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DOI <https://doi.org/10.32999/ksu2413-1865/2023-101-13>**APPLICATION OF DISTANCE LEARNING TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF BORDER PROTECTION SPECIALISTS: THEORETICAL BASICS AND GENERALIZATION OF EXPERIENCE**

Islamova Oleksandra Olehivna,
PhD in Philosophy, Associate Professor,
Senior Lecturer of the Department of Foreign Languages
*National Academy of the State Border Guard Service of Ukraine named after
Bohdan Khmelnytskyi*
a.islamova90@gmail.com
orcid.org/0000-0002-2102-7363

The article presents a review of scientific sources and publications aimed at determining the theoretical foundations of using distance learning technologies in the training of border guard specialists. It is found that these technologies have proven to be effective in the context of improving and enhancing the quality of professional training of border guards. The application of distance learning technologies in the professional training of border guard specialists is an important and necessary element in the modern world. The main theoretical foundations that justify the use of distance learning technologies in the professional training of border guard specialists in the European Union include such aspects as learning effectiveness, cost-effectiveness, wide access to training, modernity of technology, mobility and flexibility, interactivity and cooperation, and relevance of knowledge.

It is found that among a fairly wide range of studies carried out in previous years, the authors focus on the use of distance learning technologies for the purpose of training and retraining of officers and junior personal of border agencies of Ukraine and other countries, to improve their qualifications in the retraining system, to update the knowledge of border protection specialists on regulatory and legal aspects in the field of border protection, to improve their communication skills (including foreign language skills). The role of distance learning technologies in developing the leadership skills of border guard specialists, improving their tactical medicine skills, etc. is also important.

The use of distance learning technologies in the professional training of border guard specialists in the European Union is an important element of responding to the challenges of the modern world. Distance learning allows to ensure the quality of professional training of border guard specialists effectively and ensure that their knowledge and skills meet modern requirements and standards.

However, despite the attention of scholars to this problem, there are currently only a few publications that present the experience of using distance learning technologies in the professional training of border guard specialists in the European Union.

Key words: border guards, distance learning, professional training, European Union countries, theoretical foundations, technologies.

ЗАСТОСУВАННЯ ТЕХНОЛОГІЙ ДИСТАНЦІЙНОГО НАВЧАННЯ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ФАХІВЦІВ З ОХОРОНИ КОРДОНУ: ТЕОРЕТИЧНІ ОСНОВИ ТА УЗАГАЛЬНЕННЯ ДОСВІДУ

Ісламова Олександра Олегівна,
кандидат філософських наук, доцент,
старший викладач кафедри іноземних мов
*Національна академія Державної прикордонної служби України
імені Богдана Хмельницького*
a.islamova90@gmail.com
orcid.org/0000-0002-2102-7363

У статті представлено огляд наукових джерел та публікацій, метою якого є визначення теоретичних основ застосування технологій дистанційного навчання у підготовці фахівців з охорони кордону. З'ясовано, що ці технології довели свою ефективність у контексті вдосконалення та покращення якості про-



фесійної підготовки прикордонників. Застосування технологій дистанційного навчання в професійній підготовці фахівців з охорони кордону є важливим і необхідним елементом у сучасному світі. Основні теоретичні засади, що обґрунтовують застосування технологій дистанційного навчання в професійній підготовці фахівців з охорони кордону в країнах Європейського Союзу, включають такі аспекти, як: ефективність навчання, економічність, широкий доступ до навчання, сучасність технологій, мобільність та гнучкість, інтерактивність і співпраця, а також актуальність знань.

З'ясовано, що серед досить широкого спектра досліджень, виконаних у попередні роки, автори зосереджують свою увагу на застосуванні технологій дистанційного навчання з метою підготовки та перепідготовки офіцерських кадрів та молодшого персоналу прикордонних відомств України та інших країн, для підвищення рівня їхньої кваліфікації у системі перепідготовки, для осучаснення знань фахівців з охорони кордону щодо нормативно-правових аспектів у сфері охорони кордону, поліпшення їхньої комунікативної підготовки (зокрема, володіння іноземною мовою). Важливою є роль технологій дистанційного навчання для розвитку лідерських якостей фахівців охорони кордону, поліпшення їхніх навичок з тактичної медицини тощо.

Застосування технологій дистанційного навчання у професійній підготовці фахівців з охорони кордону в країнах Європейського Союзу є важливим елементом відповіді на виклики сучасного світу. Дистанційне навчання дозволяє ефективно забезпечувати якість професійної підготовки фахівців з охорони кордону та забезпечувати їхнім знанням та навичкам відповідність сучасним вимогам та стандартам.

Однак, незважаючи на увагу вчених до цієї проблеми, на сьогодні представлені лише поодинокі публікації, у яких наведено досвід застосування технологій дистанційного навчання у професійній підготовці фахівців з охорони кордону в країнах Європейського Союзу.

Ключові слова: фахівці з охорони кордону, дистанційне навчання, професійна підготовка, країни Європейського Союзу, теоретичні основи, технології.

Introduction. The use of distance learning technologies in the training of border guard specialists can be useful and effective. This is evidenced by the results of publications by scholars who have studied this important aspect of solving the problem of improving the quality of professional training of border guard specialists. For example, distance learning technologies can be used for training and retraining of officers and junior personal, to improve their qualifications, to update their knowledge of regulations and legislation in the field of border protection, to improve communication skills (foreign language proficiency), to develop leadership skills of border protection specialists, to improve tactical medicine skills, etc.

One of the main advantages of distance learning is the ability to access knowledge and information with an Internet connection. This is especially important for border guard specialists who may be located at different border areas and may not be physically able to participate in offline classes. Feedback from the organizers of the SBGS professional training shows that the use of distance learning opportunities has proven to be important and in demand at all levels of the system of professional training and advanced training of border guards. The importance of this form of education for the professional development of servicemen in the conditions of professional activity lies in the opportunity to improve their professional level directly at the place of service through the use of the departmental Intranet and telecommunication technologies (Didenko, Balendr, Ryzhykov, Novikova, Tuz, 2021).

Moreover, distance learning is more flexible and adaptive to the needs of border professionals, as they can study some of the training materials at a time and pace that suits them.

Analysis of recent research and publications. The use of distance learning technologies, as well as the technical, pedagogical, technological and organizational features of its implementation, have been the subject of research by a significant number of domestic and many foreign scholars. At the beginning of the twenty-first century, researchers of the problem of using distance learning technologies noted their wide possibilities for the educational process, in particular in conditions when the provision of educational services should be flexible and adaptive to the needs of students, when the educational materials can be mastered by students (cadets) at a convenient time.

Researchers V. Lapinsky and I. Regailo, study learning as a controlled, objectively determined process with a predetermined goal. They consider it through the prism of social motivation, genetically determined predisposition of the learner to cognitive activity, processes of memorization and forgetting, as well as other components of a complex dynamic system formed by the learner and the learning environment. In this process, the use of electronic learning tools is important (Lapinsky, Reheilo, 2012).

Professor L. Morska also emphasizes the important role of information technology in education, in particular for mastering foreign languages (Morska, 2007).



Improving the quality of the educational process through the use of electronic educational tools, in particular computer modeling of distance learning processes and Internet technologies, is discussed in the study by A. Mushak (Mushak, 2004). S. Sysoieva, A. Aleksyuk, P. Volovyk and others also emphasize the important aspects of technologization of education and professional activity in the context of continuity (Sysoieva, 2001). At the same time, the authors emphasize that distance learning limits the possibility of direct, synchronous communication between the instructor and cadets.

The purpose of the article is to summarize scientific works to determine the theoretical basis for the use of distance learning technologies in the professional training of border guard specialists in the European Union.

Summary of the main research material.

The use of distance learning technologies in the professional training of future specialists is the subject of many psychological studies.

According to L. Tkachuk (Tkachuk), the main psychological feature of distance learning is that, unlike the classical educational process, when there is a 'subject-subject' process takes place, under the condition of distance education, this 'subject-subject' is violated: the teacher cannot observe the student's reaction to the material presented, cannot respond to this reaction, cannot correct the presentation of information, clarify it, specify it, give examples, etc.

Generally, many scientists are trying to identify the psychological features of distance learning. In particular, M. Nazar (Nazar, 2013) considers such features to be the development of active visualization associated with working of two-dimensional and especially three-dimensional graphics; acceleration of obtaining the results of patterned transformations of the situation; activation of independent learning, formation of skills and abilities, development of independent thinking of students.

We share the opinion of L. Tkachuk, who states that during distance learning there is a "focus on technical means, on the virtual environment, constant concentration on the monitor screen, prolonged involvement in the virtual world" (Tkachuk). In view of this, there is an impact on the internal state of the students. Distance learning as a new psychological environment puts forward a number of specific requirements for students, including the ability to identify and filter important information from large amounts of information; the ability to properly

distribute the workload and quickly process the information received; to formulate messages or information requests briefly, accurately and competently. The active use of distance learning resources leads to an increase in the cognitive load on the perception of information, and the use of hypertext mode requires the ability to navigate a complex and often confusing system of links. Another psychological feature of distance learning is the influence of 'information noise'. This phenomenon occurs during prolonged work with electronic learning tools (Tkachuk).

Thus, it is obvious that there is an impact on the psyche of the student in the process of his/her interaction with global information networks, electronic learning tools and distance learning technologies.

The results of the analysis and synthesis of publications in scientific journals indexed in the Web of Science and Scopus databases allow us to conclude that distance education has undergone significant changes in recent years, especially with the widespread use of Internet technologies (Debeş, 2021; Lassoued, Alhendawi, and Bashitialshaaer, 2020; Altun, Akyıldız, Gülay, and Özdemir, 2021). Among the most modern trends in this area, scientists identify the following:

mobile learning, as the expanding capabilities of smartphones and tablets make their use for distance education more convenient – students can access course materials and participate in online classes from anywhere and at any time using their mobile devices;

gamification, which involves the use of game design elements in non-game contexts, including education; this trend is becoming increasingly popular in distance education, as it can make learning more engaging and interactive;

adaptive learning is the usage of data and analytics to adapt the learning experience to the individual needs of students. This trend is becoming increasingly common in distance education as it can help learners achieve better learning outcomes;

artificial intelligence, which is used in distance education to provide personalized learning experiences, analyze student performance data, and even automate certain aspects of learning;

social learning, which involves the usage of social media and other collaborative tools to facilitate learning and knowledge sharing among learners. This trend is becoming increasingly popular in distance education as it can help learners connect with others and create a sense of community;



microlearning, which involves breaking down complex concepts into small parts that learners can easily digest. This trend is becoming increasingly common in distance education as it can help learners learn more effectively.

These trends change the way of distance education, making it more accessible, personalized and attractive to learners around the world.

In general, foreign scholars are unanimous in saying that distance learning has become extremely popular in many countries in recent years, and today, foreign experience with its use is very diverse and multifaceted.

Some countries, such as Canada, have been successfully using distance learning as an additional means of education for decades, and “the Ontario Online Learning Portal” is one of the largest and most developed online learning platforms in the world.

In the United States, many universities use distance learning to deliver online courses and distance learning programs. For example, universities such as Western Governors University and the University of Phoenix offer online courses and distance learning programs that can help students complete their higher education without leaving their homes. Famous universities such as the University of California, Massachusetts Institute of Technology (MIT), Harvard University, and others offer a variety of learning platforms such as Coursera, edX, Udacity, Khan Academy, and others

In Europe many countries also use distance learning as an additional means of education. In the UK the Open University is the leading distance learning university, providing a wide range of online courses and degree programs.

In Asian countries distance learning is also becoming increasingly popular and is used as a means of education in many higher education institutions. In Japan virtual universities such as Tokyo Tech Online Education offer online courses and distance learning programs.

In China, where the COVID-19 pandemic has led to the closure of schools and universities, various online platforms for distance learning have been created, such as Tencent Classroom, DingTalk, and others.

Since the study is devoted to solving the problem of using distance learning technologies in the professional training of border guard specialists, we consider it appropriate to consider how this important aspect of pedagogical theory and practice is presented in the publications of scholars.

Totally, the problem of informatization of the SBGS activities is addressed in the studies of O. Androshchuk (application of information technologies for intellectualization of

decision-making support in the activities of the State Border Guard Service of Ukraine) (Androshchuk, 2011), O. Blazhuk (application of information technologies in the training of future border guard officers) (Blazhuk, 2014), S. Psol (experience and prospects of development of distance learning in the system of professional training of border guards) (Psol, Tsviak, 2010) and others.

The usage of electronic educational resources in the training of future officers of border guard units was the subject of attention of O. Didenko, O. Masliy, S. Biliavets, O. Androshchuk, A. Balendr (Didenko, Androshchuk, Masliy, Balendr, Biliavets, 2020). Professor A. Balendr substantiated the peculiarities of creating a distance learning course for border guards according to the sectoral qualifications framework based on the Virtual Aula platform (Balendr, 2018), and O. Blazhuk described the experience of organizing distance learning for future border guard officers using information technology (Blazhuk, 2011).

Noteworthy are the studies of I. Bloschynskyi, in which the author presents the theoretical and practical foundations of professional training of specialists of the State Border Guard Service of Ukraine using distance learning technologies (Bloschynskyi, 2015). An important achievement of the author is the substantiation of the system of professional training of future border guard officers using distance learning technologies. According to the author, this system should provide targeted management of the cadets' learning process. The model of this system “combines the goal with the results of the study, and the structural components are interconnected and interact, which ensures its effectiveness, takes into account the main components of the process under study, reproduces, imitates, reflects the properties, features and characteristics of the process” (Bloschynskyi, 2016).

The usage of information and communication technologies in the foreign language training of border guard specialists of the European Union was the subject of a study by A. Balendra, O. Komarnytska, I. Bloschynskyi and O. Didenko (Didenko, Balendr, Komarnytska, Bloschynskyi, 2018). The authors paid special attention to the characterization of the content, structure and tasks of the distance learning course “Communicative English for the Professional Needs of Border Guards” based on the Virtual Aula web platform. This distance learning course is an example of an innovative, communicative educational tool for the development of professional foreign language competence of border guard personnel (Didenko, Balendr, Komarnytska, Bloschynskyi, 2018).



The modern capabilities of web-based training platforms that are widely used to train the staff of EU border guard agencies are presented by a group of NA BGSU lecturers (Balendr, Korolov, Adamchuk, Yakymchuk, Sinkevych, Bloschynskyi, 2019). The researchers cite the most common web-based platforms used for training border guard agencies, including the FRONTEX Virtual Aula web platform; CEPOL e-Net service; CGFTP web platform; EUBAM ILIAS training platform; UNHCR Connect & Learn web platform. The authors also conducted a comparative analysis of DL courses on educational web platforms with border-related topics in the EU and proved that the web platform with the largest number of courses focused on training border guard specialists is the Virtual Aula platform of the FRONTEX Agency (Balendr, Korolov, Adamchuk, Yakymchuk, Sinkevych, Bloschynskyi, 2019).

Researchers O. Lemeshko, O. Yankovets, V. Lemeshko and others have considered the peculiarities of the development of professional competencies during the advanced training of border guards through massive open online courses (MOOCs) (Lemeshko, Yankovets, Lemeshko, Yankovets, Basaraba, 2020).

The experience of organizing practical classes with future border guard officers in professional disciplines through the usage of interactive distance learning technologies is presented in the study by O. Samoilenko and O. Zabolotna (Samoilenko, Zabolotna, 2021). The researchers note that during a pandemic, it is advisable to use the technical capabilities of the Newline TruTouch interactive panel when conducting online training sessions using Google Meet.

In the same context, the practical experience of training future bachelors of state border security using distance learning technologies, which is presented in the publication of O. Lazorenko (Lazorenko, 2021), is worthy of attention. On the example of the discipline "Border Guard Service" and using the technical capabilities of the interactive panel Newline TruTouch, the methodology for conducting practical classes using distance learning technologies is substantiated.

The article of O. Fedorenko and A. Miroshnichenko (Fedorenko, Miroshnichenko, 2022) is devoted to the problem of developing the professional competence of border guard service specialists by introducing distance learning technologies into the educational process. The authors identify the main ways of implementing the provisions of the competence approach in the practice of professional training of these specialists,

and also substantiate the feasibility of using distance learning to form future border guard specialists' professional competence as a personal characteristic (Fedorenko, Miroshnichenko, 2022).

Thus, the use of distance learning technologies in the training of border guard specialists proves to be useful and effective. This is evidenced by the results of publications by domestic and foreign scholars who have studied the peculiarities of using distance learning technologies to improve and enhance the quality of professional training of border guard specialists.

Among the wide range of studies conducted in previous years, the authors focus on the use of distance learning technologies for the training and retraining of officers and junior personal of border agencies of Ukraine and other countries, to improve their qualifications in the retraining system, to update the knowledge of border guard specialists on regulatory and legal aspects in the field of border protection, to improve their communication skills (including foreign language skills). The role of distance learning technologies in developing the leadership skills of border guard specialists, improving their tactical medicine skills, etc. is also important.

The use of distance learning technologies in the professional training of border guard specialists is an important and necessary element in the modern world. The main theoretical foundations that justify the use of distance learning technologies in the professional training of border guard specialists in the European Union include the following aspects:

- training effectiveness (distance learning is an effective method that allows students to acquire knowledge and skills at a convenient time and place, allows them to learn at a pace that meets their needs and individual capabilities);

- cost-effectiveness (distance learning is a cost-effective method that reduces the cost of transportation, accommodation and other expenses associated with studying in regular educational institutions);

- wide access to education (distance learning allows for wide access to education, in particular for those who live or serve remotely from educational institutions and centers);

- state-of-the-art technologies (the use of distance learning technologies allows the use of modern technologies and learning tools, such as video conferencing, virtual classrooms, electronic textbooks and other interactive resources);

- mobility and flexibility (distance learning allows you to get an education and improve



your skills without having to leave your workplace, which allows you to maintain a balance between your studies and other aspects of life);

interactivity and cooperation (distance learning allows cadets and students to interact with instructors and other learning entities, collaborate on projects and discuss material in virtual classrooms, which helps enrich the learning process and improve the quality of education);

knowledge relevance (e-learning allows you to quickly update and supplement training material, which is especially important in the field of border protection, where knowledge of new technologies and strategies is very important for successful work).

Conclusions. The usage of distance learning technologies in the professional training of border guard specialists in the European Union is an important element of responding to the challenges of the modern world. Distance learning allows to ensure the quality of professional training of border guard specialists and ensure that their knowledge and skills meet modern requirements and standards.

However, despite the attention of scholars to this problem, there are currently only a few publications that present the experience of using distance learning technologies in the professional training of border guard specialists in the European Union. However, there is no comprehensive and systematic study of this important topic. In particular, the organizational and pedagogical foundations of joint professional training of border guard agencies in the pan-European dimension, the specifics of the using of distance learning technologies in the training of future border guard officers within the European Border Guard Partner Academies Network, the characteristics of educational web platforms of international organizations involved in the training of border guard specialists in the European Union, etc. remain insufficiently understood. These important aspects will be the prospects for further research.

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