the conditions of implementation of the competence approach in the education system of the Russian Federation, the transition of higher education programs in EMERCOM of Russia on a two-level system (bachelor's, master's), the development and implementation of professional standards practical training is still the basis for the formation of skills and experience of professional activity of the future graduate [10].

As a part of the implementation of the presidential decree [11], a decree of the Government of the Russian Federation [12] was adopted and changes [13] were made to the Labor code and the Federal Law "On education" [14] in terms of the development, approval and application of professional standards. Based on these changes in the formation of federal state educational standards of vocational education should take into account the provisions of the relevant professional standards. In addition, according to the provisions of [12], professional standards should be applied by educational organizations of vocational education in the development of professional educational programs. The program of practical training, entering into the structure of the educational program, should reflect the specifics of the job functions provided by the relevant professional standards, the features of future employment [15, 16] and, at the same time, to form the necessary competencies that the future graduate should have.

Currently, this approach is implemented in the development and adjustment of programs of production practices in the Siberian fire and rescue Academy of EMERCOM of Russia [17].

Practical training has been and remains one of the main pillars of vocational education. Historically, the process of practical training in the Siberian fire and rescue Academy of the Ministry of emergency situations of Russia is implemented in close cooperation with the units for which the training of future specialists is carried out. At the same time, the competent construction of practical training programs, their interrelation and focus on the formation of the ability to perform the necessary labor functions, as well as clearly formulated evaluation tools for the results of practical training, will not only improve the efficiency of the educational process, but also reduce the time and financial costs for its implementation.

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**ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ  
ОТВЕТСТВЕННОСТИ У ОБУЧАЮЩИХСЯ СПО  
В ПРОЦЕССЕ ДУАЛЬНОГО ОБУЧЕНИЯ**

**PEDAGOGICAL CONDITIONS OF FORMATION OF PROFESSIONAL  
RESPONSIBILITY IN TEACHING STEPS IN THE PROCESS OF DUAL TRAINING**

**Аннотация.** Статья посвящена исследованию педагогических условий воспитания социальной и профессиональной ответственности будущих специалистов в средних профессиональных образовательных организациях, в условиях дуального обучения.

**Annotation.** The article is devoted to the study of the pedagogical conditions for the upbringing of the social and professional responsibility of future specialists in secondary vocational educational organizations, in the context of dual education.

**Ключевые слова:** дуальное обучение, воспитание, ответственность, профессиональная ответственность, педагогические условия.

**Keywords:** dual education, secondary vocational education, education, responsibility, professional responsibility, pedagogical conditions.

Актуальной задачей системы профессионального образования в настоящее время является повышение качества подготовки специалистов. В условиях модернизации профессионального образования, внедрения Федеральных