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**PRACTICE-ORIENTED LEARNING TECHNOLOGIES
IN THE PROCESS OF GRADUAL PROFESSIONAL
TRAINING OF SPECIALISTS OF THE STATE
PENITENTIARY SERVICE OF UKRAINE**

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The article aims to study the features of applying practice-oriented learning technologies in forming the professional competence of specialists of the State Penitentiary Service of Ukraine.

The research methodology is based on the modern provisions of pedagogical science, psychology, and law. It reflects the synergistic relationship in the system teacher-student of a certain level of education (staff undergoing

advanced training)’, based on innovative and interactive teaching methods, which are the constituent elements of practice-oriented educational technologies.

Scientific novelty. The article analyses the practical application of practice-oriented teaching technologies in a gradual system of training specialists of the State Penitentiary Service of Ukraine.

Practical significance and value (originality). It provides specific examples of applying practice-oriented learning technologies in a gradual system of training specialists of the State Penitentiary Service of Ukraine.

Key words: case method, practice-oriented approach to training, professional competence, gradual professional training, training, State Penitentiary Service.

ПРАКТИКО-ОРІЄНТОВАНІ ТЕХНОЛОГІЇ НАВЧАННЯ У ПРОЦЕСІ СТУПЕНЕВОЇ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ ДЕРЖАВНОЇ КРИМІНАЛЬНО-ВИКОНАВЧОЇ СЛУЖБИ УКРАЇНИ

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Метою статті є дослідження особливостей застосування практико-орієнтованих технологій навчання в контексті формування професійної компетентності фахівців Державної кримінально-виконавчої служби України.

Методологія дослідження базується на сучасних положеннях педагогічної науки, психології та права, відображає синергетичний взаємозв'язок у системі «викладач – здобувач певного рівня освіти (персонал, який проходить підвищення кваліфікації)», що базується на використанні інноваційних та інтерактивних методів навчання, що своєю чергою є складовими елементами практико-орієнтованих освітніх технологій.

Наукова новизна. У статті проаналізовано практичне застосування практико-орієнтованих технологій навчання в процесі ступеневої системи підготовки фахівців державної кримінально-виконавчої служби.

Практичне значення та цінність (оригінальність). Полягає в наведенні конкретних прикладів застосування практико-орієнтованих технологій навчання в процесі ступеневої системи підготовки фахівців державної кримінально-виконавчої служби.

Ключові слова: кейс-метод, практико-орієнтований підхід навчання, професійна компетентність, ступенева професійна підготовка, тренінг, Державна кримінально-виконавча служба України.

Statement of the problem and analysis of the latest research and publications. The issue of activating the cognitive activity of higher education students in the gradual training system is always relevant. Many factors, including the socio-cultural environment, political and security situation, innovative material and technical support of the educational process, influence its solution. However, the students are the driving force behind forming professional competence in future specialists. The teacher's role is to create pedagogical conditions considering the students' interests, values, and motivational needs in their chosen professional field. A key aspect of this is the creation of situations of success for higher education students of all levels, including personnel training, which will motivate them to be more involved in acquiring modern knowledge, essential skills, and abilities. The understanding that higher education students can apply the knowledge gained during the theoretical part of the practice course is an essential factor in increasing the efficiency of the educational process and a guarantee of further successful implementation in professional activity.

Analysis of research and publications. Numerous researchers in pedagogy and psychology, including O. Antonova, O. Dubasenyuk,

N. Zhytnyk, I. Zyazyun, N. Matyushenko, I. Palshkova, N. Hrytsai, V. Maikovska, N. Georgyan, T. Khorolska, O. Pometun, N. Strazhnikova, and N. Opushko, focus on the application of practice-oriented technologies in the educational process.

Given the ongoing reforms in Ukraine's State Criminal Executive Service (SCES), one of the primary goals is to "develop an effective model for training and activities of personnel within the penitentiary system." In light of this, it is essential to explore more deeply the impact and role of practice-oriented learning technologies in shaping penitentiary specialists' professionally important knowledge, skills, and abilities.

The article aims to reveal the peculiarities of using practice-oriented learning technologies to develop the professional competence of Ukrainian SCES specialists.

The research methodology is grounded in contemporary pedagogical science, psychology, and law principles. It emphasises the synergistic relationship within the "teacher-student" system at a specific education level (among staff undergoing advanced training). Innovative and interactive teaching methods, essential components of practice-oriented educational technologies, support this system.

Presentation of the primary material. A competency-based approach to learning plays a crucial role in modern education. Researchers emphasise that this approach focuses on forming and developing students' competencies. The outcome of this educational process is the establishment of students' overall life competence, which encompasses a set of key competencies that reflect their integrated personality. Thus, the main feature of the competency-based approach is the shift in focus from the learning process to the results obtained. The competency-based approach is aligned with personality-oriented and activity-based learning strategies, as it addresses the individual student and can only be applied through specific actions [5, p. 11]. For this reason, practice-oriented learning technologies are essential for training higher education students.

Opushko N. identifies different approaches to practice-oriented learning in pedagogical science, highlighting three key methods:

1. The first approach links practice-oriented learning with the development of practical experience for higher education students by immersing them in environments similar to professional settings during training and practical classes.

2. The second approach uses professionally oriented teaching technologies and methods to simulate parts of professional activities.

3. The third approach views practice-oriented learning as a means to acquire practical experience to address educational tasks. In this context, the motivation to study theoretical materials arises from the need to solve practical problems.

Despite their differences, these approaches share a common goal: practice-oriented learning aims to equip students with relevant practical skills and abilities that are in demand in various social and professional fields while fostering an understanding of where, how, and why these skills are applied in real-world scenarios. [3, pp. 241–242].

Strazhnikova I. correctly states that the practice-oriented approach is one of the most effective methods for professionalising education in higher education institutions [6].

Pometun O. identifies several practice-oriented technologies, including critical thinking, interactive learning, project and research methods, problem-based learning, and information and communication technologies. These technologies, along with various teaching methods and techniques, help develop practical knowledge and skills. By establishing an educational environment based on these elements, we can create a comprehensive educational process that fosters the intentional development of competitive individuals and supports their professional growth [5, p. 242].

Opushko N., studying the experience of European countries, gives examples of the use of practice-oriented technologies in education. Thus, she notes that the practice-oriented approach involves active learning methods, which are characterised by non-standard forms and methods used in the learning process. In addition, active teaching methods develop students' skills of independent intellectual activity. They are focused on broader interaction of the subjects of the educational process with each other, encouraging activity in the learning process. The most

effective method of teaching aimed at organising students' active cognitive activity is the method of analysing specific situations (case studies). The technology of analysing specific situations contributes to developing analytical skills in solving organisational and non-standard tasks. The case study is analogous to the business game method but somewhat different.

The teachers of the Department of Pedagogy and Humanitarian Disciplines at the Penitentiary Academy of Ukraine place significant emphasis on practice-oriented teaching technologies, which greatly enhance the quality of the educational process. One of the first subjects taught at the bachelor's level is “Fundamentals of Scientific Research and Academic Integrity.” This course introduces students to scientific research organisations in Ukraine and abroad while developing the essential competencies required for future academic pursuits. To promote practical learning, considerable attention is given to hands-on tasks within this discipline. For instance, when exploring the topic “The System and Content of Scientific Research in Ukraine,” students participate in a business game where they assume various roles. These roles include a graduate student, a graduate student's supervisor, members of the academic council, a teacher aspiring to become an associate professor or professor, and a rector. Each participant must model their behaviour based on the established legal framework, encouraging a deeper understanding of the academic environment [8].

We used the project-based learning method at the Penitentiary Academy of Ukraine to study the above discipline. For example, the first mini-project was an information project that involved selecting literature on the chosen topic in the library and working with card and electronic catalogues.

The next stage required students to organise this information and write an abstract that met all the specific requirements for this type of work. This project spanned three class sessions and included independent work at home.

The final project was a scientific conference conducted as a role-playing game. This segment lasted two academic hours, during which higher education students prepared reports on the

results of their research work. Feedback gathered from an anonymous survey conducted among cadets and students after the course revealed that, for most respondents, the experience of presenting was one of the most memorable and interesting events in their studies. However, some students face challenges in writing essays, thus generating mixed feedback on this aspect of the course. Nevertheless, most cadets find the course engaging and beneficial primarily due to its practical orientation.

In today's world, where emergencies and risks to life can arise at any moment, training cadets in Life Safety is particularly crucial. Practice-oriented learning technologies serve as a foundation for effectively acquiring the necessary knowledge and skills, as they allow students to understand theoretical action algorithms and reinforce them in actual or simulated conditions.

The practice-oriented approach in the “Life Safety” course integrates theory with practice. Instruction emphasises the active use of practical exercises, case studies, simulations, and other methods that replicate real-life situations. In practical life safety classes, modern mannequins simulate emergency assistance, evacuation, and actions taken during fires or other threats, a vital training element. These simulators can display various physiological parameters, enhancing the realism of the experience for cadets.

During practical exercises, cadets also play the roles of victims, rescuers or observers. This allows for a deeper understanding of the situation from different perspectives and improves communication skills [7].

An essential component of practice-oriented training is creating scenarios that simulate emergencies (road accidents, explosions, mass casualties). This helps cadets act quickly, correctly assess the situation, and make decisions.

Practitioners from rescue and emergency services are involved in mine safety training, allowing cadets to see explosive devices and determine the rules of conduct in case of their detection.

A practice-oriented approach during Life Safety classes increases the effectiveness of learning. Cadets better absorb the material through practical application of knowledge.

Students learn to analyse situations and make optimal decisions quickly, forming psychological resilience. Working in conditions that simulate actual events helps prepare for stressful situations.

Despite significant advantages, the introduction of practice-oriented technologies into the "Life Safety" academic discipline encountered difficulties such as insufficient technical support and limited access to modern simulation systems. Solving these problems requires investments, advanced teacher training, and the development of new methodological materials.

A practice-oriented approach is also relevant in the system of advanced training of currently working personnel of the SCES of Ukraine. During advanced training, personnel have the opportunity not only to listen to lectures on topical topics related to the reform and development of the state penal policy and the penitentiary system as a whole but also, in close cooperation with the teacher, to master various algorithms for solving problematic issues of professional activity. Thanks to the use of several methods of practice-oriented technology, namely the case method, the method of specific situations, the method of situational analysis, and training, students of advanced training courses during training sessions can create models that allow them to transform a specific service-professional situation into a regular task and solve it, work out, acquire and improve specific important competencies and personal qualities. The content of practical tasks (case studies, situational exercises, training exercises, and diagnostic and projective techniques) reflects not only the didactic content of a particular educational topic but also includes modern knowledge related to the need to apply managerial, organisational, communicative, information and digital, socio-educational, and pedagogical skills. This allows: 1) to establish a dialogue in the system “teacher – employee of the SCES of Ukraine” and to hear each other; 2) to create a platform for discussing sensitive issues related to various types of official and professional activities; 3) to form a basis for the development of critical and creative thinking of students, which subsequently leads to the enrichment of knowledge, improvement and acquisition of new professional

competencies, and also contributes to their search for non-traditional algorithms for solving various professionally essential issues.

Thus, it should be noted that the sufficiently high level of influence on the formation of new soft skills and the improvement of the formed professional hard skills of personnel of interdisciplinary tasks, the implementation of which requires the use of knowledge from various fields, one way or another related to situations close to the realities of professional activity. Such tasks affect all components of the advanced training of personnel of the SCES of Ukraine: a) cognitive activity is activated, and knowledge is updated; b) specific components of professional competence are formed, namely social-communicative, economic, speech, leadership, organisational-management, psychological-pedagogical and others; c) the level of readiness to perform complex service-professional tasks in conditions of uncertainty, emergency and extreme situations increases. The use of cases containing tasks of a practically approximate, realistic nature of a specific type of professional activity contributes to the reformatting of not only professional consciousness but also behaviour, increases the level of awareness in team building, organisational (corporate) culture, the creation of a safe and barrier-free space in the professional environment, etc.

The teacher's main task when compiling cases, selecting training exercises, and modelling situations is to consider the needs of the personnel undergoing advanced training, focusing on their interests and values, which practical employees consider essential for the high-quality performance of their duties. That is why the teacher introduces specific steps that help him determine the route map for conducting practical classes with the staff of the State Security Service of Ukraine and increase motivation for educational and cognitive activity. Such steps include questionnaires before and after training classes, testing and interviews, round tables and discussion forums on topical topics relevant to practical employees of the State Security Service of Ukraine.

Table – Results of the implementation of a practice-oriented approach in the training of the SCES of Ukraine personnel after advanced training

<p>Functional competencies according to the type of professional activity</p>	<p>Personally important professional qualities</p>	<p>Average analytical and synthetic assessment of the impact on the formation of competence and improvement, %</p>
<p>Administrative activities in the context of communication processes:</p>		
<ul style="list-style-type: none"> – ability to apply team-building methods for staff cohesion; – skills in choosing innovative approaches to working out and justifying management decisions; – organisation of communication processes with different subjects of communication; – possession of a professional thesaurus; – possession of non-verbal communication techniques; – ability to present arguments and counterarguments; – speechwriting skills; – negotiation skills; – skills in using storytelling in internal communications 	<ul style="list-style-type: none"> – work capacity; – procedural independence, personal responsibility for decisions made; – organisation; – punctuality; – logical statements and actions; – sociability 	<p>11,2 – 15,1</p>

Psychological activities in the aspect of developing resilience:		
<ul style="list-style-type: none"> – ability to provide first aid to staff (subordinates) in emergency and extreme situations; – skills in conducting training for staff on emotional intelligence; – skills in visual professional observation; – ability to apply an inclusive approach and create a barrier-free workspace 	<ul style="list-style-type: none"> – mobilisation; – tolerance; – empathy; – psycho-emotional restraint; – willpower; – mutual respect; – mutual support 	13,1 – 16,3
Pedagogical and educational activities:		
<ul style="list-style-type: none"> – ability to analyse and organise the assessment of the quality of the personnel training process; – skills of self-education and self-education; – methods of psychodiagnostic of personnel for the selection of methods of psychological and pedagogical influence; – skills of mentoring, as well as facilitation to prevent the emergence of conflict situations; – skills of introducing a gender culture in the organisation 	<ul style="list-style-type: none"> – pedagogical tact; – logical and creative thinking; – emotional stability; – critical thinking; – creativity; – attentiveness; – concentration 	11,2 – 18,1

The results of the survey of the staff of the SCES of Ukraine before and after undergoing advanced training (Table) after mastering such topics as: “Formation and development of psychological resilience of the staff of the SCES of Ukraine to actions in extreme situations”, “Features of communication with prisoners of war and the impact of wartime realities on participants and victims of military conflict”, “Formation of skills for working with aggressive behavior on the part of persons detained in the

SCES of Ukraine and having mental and behavioral disorders”, “Creation of a team of employees of the departments of social, educational and psychological work of penal institutions and pre-trial detention centers”, “Oratory and speechwriting”, “Barrier-free, concepts, types and social significance” indicate a significant improvement in the functional competencies of the staff in accordance with a specific type of professional activity and the development of personally important professional qualities.

Conclusions. The presented material reflects the role and confirms the need to use practice-oriented technologies in the process of gradual professional training of specialists of the State Penitentiary Service of Ukraine, including in the system of advanced training of penitentiary personnel. The variety of methods of practice-oriented training allows all participants in the educational process to recreate an effective dialogue and find the most relevant problems, which become the basis for improving and timely didactic updating of educational material that meets the needs and requirements of the entire State Penitentiary System of Ukraine.

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