





# Pedagogical Field Agents Training System

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**Keywords:** Field Agent, Federal State Educational Standards Of Higher Education, Officer Work, Code Of Ethics, Interdepartmental Pedagogical Training System.

**Abstract:** The research presented in the work was carried out in order to identify the methodological basis to create a holistic pedagogical system of field agents training regardless of the departmental profile of their professional activities. Taking into account the analysis of current legislation and federal state educational standards of higher education, as well as interviews of various categories of administrative and managerial personnel of universities and veterans of law enforcement agencies, it was established that the right to carry out officer work belongs to a wide range of bodies of executive power. At the same time, there is no unified system of pedagogical training of field agents. It is expedient to form a system of an interdepartmental format on the basis of common spiritual and moral values and norms of officer work, corresponding to its goals and objectives. The program of education and the schedule of educational work, which act as mandatory elements of educational programs, may be used to create the mechanism to implement the system.

## 1 INTRODUCTION

One of the main priorities of public policy in the current context of political and economic instability is to ensure personal security and national security in general. An essential role in solving this primary task is played by officer work carried out by authorized bodies and officials. The professionalism of field agents depends on the timely identification and successful opposition to internal and external threats to the state and the interests of its citizens.


In the context of dynamic changes in the field of educational policy, accompanied by a revision of federal state educational standards of higher education in a number of specialties and areas of professional training in the field of defense and security of the State, the analysis of the pedagogical system of field agents training in accordance with the requirements of our time is of special concern.


So, in 2020, federal state educational standards of higher education in such areas of training and specialties as 40.03.01 Jurisprudence, 40.05.02 Law Enforcement, 40.05.01 Legal Support of National


Security, 38.05.01 Economic Security, 38.05.02 Customs and others were significantly updated in Russia.


Moreover, attention is paid to the fact that training of personnel in the field of officer work in the Russian Federation is carried out not as part of an independent educational program, but is represented by departmental specializations and profiles within various educational programs of higher education. This approach to the training of field agents, in turn, makes the issue of the existence of unified pedagogical principles and axiological foundations in training personnel for officer work in accordance with its tasks declared in the legislation, relevant.

The analysis of the scientific literature of recent years shows that researchers pay close attention to certain aspects of training operational employees, such as physical training (Martynenko, Kamnev, 2021), readiness to act in extreme situations (Trufanov, 2017; Sommer et al., 2017), fire training (O'Neill et al., 2018; Zhan, Shi, 2021), language training (Gorsheneva, 2019), psychological training (Romanovskaya, 2017; Christopher et al., 2018; Cojean et al., 2020) and prevention of professional

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deformation (Borisova, 2017; Faulkner et al., 2020), technical training (Skvortsov, Luchter, 2020), the formation of tolerance (Brown et al., 2020). In a conceptual, systematic format training issues are considered by the authors only in relation to individual departments (Voloshin, 2021; Ibrahim, 2020). At the same time, methodological studies of the field agents training as a holistic pedagogical system are not conducted.

Thus, the aim of this study is to find a methodological basis for building a holistic pedagogical system of field agents training regardless of the departmental profile of their professional activities.

The hypothesis of the research, in turn, is the assumption that an interdepartmental pedagogical system of field agents training, based on general moral and axiological principles that correspond to the very nature of officer work, can be formed due to its tasks clearly defined by law.

To achieve this goal and to test the hypothesis put forward, the following research objectives were identified:

- to review the system of field agents training, based on federal state higher education standards,
- to identify the general non-departmental specifics of operational-search activities;
- to identify possible modalities and mechanisms of the establishment of an interdepartmental pedagogical field agents training system.

## 2 MATERIALS AND METHODS

During the study, the researchers analyzed current federal laws, as well as federal state educational standards of higher education in enlarged groups of specialties 40.00.00 Jurisprudence, 38.00.00 Economics and Management.

Interviews with administrative and managerial staff of universities organizing the educational process as part of the training of personnel for bodies and institutions of the Federal Penal Service of Russia in the departmental specialization «Officer work» as well as with veterans of internal affairs bodies previously engaged in operational-search activities were conducted. Interview questions were aimed at clarifying the basic values of officer work and the conditions for their assimilation by future employees in the educational process.

The opinions of 48 respondents from among law enforcement veterans and members of the university community, presented on the social knowledge

exchange service Quora on the peculiarities of the law enforcement training system in the United States and its differences from classical legal education (<https://www.quora.com/Why-arent-police-officers-required-to-go-to-law-school>) were analyzed.

## 3 RESULTS AND DISCUSSION

From the analysis of Art. 13 of the Federal Law «On Officer Work» dated 12.08.1995 No. 144-FL it follows that these activities on the territory of the Russian Federation are entitled to be carried out by internal affairs bodies, federal security service bodies, federal executive authority in the field of state security, customs authorities, bodies of the Foreign Intelligence Service of Russia and the Federal Penal Service. Almost all of these bodies have departmental educational organizations in their system that train personnel for service in the relevant bodies.

At the same time, specialized universities of the named departments implement various educational programs of higher education, of which only one is in the specialty 40.05.02. Law enforcement activities have a departmental specialization «Officer Work» recorded in the federal state educational standard, which allows purposeful training of students in this direction, taking into account the tasks defined by law and the requirements of modern practice in protection of life, health, human and civil rights and freedoms, property, and ensuring the safety of society and the state.

This educational program is implemented only in the universities of the Ministry of Internal Affairs of Russia and the Federal Penal Service of Russia.

It should be noted that the Russian customs academy within the educational program of a bachelor degree 40.03.01 Law offers the departmental profile «Officer Work of Customs Authorities» that fully meets the requirements of the corresponding federal state educational standard of the higher education according to which the educational organization has the right to establish independently a profile of the program of a bachelor degree by orientation of its contents to the field of professional activity of graduates.

Universities of the Federal Security Service of Russia, in turn, implement a wide range of educational programs of various orientations, of which an educational program in the special field 40.05.01 Legal Support of National Security is aimed directly at training field agents. The federal state educational standard of this special field provides the following specializations of the program: criminal

law, state and law, civil law, international law, military law. At the same time, within the framework of the specializations «Criminal Law» and «Military Law» in-depth profiling in military-professional and special professional training is allowed. In particular, the Academy of the FSS of Russia, while implementing the program of the special field 40.05.01 Legal Support of National Security, Specialization – Criminal Law, provides two areas of special professional training: «Officer Work and foreign language» and «Officer Work and modern information technologies», directly adapted to the goals and objectives of professional career activities of graduates.

Thus, it can be stated that departmental universities, which are a part of the systems of bodies that have the right to carry out officer work in Russia, implement various educational programs in terms of content and orientation, including those that are directly focused on the training of field agents. These programs belong to such enlarged groups of special fields as 40.00.00 Jurisprudence, 38.00.00 Economics and management, a meaningful orientation of the specifics of officer work as future professional and professional activities of graduates are carried out within the framework of departmental specializations and specializations of special professional training.

In foreign countries, one can also note the practice of specialized training of persons focused on the fulfillment of special professional tasks, including the part of officer work. In particular, training of police officers and FBI officers in the United States takes place in specialized educational organizations, and not in university law schools.

An analysis of respondents' answers to the question «Why police officers are not required to go to law schools», presented on the social knowledge sharing service Quora, made it possible to draw the following conclusions.

US law enforcement officers (police and special agents of the FBI) receive special training and are not required to have legal education. To perform professional functions, they need to graduate from a specialized certified academy or take specialized courses in the profile of the planned service line.

Specialized universities in the United States provide training based on the model of «best practices», within which practical training prevails over theoretical training, and it ultimately allows the employee to fulfill the assigned service task. Theoretical knowledge is limited to basic legal courses in criminal law, including the criminal law of the state where the service will take place, that is, it includes knowledge only of the legal rules to be

applied in everyday practice. Police officers also receive in-depth physical and educational training.

The main idea, which was most often repeated in the answers of the respondents, was that the professional activities of law enforcement officers did not coincide in their content with legal activities. That is why law enforcement officers are not required to have legal education. In practice, persons with any profile can be recruited, if they meet general requirements (medical, reputational, etc.).

A similar approach is noted in domestic practice: not only persons who have received specialized education in the above-mentioned special fields of the legal and economic profile can be accepted as field agents. This situation puts forward the question of the unity of pedagogical principles in field agents training, regardless of the departmental affiliation of educational organizations and the profile of education received by them, resulting in the goals and objectives of their further professional and professional activities.

Departmental educational organizations for field agents not only train, but also educate cadets and students. The training process involves both the process of knowledge transfer and formation of skills and the assimilation of professional values.

Interviewing veterans of field agents makes it possible to conclude that due to the specifics of the methods of carrying out officer work and the very content of this activity, it is invariably the sphere of moral and legal conflicts for the employees themselves, due to the need to constantly make their own moral choices in everyday service, and for the society, which is increasingly forced to seek a balance between forced restrictions on the rights and freedoms of citizens and tasks performed during officer work.

In Russia, the requirement to comply with moral and ethical requirements in the field of officer work was first expressed by scientists in the 1960s and 70s. (Ardavov, 2015). The interest to the problem was not accidental, since strict observance of the rule of law, protection of human and civil rights, issues of professional distortion of the consciousness of field agents largely depend on the theoretical development of moral and ethical problems of the professional activities of employees.

The current Federal Law «On Officer Work» of 12.08.1995 No. 144-FL establishes that officer work are based on the constitutional principles of legality, respect for and observance of human and civil rights and freedoms, as well as on the principles of conspiracy, a combination of vowels and tacit methods and means (art. 3). This provision is rather

general. It is known that the values of a particular professional activity are fixed, as a rule, in ethical codes.

It should be noted that in the systems of a number of state executive bodies that have the right to carry out operational and search activities, codes of ethics and official conduct of employees have been adopted and are in force. The requirements of these codes are equally addressed to all employees, regardless of the content of their professional and professional activities.

In the context of this research, the initiative author's draft of the ethical code of the operational employee of the internal affairs bodies, prepared by the team of authors in the early 1990s (Frolov et al., 1991), is of some interest. This initiative was not developed, but recorded the need to develop and systematize the basic values of the field agents as a defender of the rights and legitimate interests of the society and an individual. The draft code contained articles regulating the relationship of a field agent with the population; officials; citizens assisting in the fight against crime; victims; violators of the law, including juvenile delinquents as well as behavior with colleagues, the leader and conduct in personal life. Among the main principles of the field agents' professional ethics were the use of funds consistent with only laws and universal human values; active attitude to official duties; the ability to assume responsibility; impartiality in service; continued enforcement of the law and intolerance of misconduct by other employees. The developers of the code of ethics emphasized that operational work does not give special privileges and income, it brings satisfaction and pride.

The fundamental ideas of this project have not lost their relevance and can be taken as a basis for the development of an appropriate interdepartmental code of ethics for employees carrying out officer work. This document can put forward a single pedagogical beginning for the field agents training, in which educational work occupies a significant place.

As A.S. Makarenko rightly noted, that the goal of education is an extensive program of a human character, in which spiritual and moral values and norms act as a systemic element. Training in the higher educational system is especially relevant today, in connection with changes in educational legislation. Thus, according to the Federal Law «On Amendments to the Federal Law» On Education in the Russian Federation «on the Education of Students» dated 31.07.2020 No. 304-FL, the working program of education and the schedule of educational

work are recognized as mandatory elements of the educational program.

## 4 CONCLUSIONS

A review of the scientific literature and training practices of field agents showed that in spite of a variety of training systems for different ministries and departments, there is no holistic training programme for field agents based on uniform pedagogical principles. It seems advisable to establish an interdepartmental system of field agents training, which corresponds to the goals and objectives of officer work as a special type of state activity in the interests of an individual and the society.

Ethical standards and principles of officer work can be taken as the basis to form a single interdepartmental system. The network interaction of specialized universities of various departments, which has the right to carry out officer work, can be used as the implementation mechanism to achieve this aim.

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