

Pedagogical Conditions of Conflict Management Readiness Formation of Border Guard Officers

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Abstract: The article is dedicated to the research of the problem of forming conflict management readiness of future border guard officers. The concept "conflict management readiness of future border guards" has been defined. The structure of conflict management readiness of a border guard officer has been determined, which consists of motivational, operational and predictive components. The main criteria for assessing the motivational component of conflict readiness are motivational and regulatory, for operational - cognitive and operational, for predictive component - communicative and prognostic. The study proves that formation of conflict management readiness of future border guard officers is effective if the educational process at a higher military educational institution encompasses the following pedagogical conditions: creation of a favorable socio-psychological climate for the development of the experience of constructive resolution of conflict situations; the use of incentive measures to develop cadets' motivation for constructive resolution of conflict situations; enrichment of the content of professional training of future border guard officers with special knowledge about the nature, structure, functions of conflicts and mechanisms for their prevention and resolution; gradual acquisition by cadets of knowledge and skills of conflict management; ensuring a high level of psychological and pedagogical competence of teaching staff and leaders of training units of higher military educational institutions. Based on the Sectoral Qualification Framework for border guarding in European Union and Common Core Curriculum for training European border guards was developed a curriculum of the training course "Conflict Management in a Border Guard Unit" at the National academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi. The results of the pedagogical experiment showed effectiveness of the defined pedagogical conditions to form conflict management readiness of future border guard officers. The distribution of cadets by levels of conflict management readiness formation in experimental groups at the end of the forming experiment is characterized by a decrease in the number of cadets with a low level (from 48.81% to 21.01%), as well as an increase in the number of future officers with a high level of conflict management readiness formation (from 4,76% to 26,19%). As for the control group, there were less significant changes regarding the level of conflict management readiness formation.

Keywords: *conflict management, readiness, border guard officer, pedagogical conditions, experiment.*

How to cite: Islamova, O., Moroz, N., Kryvoruchko, I., Savina, I., Balahur, L., & Samoilenko, O. (2021). Pedagogical Conditions of Conflict Management Readiness Formation of Border Guard Officers. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(4), 373-393. <https://doi.org/10.18662/rrem/13.4/488>

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1. Introduction

The key figure to ensure and organize the implementation of tasks of protecting the state border is a border guard officer, whose effective operational activity depend on the coherent work of his or her subordinates and effectiveness of performing of service duties by the border guard unit in general. Managerial functions of an officer are constantly expanding and become more complex in terms of content, increasing requirements for his or her professional qualities and competence, especially in terms of their ability to resolve conflict situations that often arise both among the border guard unit personnel and also at the border crossing points. Conflict situations in the operational activity of border guard officers can have much deeper and more significant consequences, since they are associated with the characteristics of the professional activity of border guards, the right to use force, special equipment and weapons.

The job of a border guard today by its nature is a European job, requiring collaboration, cooperation and coordination between the EU Member States, authorities and international agencies operating in the area of border control and migration. It is essential to ensure that the European border guards receive training according to the same principles and values, based on the same procedures and learning requirements, described using a common, shared language (Peres & Norris, 2017).

Nowadays, border guards training in the countries of EU and Ukraine is organized in accordance with the common educational standards – Sectoral Qualification Framework for border guarding (Frontex, 2013) and Common Core Curricula for training European border guards (Frontex, 2017, p. 378). These common educational standards of border guards' professional training were developed by the EU border and coast guard agencies under the auspices of FRONTEX Agency and fully comply with the European Qualifications Framework for Lifelong Learning (European Commission, 2008). The Common Core Curriculum is a set of measurable common standards for national border guard training institutions, teachers and students in the EU. It is the first common curriculum stipulating common standards for knowledge, skills and competencies for border guards' training (Frontex, 2017). It was developed in accordance with the principles of Bologna and Copenhagen processes and according to European Border and Coast Guard Regulation (European Parliament, 2016). Ukraine, as a partner country of the Frontex Agency, also took the decision to implement these common educational standards.

Therefore, the State Border Guard Service of Ukraine (SBGSU) faces the challenge of reforming its system of border guards training according to the modern European requirements in the sphere of education and training of personnel. One of the options for solving this problem is the active use of the experience of other EU border guard agencies and Frontex Agency, such as developing national curricula on the basis of the best practice of EU border guard agencies, modernization of the SBGSU distance learning system; organization of the educational process in the departmental educational institutions of the SBGSU in accordance with the Sectoral Qualifications Framework for border guarding in order to modernize the content of the departmental educational and professional standards; considering the possibilities for mobile learning; the possibility of accreditation of training courses at the educational institutions of the SBGSU; participation of SBGSU educational institutions in the network of Frontex Partnership Academies (Balendr et al., 2018).

At the same time, according to the results of pedagogical and psychological literature research, no studies were found on the formation of readiness to resolve conflict situations in the professional activity of future officers in higher military and law enforcement educational institutions (Soroka et al., 2019). This is due to the fact that the system of military professional education does not provide for special training of future officers on interaction in conflict situations; training in conflict management is not recognized as necessary and "Conflict management" is not usually included in the list of mandatory academic disciplines for study by cadets of higher military educational institutions (HMEI). The results of summarizing the experience of forming conflict management readiness (CMR) of future border guards officers have revealed objective contradictions of this process: between the urgent need of society for professionally competent officers and the real level of their readiness to resolve conflict situations; between the potential capabilities of modern HMEI for the effective formation of CMR of future officers and insufficient implementation of this potential in practice under the conditions of the joint border guard operations of EU border guard agencies; between the need for cadets to master knowledge about the essence of conflicts, mechanisms and methods of preventing and resolving them, and the insufficient availability and volume of such information in the content of relevant academic disciplines, special courses, etc.

2. Literature review

Therefore, the study of the problem of forming the readiness of future border guard officers to resolve conflict situations is of great theoretical and practical significance. The results of the analysis of scientific literature allowed us to find out that numerous studies have been conducted that examine various conflicts and ways to prevent, avoid and resolve them.

Conflicts are caused by a number of aspects that create tensions between people (Vuyisile, 2012). They appear whenever there is an incompatibility of understanding or emotions between persons. Conflict take place in personal relationships, in business environment and professional relationships in organisations, between groups and organisations, and between nations (Corvette 2007, p. 336). Law-enforcement officers are often exposed to periods of intense working stress to ensure investigative, surveillance and public order activities (Greco & Fischetti, 2018). Effective resolution and management of a conflict requires clear communication and a level of understanding of the perceived areas of disagreement (Sportsman & Hamilton, 2007).

The researchers who studied the effects of conflict management training on police performance, state that the general level of performance by affective-experientially trained officers was significantly superior to that of the officers who functioned in the other projects (Zacker & Bard, 1973). The effect of conflict management training on employee at a healthcare organization indicates statistically significant differences in specific areas and suggests a positive influence of the brief intervention (Haraway & Haraway, 2005). The scientists also studied the effectiveness of conflict management training for traffic police officers. The training highlighted three major components: heightening awareness of emotional reactions and training approaches; strengthening communication skills; and enhancing anger management and emotional regulation. Findings of this study show that psychological knowledge can be utilised in law enforcement operations (Lau et al., 2004). The analysis of conflict management training program for nurse-physician collaboration helped to define a compulsory evaluation stage of their readiness prior to offering such a program (Boone et al., 2008). Also the studies revealed the disconnect between the importance of conflict resolution skills in organizations and their lack of emphasis in undergraduate business curricula through a study of university (Lang, 2010).

Therefore, the studies of conflict management training in other professional fields, the need to improve training of future border guard

officers to resolve conflict situations, theoretical and practical significance of the problem determined **the aim** of the study: on the basis of analysis of the theory and practice of higher military education justify the pedagogical conditions to ensure forming of border guard officers' conflict management readiness.

3. Materials and Methods

In order to solve the tasks of the study, a set of interrelated research methods was used. Concerning the theoretical ones, they are analysis, generalization, synthesis and comparison. They were used to determine the problems associated with the formation of CMR of future border guard officers in pedagogical theory and practice. The study also employed a set of empirical methods to receive quantitative data (points and scores), in particular: observation, questioning, interviewing of the cadets of the border guard educational institutions. Before beginning the survey, an interview consent form template was issued to participants to sign, in order to have their written consent for using the data from the interviews for the study. The template was also approved by the National Academy Review Board.

Besides, to collect empirical data, the following methods were used: K. Thomas's test; test of achievements to assess conflictological knowledge; practical tasks (cases); questionnaire "My conflict position" (Sherniyazova, 2011; Sokolova et al., 2020).

The research tools used were Google Forms and Formplus Builder questionnaires (with one or more options to answer). To identify differences in the distribution of empirical series, to compare samples with alternative features, as well as to verify the probability of the study results we used methods of mathematical statistics – nonparametric criterion φ^* – Fisher's angular transformation, Spearman's method of rank correlation, Kendall's concordance coefficient – for analyzing the obtained data and establishing quantitative dependencies between the studied phenomena, processes, and interpreting the results of implementing reasonable pedagogical conditions.

The study lasted from September 2016 to July 2020. The study involved 166 students of the National Academy of State Border Service of Ukraine named after Bohdan Khmelnytskyi and the Main Training Center for the personnel of the State Border Guard Service of Ukraine. Based on the data of the Stating experiment, the Control (CG) and Experimental (EG) groups of 82 and 84 people were formed, respectively. The distribution of cadets of CG and EG at the stage of the Stating experiment on the levels of formation did not differ significantly. The initial rating of formation of CMR

of the cadets of CG was 2.80, and in the EG – 2.78 points. The level of CMR and other qualitative characteristics (age, gender, level of academic achievement, learning conditions) of both experimental groups did not differ significantly.

4. Results of Research

4.1. Essence, structure, content and diagnostics of the conflict management readiness of border guard officers

It was found out that the conflict management readiness of future border guard officers is an integrated entity that includes a set of conflictological knowledge, abilities and professional skills, as well as the necessary personal qualities that allow to prevent interpersonal conflicts in various situations of operational and service activity and properly organize activity of the subordinate personnel. The content and structure of CMR of a border guard officer when performing tasks of the state border protection are determined by the features of professional activity. Its functional analysis allows us to conclude that a border guard officer, in addition to special professional qualities, must have qualities of a skilled organizer, team leader, and be able to work with people.

The study established that formation of CMR is affected by factors of socio-political, logistical, spiritual and military nature, as well as by special factors associated with performing of duties by every servicemen and the military unit as a whole, in particular – *procedural* (specifics of service at the SBGSU, educational process, performing operational tasks, tactics of the SBGSU units), *psychological* (low level of culture of communication, rudeness, indiscreetness, intolerance, negative attitude in perception of leadership by subordinates, and subordinates by superiors, inflated self-esteem of the servicemen, negativism in behavior, increased aggressiveness and irritability, emotional instability, increased anxiety of subordinates, pronounced accentuation of character) and *pedagogical* (lack of the conflict management component in the educational standards for border guard officers, the uncertainty of pedagogical conditions of CMR formation, underestimation of conflictological training as a mandatory academic discipline, insufficient qualification and skills of teachers and commanders of cadets' units to form CMR, insufficient implementation of European educational standards in the training process of Ukrainian border guard officers). The main causes of conflict situations in the professional activity of officers are its low quality, dissatisfaction with the conditions of service, desire of individual soldiers to take higher status in the unit (struggle for leadership, recognition, authority),

their inability to constructively communicate (interact) with other members of the border guard unit, etc.

Conflict management readiness demonstrates the attitude of the servicemen to reality and manifests itself in the readiness to solve operational tasks in a conflict-prone professional environment. Taking into account the above, as well as the conclusions (Karamushka, 2005, p. 366), the structure of CMR of a border guard officer is determined, which consists of motivational, operational and predictive components.

The motivational component of CMR is a set of motives that are adequate to the goals and objectives of the official activity of a border guard officer, a system of personal emotional and volitional characteristics necessary to prevent interpersonal collisions in various situations of operational and service activities.

The operational component is a system of knowledge and skills necessary to solve conflict situations in a border guard unit, and ensure success of conflict resolution during operational activity.

The predictive component is a combination of skills of a border guard officer that allow monitoring the development of an individual and a team in a conflict situation, and communication skills that make it possible to negotiate during the resolution of conflict situations among border guards.

In order to ensure effective formation of CMR of future border guard officers in the course of their training, a diagnostic tool containing criteria, indicators and level characteristics has been defined. The main criteria for the CMR formation of future border guard officers are: motivational and regulatory – for the motivational component; cognitive and operational – for the operational; communicative and predictive – for the predictive component.

The essence, content and structure of the readiness of future border guard officers to resolve conflict situations determined in the study allowed us to proceed to the design of the educational process at the educational institution, aimed at the effective formation of this type of readiness for operational and service activities of future border guard officers.

The results of the analysis of the practice of the educational process showed that the National Academy of the SBGS of Ukraine does not pay enough attention to the pedagogical training of cadets to work in a conflict-prone environment. In the context of professional training, this occurs mainly in the context of performing educational tasks. The consequence of this situation is a lack of formation of CMR, its non-compliance with modern requirements. This situation requires improving the process of

forming the readiness of future border guard officers to resolve conflict situations during professional training, specifying the goals, forms, methods and means of forming CMR.

The results of the study of the experience of formation of readiness of future officers of border guards to a professional activity, analysis of the current state of vocational training in the HMEI has allowed to establish that the main pedagogical conditions that ensure formation of CMR of cadets are: creation of a favorable socio-psychological climate for the development of the experience of constructive resolution of conflict situations; the use of incentive measures to develop cadets' motivation for constructive resolution of conflict situations; enrichment of the content of professional training of future border guard officers with special knowledge about the nature, structure, functions, conflicts and mechanisms for their prevention and resolution; gradual acquisition by cadets' of knowledge and skills of conflict management; ensuring a high level of psychological and pedagogical competence of teaching staff and leaders of training units in HMEI.

The implementation of these pedagogical conditions took place during professional training in experimental training groups and provided for a number of activities.

4.2. Proceedings and stages of implementation of pedagogical conditions for the formation of conflict management readiness of future border guard officers

Enriching the content of training of future border guard officers with special knowledge about the nature, structure, function of conflicts and mechanisms for their prevention and resolution necessitated introducing changes to the content of the military professional and humanitarian disciplines. In particular, basic information about a conflict was provided to cadets as part of planned classes on "Philosophy", "Military pedagogy and psychology", "Sociology" and "Political science". For example, during the study of "Sociology", the issues of conflictological nature were: the causes of moral conflicts and their characteristics; political, economic, socio-psychological, historical and territorial factors of interethnic contradictions; conflict as a feature of social systems; functions of social conflict in the development and management of social conflict, etc.

When studying the practical course of English, cadets were asked to solve professionally oriented thematic tasks and situations, which were aimed at forming students' conflictological skills (forecasting and resolving conflicts and in EU joint border guard teams; solving situational problems regarding the mechanism and correctness of managerial decision-making;

analyzing typical mistakes in the team management; evaluating the ability to conduct the negotiation process using V. Mackleni tests: "Can you talk and listen?", "Can you conduct business negotiations?", "Are you ready for business communication?" (Fetiskin et al., 2009, p. 232).

Implementation of this pedagogical condition also provided for the introduction of an experimental special course "Conflict management in a Border Guard Unit", the purpose of which is to familiarize cadets with the essence, types, functions and content of various conflicts, ways and conditions for their prevention and constructive solutions in the professional activities of a border guard officer. Creation of the professionally-oriented course based on the Sectoral qualifications framework for border guarding and Common Core Curriculum required using of the special methodology of elaboration of educational products based on these standards (Balendr, 2018).

The level of the course according to European Qualifications Framework for Lifelong Learning and Sectoral qualification framework for border guarding was defined as 4. The learning outcomes according to this framework are: acting in accordance with defined ethical and professional standards and demonstrate respect for diversity; demonstrating effective communication skills and techniques and applying them in an articulate, coherent, detailed and accurate manner, in all written and oral interactions in specific border guarding contexts. Thus, upon successful completion a border guard officer will obtain knowledge to describe conflict-resolving methods suitable in specific border guard-related situations. He or she will also have the skills to apply conflict resolution measures to de-escalate noncomplex and predictable conflict situations in a border guarding context. The learning methods suitable for the course are student-centred, such as: role plays, interactive lectures, case studies, critical analysis. Assessment consists of two parts. The first is theory test: a student describes conflict-resolving methods suitable in different types of border guard-related conflict situations. The second is practical test: a student applies conflict resolution measures to de-escalate non-complex and predictable conflict situations in a simulated border and coast guard-related situation.

Based on the mentioned European Border Guard training standards was developed a curriculum of the training course "Conflict management in a Border Guard Unit" designed for 4 years of a border guard officer of a Bachelor level study at the National academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi (table. 1).

Table 1. Curriculum of the training course "Conflict Management in a Border Guard Unit"

Topics of lectures and practical classes	Month of delivery	hours
1st year. "Border Guard Unit. Relationship Dynamics"		
"Anatomy of relationships".	August	1
"Levels of maturity of the border guard unit".	September	1
"Contradictions and conflicts".	October	1
"Relationship improvement system".	November	1
"Comparison of opinions".	December	1
"Methods of studying relationships".	February	1
"Culture of a border guard unit".	March	1
Role-plays that develop situational role behavior skills	April	1
Practical use of the express-analysis methodology	May	1
2nd year. "Conflicts in a Border Guard Unit"		
"Content and typology of conflicts in a border guard unit".	September	1
"Conflict structure»	October	1
"Causes of conflicts in a border guard unit".	November	1
"Conflict functions".	December	1
"Conflict dynamics".		1
Solving situational problems to determine the types and causes of conflicts and to determine the structure of the conflict	March	2
Solving situational problems for determining classifying and analyzing conflict functions and studying conflict dynamics	April	2
Determining the essence and causes of intrapersonal conflict, causes and consequences of intrapersonal conflict according to the tests "Self-Assessment of Aggressiveness", G. Isenk, K. Leonhard, etc.	May	2
3rd year. "Prevention and Resolution of Conflicts in a Border Guard Unit"		
"Difficulties of conflict prevention and ways to prevent them".	September	1
"The problem of conflicting personalities".	October	1
"Conflict prevention by competent assessment".	December	1
"Causes of conflicts in a border guard unit".	February	1
"Causes of conflicts in a border guard unit".	March	
Assessment of the ability to conduct a negotiation process using the tests of V. Mackleni: "Can you speak and listen?", "Do you know how to conduct business negotiations?", "Are you ready for business communication?"	April	2

Topics of lectures and practical classes	Month of delivery	hours
Solving situational problems regarding the managerial decision-making. Analysis of typical mistakes in team management.	May	2
4th year. "Conflict-free Management of a Border Guard Unit"		
"Negotiations as a way to resolve conflicts".	September	1
"Negotiations as a way to resolve conflicts".	October	1
"Conflict-free management of border guards".	November	1
Military internship. Defense of the abstract and internship report.	December	10
"Conflict-free management of border guards".	February	1
Solving situational problems regarding the managerial decision-making. Analysis of typical mistakes in team management.	April	2
Assessment of managerial abilities using tests: "Managerial abilities. Effective leader", "Criticism and you".	May	2

The study suggested that work on obtaining of conflict management knowledge and forming required skills needs to be carried out in three stages: 1st stage – analytical (1st and 2nd courses); 2nd stage – constructive (3-year); 3rd – performing (4th course).

At the first stage the student acquires the ability to solve some conflicts in the border guard unit, to observe the actions of the parties of the conflict, characterize and classify relations among team members, to assess the nature and the reasons for the behavior of the border guard service personnel; analyze facts, make assumptions about the nature of the conflict situation; determine the characteristics of participants in the conflict (members of the unit, the micro-groups, department) based on theoretical knowledge of psycho-pedagogical disciplines.

The second stage involves formation of cadets' skills to identify the causes of conflict situations, ways and means of conflict resolution, identify techniques of pedagogical influence, simulate a conflict situation and find solutions to the conflict, assess the impact of real objective and subjective conditions for the occurrence and course of a conflict situation on the result of education.

The third stage involves the acquisition of professional behavior skills by cadets, taking into account their individual characteristics. At this stage, cadets were provided with practical solutions to conflict situations, where each participant acted not only in accordance with the role settings, but also on the basis of their individual experience. At this stage, cadets

formed the ability to comprehend, evaluate, compare the results of conflict resolution, direct the conflict situation to the implementation of educational goals, as well as accumulate a "bank" of options for solving conflict situations.

Ensuring a high level of psychological and pedagogical competence of the teaching staff was carried out by attracting them to participate in methodological councils, seminars, round tables, scientific and practical conferences, internships and other forms of work designed to improve their professional skills.

In addition, it was provided for independent study of the main issues of conflictology by the leaders of training units. At the same time, lectures were prepared for teachers of departments and officers of divisions on the peculiarities of work on the formation of CMR of future border guards officers ("Features of interpersonal conflicts", "Conflicts in organizations", "Conflicts in border guard units"). The seminar sessions addressed the issues of pedagogical skills of a high school teacher, the conditions for conflict-free communication with cadets, the teacher's pedagogical tact, etc. In addition, trainings, business games, and modeling of pedagogical situations were held, where officers mastered the skills of personal-oriented interaction and conflict-free communication. Discussions were held on improving their communication skills with cadets and managing border guard units. During these sessions, participants got acquainted with knowledge about formation of CMR, had a possibility to reflect on it and provide adequate feedback.

4.3. The experimental work on determining the effectiveness of pedagogical conditions for the formation of conflict management readiness of future border guard officers

A consistent formation of cadets' CMR to resolve conflict situations was performed in two stages (Stating and Forming). The Stating stage provided for finding out the state of formation of CMR of cadets of various courses, determining the presence of conflictological knowledge, skills and finding out the reasons for their inability to use them in practice.

According to the results of the Stating stage, it was found that among the surveyed respondents, cadets with low (48.22%) and average (47.32%) levels of CMR formation predominate (table 2). As for officers-graduates of the National Academy of State Border Service of Ukraine named after Bohdan Khmelnytskyi, among the respondents (120 people) there were those who did not distinguish the types of conflict situations (32.40%), regarded conflicts as habitual phenomena of professional activity (36.45%) or did not know how to solve them (22.68%). The results of a

survey of future officers showed that about 68% of them were afraid of conflicts and strived to avoid them. Some of them (31.59%) did not know how to predict a conflict situation, and the probability of conflicts in the educational process caused them a state of constant tension.

Table 2. The state of formation of conflict management readiness of the cadets of Control and Experimental group at the beginning and at the end of the Forming stage of the study

Source: Authors' own conception

Stage of the study	Groups	The rating of conflict management readiness	Number of persons	The number and percentage of people who are at the appropriate level of conflict management readiness (points)					
				Low ≤2,75		Average 2,76-3,85		High ≥3,86	
				number cadets		number cadets		number of cadets	
				absol.	% share	absol.	% share	absol.	% share
Beginning	CG	2.80	82	39	47,56%	38	46,35%	5	6,09%
	EG	2.78	84	41	48,81%	39	46,43%	4	4,76%
	φ^*_{EMP} .			0.16		0.01		0.38	
End	CG	3.15	82	22	27,58%	47	57,31%	11	13,41%
	EG	3.36	84	17	21,01%	45	53,57%	22	26,19%
	φ^*_{EMP} .			1.003		0.47		2.09	

Source: Authors' own conception

So, the main reasons for the low level of forming of conflictological knowledge and development of relevant skills of graduates of HMEI is insufficient experience of teaching staff and commanders of training units for the formation of conflict management readiness of future officers; weak motivation of cadets to learn conflictological knowledge, abilities and skills; insufficient information in the content of professional training the nature, structure, functions, conflicts and mechanisms for their constructive solutions; not always a favorable socio-psychological climate in educational groups for the formation of the experience of constructive conflict resolution and others. The need to overcome them causes necessity to justify

the above mentioned pedagogical conditions for the formation of readiness of future border guard officers to solve conflict situations and conduct experimental testing of their effectiveness.

The Forming stage of the study provided for the formation of CMR of future border guards officers by implementing the interrelated pedagogical conditions. At the end of the forming stage of the study, a repeated measurement of the formation of CMR of future border guard officers was carried out.

As evidenced by the results of the study, the rating of CMR formation of cadets of CG and EG was 3.15 and 3.36 points, and the distribution of cadets by levels of CMR formation in EG (in contrast to the indicators at the beginning of the Forming experiment) became significantly different due to a reduction in the number of cadets with a low level of CMR formation from 48.81% to 21.01%. The number of cadets with a high level of CMR has increased significantly (from 4.76% to 26.19%). There were less significant changes in the levels of CMR in the CG: the number of low-level cadets decreased from 47,56% to 27.58%, while the number of high-level cadets increased by only from 6.09% to 13.41%.

5. Discussion

According to the results of the study it was determined that in the process of the research cadets most dynamically formed such components of CMR as motivational and operational. The predictive component was more difficult to form. This can be explained by the fact that artificially created conflict situations in the classroom cannot cover the entire variety of possible conflicts that arise in the professional activities of a border guard officer.

The results of the conducted experimental work confirmed the hypothesis of the study, according to which formation of CMR of future border guard officers will be more effective if this process is based on implementing of the above-mentioned pedagogical conditions in the process of their professional training.

The research data are consistent with the conclusions of other researchers who attempted to form and evaluate CMR as a result of introduction of specific pedagogical conditions into the training process, improving personal self-control, interpersonal relations and conflict resolution strategies (Miguelanez et al., 2017; Sanchez et al., 2017). Our research has shown that due to the implemented conditions there was evidenced a reduction in the number of cadets with a low level of CMR

formation the number of cadets with a high level of CMR increased significantly. This indicates the need to carry out the system of border guard professional training a more detailed study of the defined conditions of CMR formation. Recently, in solving this problem, much attention has been paid to the role of facilitators and mediators in the field of border guards education (Balendr, et al., 2021). Experts note that trainers who participated in real or educational mediation or facilitation process feel the need to utilize it in practice (Siew & Jones, 2017).

The implementation of the conditions allowed cadets to acquire knowledge in the field of conflict management, develop skills to interact in conflict and manage it, master CMR strategies, methods and technologies for effective conflict situations resolution, and develop professionally significant personality characteristics as future border guard officers.

The study found that the ability to constructively resolve conflict situations and prevent their occurrence, gaining knowledge and experience of conflict-free management is one of the most important areas of professional development of leaders of all ranks, a sign of high readiness of modern officers to perform professional duties. Border guard unit with a healthy socio-psychological climate is characterized by the ability to carry out high-quality operational and service activities, to maintain the necessary state of discipline, combat and mobilization readiness of the unit (Moroz, 2020; Soroka et al., 2020). The readiness of border guard officers to manage conflict situations is an important component of their professional readiness, as it provides the ability to effectively organize the implementation of operational and service tasks. Its peculiarities in border protection require new approaches to the training of officers, taking into account the need for the formation of CMR under conditions of higher education and outlining appropriate conditions and methods of this work.

The research also proved that taking into account elevated topicality of the CMR formation, the best European practices have to be analysed and utilized in order to correspond to the required level of interoperability of the personnel of the border guard agencies of EU. So, in order to implement common goals and objectives in border guards' training it is important to set common requirements and a single quality of a product, which is referred to quality of the border guards' training, especially for personnel which is prepared to participate in joint operations (Zalitis et al., 2016).

Empirical analysis has shown that a set of procedures and mechanisms developed by European Border and Coast Guard Agency has increased the participation of the state border agencies in EU's border guard activities, which implies the shift of the intergovernmental interaction to a

more structured form of cooperation. It has also found that, although the outcome has been unevenly spread in Europe, Frontex has acted as an agent of transfer in promoting common standards for border guard training curricula and automated border control systems (Horii, 2012). Therefore, the developed training course "Conflict Management in a Border Guard Unit" based on the Sectoral Qualifications Framework for border guarding and Common Core Curriculum for the border guards' training in the EU has proved its effectiveness in the process of training modern border guard officers who are able to take part in joint border guard missions along EU borders.

6. Conclusions

The purpose of our research was to assess the effectiveness of implementation of pedagogical conditions of CMR formation of future border guard officers. The results obtained indicate a significant increase in formation of a high level of CMR formation of the representatives of the experimental group. Also cadets most dynamically formed such components of CMR as motivational and operational. The predictive component was more difficult to form, due to the artificial nature of created conflict situations in the classroom that cannot cover all possible types of conflicts at the border.

The study proves that formation of conflict management readiness of future border guard officers is effective in case the professional training process encompasses the following pedagogical conditions: creation of a favourable social-psychological climate to ensure formation of experience to resolve conflict situations constructively; using incentive measures for the development of motivation of future border guard officers to constructively resolve conflict situations; enrichment of the content of professional training of future border guards officers with special knowledge about the nature, structure, functions of conflicts and mechanisms for their prevention and resolution; gradual mastering of conflict management knowledge and forming of appropriate abilities and skills by cadets; ensuring of a high level of psychological and pedagogical competence of teaching staff and leaders of training units of higher military educational institutions.

The results of the pedagogical experiment showed the effectiveness of the defined pedagogical conditions to form CMR of future border guard officers. The distribution of cadets by levels of conflict management readiness formation in experimental groups at the end of the forming experiment is characterized by a decrease in the number of cadets with a low

level (from 48.81% to 21.01%), as well as an increase in the number of future officers with a high level of CMR formation (from 4,76% to 26,19%). As for the control groups, there were less significant changes regarding the levels of CMR formation. The developed in the course of the research training course "Conflict Management in a Border Guard Unit" is based on common educational standards of the border guards' training in the European Union countries, namely: Sectoral Qualifications Framework for border guarding and Common Core Curriculum for the border guards' training in the EU. The course has proved its effectiveness in the process of training modern border guard officers who are able to take part in joint border guard missions along EU borders. The results of the research work confirmed the hypothesis of the study, according to which the formation of CMR of future border guards will be more effective if this process is based on the abovementioned pedagogical conditions.

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