
USING OF INNOVATIVE METHODS IN PHYSICAL TRAINING OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE MINISTRY OF INTERNAL AFFAIRS

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Annotation. It is analyzed the innovations in organization of special physical training of future law enforcement officers. It is shown those interactive methods of teaching which can be reasonably used in the process of physical training of students of higher educational institutions of Ukraine's Ministry of Internal Affairs. It is proved that their usage is possible only after study of basic technology – the whole set of methods and actions which are defined by the normative documents of Ministry of Internal Affairs. It is shown the significance of material and technical provision and also the stages of preparation to carrying out the work in small groups, role plays, trainings. It is shown the peculiarities of usage of different interactive methods in educational process of students. It is given the scheme of conducting of role play and it is shown the main moments which should be taken into account. The usage of interactive methods in teaching assists the future law enforcement officers not only to imagine themselves in definite situation but also to receive the real psychophysiological feelings and understand the consequences from making different decisions, to get definite practical experience without real threat to their lives.

Key words: teaching, interactive methods, experience, role play, training.

Introduction

Concept “innovation” is usually understood as a mean (new method, program, technology) while “innovating” – as a process of assimilation of this mean. [5, 8-10]. A.I. Prygozhyn regards innovation as a process of purposeful activity of people – innovators [4]. Earlier it was noted that problems of physical education's organization at HEEs of Ministry of Home Affairs (MHA) of Ukraine (and more over in context of implementation of innovations in this process) had not become of scientific interest for both domestic specialists and specialists of the near abroad [2, pg. 48]. Among few works, which are devoted to this topic we can mark out offered by V.,V. Serebriakov et al. innovative approach to improvement of quality of sportsmen's training, who participate in competitions on “martial arts”. On the base of analysis of the obtained data there were developed and tested the most effective technical-tactic schemas of fight construction with adversaries of different martial arts styles. It was proved that the offered approach facilitates development of operative thinking and adapting to sparring in martial arts [7, pg. 105 – 109].

V.S. Rodnov came to conclusion that project-program approach to professional-applied physical training at military higher educational establishments of law enforcement system permits to harmonize traditional and innovative contents, forms and methods, means of cadets' training and education and, therefore, “stabilize quality of cadets' progressing in basic disciplines, raise sport results in martial arts, self-defense” [6, pg. 77]. Unfortunately, this publication does not permit to form integral idea about what exactly innovative is proposed by author to be included in content and organization of professional-applied physical training.

The research was carried out as per plan of scientific & research works of Lugansk state university of home affairs, named after Ye.O. Didorenko.

Purpose, tasks of the work, material and methods

The purpose of the research – is to carry out analysis of innovations in organization of special physical training of future law enforcement officers, to generalize the accumulated experience and elucidate peculiarities of application of interactive methods in educational-training process of HEEs of MHA of Ukraine.

Results of the researches

The fulfilled analysis of scientific-methodic publications by topic of our work shows that researchers concentrate their attention, mainly, on creation of flexible methods, forms and means of professional training (innovations, modernizations), coming from the fact that gradual accumulation of such local innovations will result in qualitative change of the system in general. To day, main interactive methods, as main innovations, are actively introduced in methodic of training. In due time, American researchers R. Carnicow and A. Machelrow found the following regularity in training process: person remembers 10% of the read by him; 20% of the heard; 30% of the seen; 50% of the heard and seen; 80% of said by himself; 90% of facts, revealed by him in his own practice. This peculiarity was known long ago, even Confucius said: “I have heard and forgotten. I have seen and remembered, I have done and understood”. However, to day, when restrictive character of traditional forms of training's organization with peculiar for it one-way communication (instructor (teacher) re-translates, transmits knowledge) has become obvious, there is an active search for new approaches and forms of work, for example competence approach to educational process and its results is being developed.

Advantages, rendered by application of interactive methods (more effective formation of professionally-important skills and abilities, by assimilating with subject through own experience; two-way or multi-way communication of instructor and cadets with the help of verbal and non-verbal techniques; clear structuralizing of

educational material with involving of cadets in discussion of how to solve tasks) can be completely used in training of discipline "Special physical training".

Basing on own many years experience of work, on generalization of advanced experience of service trainings' organization in acting home affairs departments, on information about effectiveness of some techniques and actions' application in extreme situations, which take place in operative-service activity, obtained at meetings with militia officers, former graduates of HEE, it was stated that application of such interactive methods as: work in little groups, role plays, imitation of different situations, trainings, watching and discussion of video materials are the most efficient. The accumulated experience gives ground for making certain generalizations, revealing of problems, which emerge in the course of educational process, and pointing at the ways of their possible solution.

First of all it is purposeful to use the mentioned above interactive methods of education only after cadet master the so-called "basic techniques" – program material, learning of which is envisaged by normative documents, which regulate organization of physical training in home affairs authorities. In spite of the fact that they are characterized by certain discordance, that has already been stressed by us earlier, [1, pg. 230-238; 2, pg. 48-52], during first two years of study at HEE (meaning the presence of one side's wish to teach and the other side's – to be taught) mastering of main self-defense physical pressure techniques is quite possible. Secondly, effectiveness of application of interactive methods of training depends, to large extent, on the level of educational process's logistic support. At Lugansk state university of home affairs, named after Ye.O. Didorenko, at trainings in special physical preparation cadets use mockups of knives, pistols, individual protective ammunition, rubber clubs, special means and boxing sacks.

Training of kicks and punches is carried out both on standard and original equipment (wall pillows, stimulators of "Peliustka" type). Gymnasiums are provided with equipment, which permits to develop main motion abilities, train applied skills: horizontal and vertical ropes, the rings, many flights bars. Motion abilities of physical pressure, different tactic schemas of arrests of armed and not armed criminals are trained both at gymnasium, with the help of building fragment's mockup, consisting of wall, window and door and outdoors, after passing of special obstacle course.

The level of educational training process's logistic support, the available base ensures carrying out of sportsmen's trainings.

In the process of preparation for trainings and in the course of their conducting we can conventionally mark out two stages: the stage of informational support (re-translation of theoretic information) and the stage of formation and improvement of practical skills. Informational block, in its turn, also can be divided into two sub-stages: at the first main material is delivered at lectures, during watching of video materials; at second, i.e. at practical classes, thesis revision of theoretical information, which concerns the topic of lesson, is carried out with accent on specificities of actions, which will be fulfilled.

In the course "initial skills – motion abilities – high level skills" techniques and actions, which were mastered during training of basic techniques, are constantly repeated: first with partner, who does not resist, by mean of divided into parts exercises, then quantity of these parts is reduced. Further, techniques and actions are fulfilled as continuous action, and partner, by instruction of a coach or independently (but it should be agreed beforehand) resists in dosed manner. At this stage instructor shall provide strict control of training situation: in no way training should progress in uncontrolled fight. First, because it can hinder in formation of correct actions and skills (literature contains some references to special researches, owing to which it was stated: in order to fulfill action or technique automatically (and therefore reliably) they should be repeated from three to five thousand times). At this stage of training variation of motion actions is an obstacle. Secondly, cadets can start be doubt of effectiveness of trained techniques and subconsciously the feeling of inferiority can be formed. Third, uncontrolled sparring with unstable technique of motion actions can result in traumas of participants. After formation of motion skills, further perfection is fulfilled in little groups. Depending on the topic of training and the problems to be solved at it, quantity of group members can vary from two to five persons, Characteristic feature of work with little groups is combination of regulated actions with improvised: motion task is formulated in general for all group and the method of its execution, of application of some techniques or their combinations are selected by the members of groups independently. Actually, from this moment partially formation of highest motion skills starts, with accent not on technique of execution but on conditions and circumstances, in which sparring takes place. It is necessary to pay attention to the fact that, as usually, before starting of training, cadets are mandatory reminded about safety measures, and, before starting of work in little groups, accent is made on prevention from traumatism in certain situations. Naturally, the strength and quickness of kicks-punches are restricted.

In the course of work in little groups, their participants in turn fulfill different, agreed beforehand, situations. Change happens by signal of instructor, depending on situation, or after determined beforehand time intervals (short). During their work with little groups, instructors shall all the time watch the trainees and, is necessary, instantly point at mistakes and prompt better variant of actions. Such form of training's organization ensures both general and motor density of training, partially prepares for role plays and trainings, but owing to great number of motion action's variants and their quickness it has restricted opportunities for their discussion.

Deeper level of "penetration" in situation, mastering of skill to act both in standard manner and reasonably improvise, are ensured by role plays. Owing to this form of training it is possible to simulate behavior and emotional responses of future law enforcement officers in different situations of service and extreme character.

We should like to underline again: this method can be applied in training process only if basic technique have already been mastered in proper way. As it is known, technical level can not be regarded in isolated way, but only as a

component of the whole, in which technical solutions are closely connected with human physical and psychic abilities as well as with certain environmental conditions, in which these motion actions take place. The main indicators, with availability of which it is possible to apply role plays and trainings in educational process, are optimal form of movements, their structure and reliability. Form of movements – is one of indicators of preparedness, which it is the easiest to control. Instructor visually appraises compliance of the fulfilled movement with space-time pattern and makes conclusion. Thus, cadets form their feeling of time, quickness and efforts. Other indicator of preparedness, which witnesses about high level of motion skills' automatism – stability, with it, stability is understood not only as steadily formed skills, but also as ability to act with the highest possible efficiency in certain conditions, i.e. skills, which are adapted to situation.

Application of such interactive training methods require from instructor to be thoroughly prepared for training: it is necessary to create and think over scenario, by which the participants of role play (training) will act; to prepare logistic support and training base; to analyze possible risks, hazards and ensure appropriate safety measures. Prevention from traumatism is achieved by instructions with accentuating of attention at actual threats, which can appear at any stage of role play (training), by selection of appropriate warming up exercises for initial part of training, by sequence of their fulfillment and dosing of physical load.

Training of practical skills starts at the moment, when cadets are proposed to develop the plan of actions in certain situation for group in general and for every group member separately on the base of obtained previously knowledge about algorithm of actions in different situations.

By command, participants of role play (training) take initial positions and start realization of their plan of actions. Other participants locate around the place of training. It permits them to evaluate effectiveness of tactic of every participant, his techniques and actions, to promptly make corrections in scenario of own actions. With appropriate level of concentration of attention and solid basic theoretical level, rather often spectators quickly notice mistakes, attract attention to them of those, who will play the same role in their groups; that is why, there is no need in further detail analysis of group's actions. As an example we render description of one of such installations, of positive and negative moments, which can accompany it.

By the task specification the capture force is to arrest criminals, who are wanted for a crime and, as per previous live data, are in an apartment, which is not their property, of residential house. The members of group and its leader (cadets elect him by turn) prepare the plan of operation, distribute roles and start preparation for it. Carefulness of preparation is determined rather easily by the quantity of questions, which require answers: plan of apartment, if there are any official information about its rearrangement, if there are any people in the apartment, who are registered in it and are official residents, or any other persons; in which relations they are with the wanted persons (whether they are hostages or friends of criminals) and etc. Careful preparation of instructor, who, as per stage conditions, plays a role of all appropriate governmental authorities and institutions – sources of necessary information, permits him to direct the actions of all participants as per scenario, which was thought over by him, and, if necessary, correct them. After collection of all required data head of operation corrects plan, members of group take initial positions and start arresting of criminals. The following peculiarity was noticed: in spite of conventional character of all situation ("criminals", who were behind the fragment of wall could not but noticed the movements of "arresting force" and, surely, expected their appearance), nearly every time the moment of attack's start (sudden, quick entering "apartment") gave to "arresting force" saving of several seconds before "criminals" started to resist and these several seconds rather often determined the result of operation. Of course, in conditions of gymnasium it is impossible to use any imitation of those special means, which are usually applied during actual arresting operations (and this is not stipulated by normative documents), but even without them the effect of suddenness was achieved. Maximum, that we dared to do (and only at the beginning) is application of completely safe starting gun either by "criminals" or by "arresting force" during training of such task. However, in spite of the extreme effectiveness of this element of role play (for example, at once it was clear if "criminal managed to use arm or not) we had to refuse it, owing to negative acoustic effect from shooting in large premise that hindered other trainings in adjoining training premises. Besides, sound of shot facilitated such increase of adrenaline in blood of participants that control of play became more difficult (tables were overturned, chairs flew and so on). It was already dangerous and could result in traumas.

An important advantage of this method is the fact that every participant of role play can not only imagine himself in the offered situation but also experience actual psycho-physiological feelings, see results of taken decisions.

Main disadvantage of such form of training is low level of training density. However, considering the fact that such trainings enrich with practical experience in fulfillment of operative service tasks without any threat to own life and health of surrounding people, this disadvantage can be neglected.

Limited duration of training does not permit to carry out great number of full fledge scenarios, though they are quite sufficient for revelation of typical mistakes and gaps in cadets preparedness. Imitation of actions in different situations and trainings were used by us as interactive methods for their elimination. With it, installations were restricted only by that part of role play, in which the participants made mistakes.

All trainings are reckoned at the end. In the course of multi-way contacts between instructor and participants of role play there happens exchange of impressions, discussion of thoughts and propositions. Already out of frames of role play it is purposeful to carry out demonstration of video materials, aimed to fixing of the made conclusions. Generally speaking, video materials of appropriate content, especially with comments of direct participants, can be demonstrated at any stage of the training, but, considering its limited time, it would be more purposeful to do in extra curriculum way.

Demonstration of video film shall be started with verbal introduction, in which instructor marks out some key moments to be paid attention to during watching and which, then, would become the subject of discussion.

Summary

Physical education of future law enforcement officers can not be limited only by training of motion abilities and formation of professionally important motion skills. It shall be accompanied by indirect pedagogic influence on psycho-physiological and psycho-emotional state of cadets that will permit to control the process of person's progressing, but not the person himself. Interactive methods of training facilitate it in the best way, owing to creation of educational situations, progressing through different forms of creative activity.

The prospects of further researches stipulate to expand the spectrum of interactive methods in physical education of cadets of higher educational establishments of Ukraine.

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