

Opportunities of readiness formation of the criminal-executive system employees to actions in the emergency circumstances

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Abstract— The article is devoted to the analysis of the readiness phenomenon of the Penitentiary system employees to act in case of emergency. Based on the results of the formative experiment, the possibilities of developing the motivational-volitional, cognitive and activity components of this readiness are determined by means of the author’s pedagogical model. The model is focused on the education and training of various categories of employees, including participants of functional groups, knowledge and skills to accomplish tasks to eliminate emergency situations in penitentiary institutions, the formation of independence, discipline, motivation for success, adaptive strategies of coping behavior, activity, ensuring the effectiveness of professional activity in extreme conditions.

Keywords— extraordinary circumstances, readiness for action under extraordinary circumstances, activity motivation, coping strategies, cognitive component, motivational-volitional component, activity component, pedagogical model.

I. INTRODUCTION

The activities of the penitentiary system staff are aimed at the implementation of conditions of serving sentences of persons who have committed criminal offenses. The peculiarities of their activity is the interaction with a large group of criminally infected persons contained in isolation from society. In this environment, the possibility of committing premeditated crimes, including violent targeting, to convicts serving sentences of imprisonment is obvious, which creates a danger to the life and health of employees, has a destructive impact on the activities of correctional institutions.

Over the past few years, emergency situations have been repeatedly allowed at facilities of the penitentiary system, while the bulk of them (65%) continue to constitute group and mass illegal actions of convicts and persons held in custody. Group disobedience, riots, hostage-taking, escapes from guards, and assaults on employees are among the extraordinary circumstances in the penitentiary system.

Therefore, the formation of employees' preparedness for action in emergency conditions is one of the important tasks of the penitentiary bodies and institutions.

There are various approaches to the content of the phenomenon of preparedness for action under extraordinary circumstances. For example, B.G. Ananiev defines the concept of readiness for highly productive activities in a certain area of work, social life as “manifestation of abilities”, V.A. Krutetsky understands the whole “ensemble”, the synthesis of personality traits as a much broader concept than abilities [1, p. 230].

N.D. Levitov [2, p. 276] proposes to distinguish between long-term readiness and readiness, which he designates as a “prelaunch state”, into which a person can temporarily turn before any action or under the influence of any factor. He also distinguishes between normal, enhanced and reduced readiness. P.A. Rudik, studying the concept of “readiness”, draws attention to the importance of the personal approach in studying the state of readiness, considering it to be a complex psychological formation of mental processes, emotional components, and behavioral motives [3, p. 245].

V.I. Shaulin [5, p.16] believes that readiness is an essential prerequisite for purposefulness, efficiency of activity and sustainability of regulation in an extreme situation, therefore, a factor in preventing emergencies of various kinds. Technical progress is not able to prevent the possibility of critical and dangerous situations that place high demands on a person’s readiness, his ability to retain the ability and ability to make right decisions and act expediently in a complex and changing environment. According to M.A. Kotik, risk-taking, which involves activity in the penitentiary system, includes, along with individual qualities, various situational factors arising from the actual conditions of activity [6, p. 98].

We believe that under the preparedness for action at the extraordinary circumstances, in relation to the personnel of the Federal Penitentiary Service of Russia, we should understand the state formed on the basis of the acquired knowledge, skills, qualities and ensuring the performance of

official duties in a complicated operational situation at the penitentiary system facilities. At the same time, psychological components play an important role as well, they should include motives, attitudes, risk appetite, adaptive strategies of coping behavior, the level of volitional and emotional self-control, etc.

D.V. Egorenkov in his research [7, p.40] suggests the following structure and content of readiness to overcome extreme situations. In his opinion, readiness consists of three components: motivational and value component, cognitive and activity components, each of which is realized through its corresponding function. Based on this approach, in the framework of our study, the motivational-volitional, cognitive and activity components of the abovementioned employees' readiness for action were determined as the main ones.

The motivational-volitional component, as the initial aspect of any activity, includes a system of incentives, the ability to self-regulate and manage the mental states, and determines the nature of the subsequent human activity in the implementation of professional tasks.

The cognitive component is made up of a system of knowledge of the algorithms for performing actions to eliminate emergency situations, subjective perceptions and attitudes toward the completing of these tasks based on their own and other people's experience in situations of an extreme nature.

The activity component is manifested in the skills and abilities to accomplish professional tasks that are implemented in simulated and real emergency situations, including when making decisions, organizing individual and joint actions as part of functional groups, and interacting with other participants in the situation.

In order to determine the content of the listed components of the penitentiary system's staff readiness to work in the event of the occurrence of the extraordinary circumstances and effective ways of their development, we conducted a pilot study.

II. RESEARCH METHODOLOGY

In modern science, there are already certain approaches to the study and formation of professional readiness for activities to perform combat missions (M.I. Dyachenko, L.A. Kandybovich, A.M. Stolyarenko, and others), the readiness of graduates of educational institutions for professional activity (G.A. Alferova, L.F. Gubareva, D.S. Mazokha, K.M. Durai-Novakova, L.S. Pekhova, T.D. Suslova, L.T. Chernova, etc.).

Aspects of psychological and pedagogical training of employees for actions in the event of a complication of operational and service situation are considered in the works of O.G. Kovalev, A.I. Papkin. The peculiarities of using special tactics when conducting special operations to suppress a particular emergency situation are highlighted by I.S. Barchukov, A.V. Budanov, G.A. Burtsev, M.P. Kireyev, A.M. Kiselev, A.F. Maidikov, N.N. Silkin.

The methodological and theoretical basis of our research was comprised of activity (E.V. Bondarevskaya, I.B. Vorozhtsova, V.V. Serikova), polysubject (M.M. Bakhtin, V.S. Bibler, G.S. Trofimova), anthropological (K.D. Ushinsky, B.M. Bim-Bad) and

competence-based approaches (O.E. Lebedev, G.N. Serikov, A.S. Khutorskaya).

III. MATERIALS AND METHODS OF RESEARCH / RESEARCH DESIGN

Observation, survey, peer review, testing, experiment were used as the main research methods. For the implementation of research tasks, the method of H. Heckhausen [7, p.171] was used; the scale of optimism and activity of I.S. Shuler and A.L. Komuniani [8, p.291, 9]; test D. Amirkhan [10], methods of volitional self-control [11, p. 25], author's questionnaires, as well as tests of achievements and actions, allowing to assess the level of knowledge and skills in the framework of the implementation of professional tasks aimed at eliminating the extraordinary circumstances.

The pedagogical experiment conducted by us was carried out in the period from 2014 to 2019 in three stages:

1) stating (2014-2015) was aimed at finding out the real state of the problem under study in the institutions of the Federal Penitentiary Service of the Russia in the Arkhangelsk region and determining the initial level of preparedness of the penitentiary system's staff for emergency response and diagnostics of the preparedness components formation of the staff systems for actions in emergency situations;

2) forming (2016-2017) is devoted to identifying ways to increase employee readiness for action in case of an emergency; approbation of pedagogical ways that contribute to the effective formation of employee readiness for action in the event of an emergency, the practical implementation of a model for the readiness formation of a territorial agency of the Federal Penitentiary Service of Russia for action in the event of an emergency;

3) control (2018-2019 years), during which were carried out: interpretation of the results; comparison of individual readiness indicators of employees before and after the application of experimental methods and models, as well as recommendations for the introduction of the developed technology into the process of service and combat training of personnel of the penitentiary system institutions.

An experimental study was conducted on the basis of institutions of the Federal Penitentiary Service of Russia in the Arkhangelsk region. Certain aspects of the problem were studied in the institutions of the Federal Penitentiary Service in the Vologda, Murmansk and Volgograd regions. The sample size was 640 people. The experimental and control groups included employees of various types of penitentiary institutions of the Arkhangelsk region: pre-trial detention centers and correctional institutions (in equal proportions).

In the framework of the formative experiment, a model of the formation of the employees' readiness for actions at the emergency mission was tested, implemented in the organization of service and combat training. Its content met to the general requirements of departmental regulatory legal acts, and included such forms of organization as tactical and front-line exercises, staff training, command-staff exercises, special tactical exercises, instructive exercises, and instructor-methodical exercises. In the experimental group institutions, instead of tactical-drill lessons, tactical-special

classes on the author's methodology were held, with the involvement of class leaders and their assistants on training places from among the staff who underwent professional development within the framework of group exercises and group training. In the process of preparation, training for the heads of departments was carried out, as well as the formation of tactical skills of the staff members as part of functional groups in the elimination of the emergency situations, training skills for special coordination of the actions of the forces and facilities of the Federal Penitentiary Service of Russia, and the modeling of various types of emergency situations was used. When performing special tactical exercises, a form for conducting this event with a field out and a competition of professional skills of the combined units of operational zones was tested.

In order to form the readiness of employees to act in case of a extraordinary circumstances when implementing a formative experiment, additional attention was paid to solving the following tasks [12, p. 49]:

- creation of conditions for the personnel's awareness of the requirements of the state and society as a whole, understanding of the collective opinion, their needs, clarification of the task set by the management;
- training the ability to analyze the situation and determine the sequence of actions required to accomplish the task, taking into account existing experience and knowledge;
- updating knowledge related to solving problems of this kind;
- formation of skills to assess the conditions of reality, in which the forthcoming actions will take place;
- training the skills of understanding and predicting emotional, intellectual, motivational and volitional processes, assessing and correlating their skills with the level of difficulty of the task being performed;
- demonstration and training of mobilization techniques in accordance with the conditions and tasks required to achieve the goal when performing independent and joint actions.

In the institutions of the control and experimental groups, 4 staff exercises per year were conducted. Departures were carried out to all institutions with a sudden check of the institutions' readiness for action in the event of an emergency. Actions were verified using expert assessments.

One of the functional groups is the negotiating group, whose competence imposes special requirements. As part of the formative experiment, 30 employees from the penitentiary negotiation teams were trained through the implementation of an additional professional training program for the penitentiary system personnel [13]. The program included training in self-regulation of adverse emotional states arising in extreme situations, group interaction skills in solving professional problems, collecting and analyzing information, applying communication techniques required for conducting negotiations in a situation of group disobedience, riots and hostage-taking in a correctional institution. The scope of the program was 80 classroom hours.

Aspects of the motivational-volitional component of readiness to act in the event of an emergency were diagnosed using psychodiagnostic methods and observation,

the cognitive component was determined through author questionnaires and educational testing, behavioral - through expert assessment of employees in solving professional problems in situations imitating emergency situations in correctional institutions.

IV. RESULTS OF RESEARCH AND THEIR DISCUSSION

The observation results of the manifestation of the aspects of the motivational-volitional and activity components in the experimental group, engaged in the proposed methodology, showed that the first tactical-special exercises and staff training for senior management were the most intense. By the third lesson, after understanding the order of the lessons and the principles of the actions of the forces and means, the tension decreases, self-confidence in the abilities appears.

According to the results of psychodiagnostics on the basis of the formative experiment, a number of noticeable changes were identified.

The indicators of the activity-optimism scale allowed us to determine that in the degree of optimism-pessimism and activity-passivity of the staff in the experimental and control groups began to differ. In the experimental group, the growth of realists and active optimists was due to passive pessimists and passive optimists, which indicates an increase in the number of employees who are confident in their abilities and in a positive outcome of their activity. At the same time, the number of active pessimists, employees who are against everything new, in both groups remained at the same level, which makes actual educational work for the correction of their beliefs.

When assessing the severity of employees in the motivation for avoiding failures in the control group, a slight increase in respondents with a similar motive was revealed. This, in our opinion, allows us to state the imperfection in the construction of service activities in the Institutional Institute, when every mistake made when performing tasks is punished by authoritarianism in the "boss-subordinate" relations, lack of dialogue, individual approach, which contributes to the formation and sustainable manifestation of motivation to avoid failures. Promoting the development of employees in such properties as stiffness, isolation, dissatisfaction with themselves and others, can be considered the most negative point of the existing system of staff training and education.

The motive of achievement in our study is more connected with the current state of positive expectations regarding the activities. In the experimental group, the number of employees who consider it possible for them to achieve their goals, see in themselves the necessary abilities, knowledge, skills, willpower, ability to work, increased by 15%. In the control group, these changes are also positive, but within 5%.

Further, the balance of staff use of three coping strategies was investigated: problem solving, search for social support, and problem avoidance. Adaptive coping in solving the problems of staff performance in the first place can be considered a problem resolution strategy. In this case, it may be advisable to search for social support, when you need to get the support of colleagues, ask for help. However, it conditionally refers to the border level.

Disadaptive coping is an escape from a problem, since its consequences can lead to dangerous outcome in an extreme situation.

According to the results of the experiment, it was revealed that the number of employees with adaptive coping increased in the experimental group from 15% to 27%, with maladaptive coping - decreased by 7%. Border copying remained dominant. No significant changes were detected in the control group. Insignificant from the point of view of statistics, changes in strategies of coping behavior can be explained by the fact that these properties require a long time and conscious training. In addition, the psychodiagnostic method used measures coping in various areas of a person's life, as a general strategy of behavior in stressful situations where the professional activity of the Penitentiary system employee is not highlighted. Nevertheless, the results of the study indicate that when in an extreme situation or when conducting a special operation to eliminate emergency situations, about 1/3 of the employees from the experimental group have adaptive mechanisms for getting out of a difficult situation, applying active steps towards solving the arisen task.

Despite the need to execute orders, to act according to specified algorithms, in solving official tasks, independence is also important, which is essential for starting the implementation of known necessary actions and decision making in specific circumstances. In our study, five levels of autonomy were defined, starting with the minimum when an employee relies on others (the first group), and ending with uncontrolled self-government (abuse of power, etc.) (the fifth group).

During the experiment, the work with employees was organized differentially. Thus, in the first group, employees were trained to begin the necessary actions, regulate their condition and continue their activities purposefully. In the second group, the necessary explanations were given, the development of employees' independence was stimulated. The third discussed the proposed decisions of the participants. In the fourth, the terms of reference were established in accordance with the qualifications and experience of the employees, a joint decisions analysis on the subject of optimality was carried out together with the employee. With the fifth group, the terms of reference were established in accordance with the qualifications and experience of the employee, however, it was ensured that his independence did not become arbitrary when decisions were taken outside of authority and decisions were not reported to the management at all. The results of the study showed that in the experimental group the independence of the optimal middle appears more often than the boundary values of the first and fifth groups.

The involvement of the experimental group staff in solving problems during the elimination of a extraordinary circumstances in the experiment also changed in a positive way. Thus, the number of employees with the below the average level of involvement in the solution of the service tasks in case of extraordinary circumstances decreased in the experimental group, while in the control group no significant changes were found. In the experimental group, the number of participants who demonstrate the average level of involvement, correctly understand the tasks, was 80%. Employees who demonstrate a higher level of

involvement can be considered as a personnel reserve of institutions. It is clear that there are not many such employees and work with them should be personal.

The index of discipline in the framework of the study was assessed according to the following criteria: diligence, ability to execute the received orders quickly, clearly, implicitly. In the context we have adopted, we are more inclined to assess employee self-discipline, which is self-organization, self-control, exercise of responsibility and the ability to build his own activities according to the accepted plan, rather than the emotional state that subject prevails. So, by the end of the experiment, external and internal manifestations of discipline were clearly traced in the experimental group, where test results showed an increase in the number of employees with a high level of discipline, and practical actions confirmed that in all functional groups orders and commands were carried out clearly and on time, the instructions execution was not delayed.

The above results indicate a significant increase in the formation level of the motivational-volitional component of preparedness for action in the event of extraordinary circumstances.

One of the aspects of the cognitive component was the quality of staff knowledge on the topics of tactical and special training, which were measured using training tests. The quality of knowledge was conditionally divided into three levels: optimal, acceptable and unacceptable. The increase in the share of employees demonstrating the optimal level of knowledge about actions in the event of a extraordinary circumstances occurred in the experimental group by 30%, in the control group - by 3%. The unacceptable level of knowledge decreased in both groups: minus 16% and 3% in the experimental and control groups, respectively. The index of differences in the level of the trait under study according to the Fisher criterion is in the zone of statistical significance ($p \leq 0.01$).

The quality of the implementation of practical actions has also undergone significant changes in a positive way in the experimental group and insignificant - in the control group. The increase in the optimal level of practical skills occurred in the experimental group institutions by 25-35%. The experts noted the high coherence of the staff actions in the implementation of joint actions and the excellent quality of the techniques performance with the means of individual armor and active defense.

The actions of duty shifts and guards of the institutions of the experimental group were marked for the better in comparison with the control group, where tactical combat exercises are conducted without practicing the actions of the staff of these positions. The prosecution groups showed high results in developing their skills in a situation of simulating escape from an institution. The officers on duty practiced the algorithm of actions in situations of hostage taking or the occurrence of group disobedience and also demonstrated a high level of the necessary skills formation in a situation of peer review. Some of the staff involved in the activities offered sensible recommendations for changing the algorithms of actions on duty shifts, which were later incorporated into the daily activities of institutions.

On sudden checks of readiness for action in the event of an emergency, the number of personnel in the control group with the level of readiness for action during an

emergency at the optimal level did not change. In the experimental group with a control slice, it increased slightly (by 11%). This fact demonstrates the feasibility of working out existing skills in conditions of unexpected control, which will further contribute to the development of the studied readiness.

The notions of a extraordinary circumstances, an assessment of the possible outcome of a situation, forecasts for resolving such situations are also aspects of the cognitive component of the preparedness for action in the specified circumstances. To study these aspects, a questionnaire was used, the results of which showed that raising awareness and improving practical skills in the joint development of a motivational and volitional component contribute to a more frequent respondents manifestation of a positive assessment of the available human resources necessary to effective solution of emergency situations in a particular penitentiary institution.

The learning outcomes of the functional negotiating team have shown that it also contributes to the development of the listed components of the studied readiness. The possibility of a detailed analysis of the negotiation aspects in extreme situations, the training of necessary communication skills, analytical and prognostic skills, methods of collecting, analyzing information, planning the tactics of the negotiation process make it possible to develop the activity and cognitive components. Allowing for mistakes during the training with the subsequent awareness of their causes, finding solutions to a group discussion process, expert recommendations, successful solution of proposed practical problems contribute to the formation of motives for success, reducing stress, focusing on cooperation and responsible attitude to the implementation of professional tasks. As in other areas of training, the effectiveness was largely determined by general abilities, the degree of activity and interest of the staff, and the level of its actual development. Therefore, the degree of positive changes in the studied competencies of employees had an individual character. These forms of work at the same time helped to differentiate the potential capabilities of employees with a view to their further effective role distribution of the participants in the negotiating group.

In general, the results of the formative experiment can be assessed positively and state the achievement of the assigned research objectives.

V. CONCLUSIONS

1. The current situation in the penitentiary system and society as a whole is characterized by a high degree of probability of extraordinary circumstances occurrence and requires the search for optimal methods and forms of training employees for effective action. The willingness of employees to act in the event of extraordinary circumstances is increasingly becoming one of the significant indicators of their training effectiveness.

2. The evaluation of the result of the employees' formation readiness for actions in the extraordinary circumstances was carried out on the basis of the unity of the motivational-volitional, cognitive, activity components, and the criteria proposed by us allowed us to objectively assess the degree of its formation.

3. The results of the experiment allowed us to state positive changes in the cognitive and activity components of the readiness being studied, which were manifested in increasing knowledge and skills of implementing algorithms of actions, efficiency of decisions made, consistency of employees' actions in fulfilling tasks aimed at the eliminating of extraordinary circumstances, and the increasing of the adaptive strategies of coping behavior. The increasing of the employees competence has led to a decrease in tension, a more frequent manifestation of the motivation to achieve success and the confidence in the performance of their tasks in extraordinary circumstances environment.

Thus, the results of the experimental work confirmed the viability of the theoretically developed model of the readiness formation of the territorial body of the Federal Penitentiary Service of Russia to act in case of emergency and the pedagogical ways that ensure the effectiveness of its implementation.

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