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Methods of Training Future Border Guard Officers Shooting with Simulation of Combat Psychological Factors

Abstract. *The article presents the methodology of training future border guard officers shooting using techniques of combat psychological factors simulation, that was successfully used for practical training of future border guard officers at the National Academy of the State Border Guard Service of Ukraine. The Firearms Training Department of the Academy has started to organize shooting training sessions with the psychological combat factor simulation as part of the professional training of border guards, focusing on the psychological, physical and tactical skills of future border guards, enabling them to realize the importance of firearms training as a part of a military unit. The use of combat psychological factors simulation during practicing combat shooting has proved effective to simulate a combat situation and effect of enemy fire. The shooting training of the mechanized platoon personnel, according to a proposed method, has been organized in three sections, between sections - synchronously, and within the section - sequentially, which allowed each cadet to work out a tactical task as the commander of a section of a mechanized platoon. When conducting practical classes according to the methods and techniques proposed, the instructors applied a single method of preparation and conducting fire training at training sites. The experience gained by the cadets during*

practical training in the discipline "Firearms training" showed that such training increases the level of the border guard officers' skills to solve combat shooting tasks with small arms, improving their individual skills, as well as their readiness to perform shooting tasks in conditions of modern combat, and also stimulate the cognitive activity of future border guards. Thus, continuous training of instructors, full methodological, material and technical support and proper organization and high-quality conduct of practical classes, using simulations of combat psychological factors, maximizes the level of acquired knowledge and skills of future border guard officers.

Keywords: border guard officers; methods; shooting training; weapons; simulation; psychological impact factors.

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Problem statement. The modern challenges in the field of border security, as well as Ukraine's commitments regarding Euro-Atlantic integration, requires introduction of best practices and adaptation of the professional training system of the personnel of the State Border Guard Service of Ukraine (hereinafter referred to as SBGSU) to NATO standards. This also strengthens the role of Ukrainian border guards within the national security framework.

Successful mastery of the border guard's profession depends on the development of both general knowledge, skills, and abilities, as well as on specialized ones related to the formation of a border guard's combat proficiency. These specialized skills include professional shooting techniques and rules, familiarity with the border guard units' equipment, weaponry, understanding their combat capabilities, and comprehension of the processes within mechanisms and systems.

An essential component of border guards training is developing and maintaining a required level of firearms using skills, aimed at preserving performance under conditions of prolonged physical and psychoemotional stress, and mastery of a range of practical motor skills, necessary to perform operational-service duties at the border.

Such knowledge and skills can be acquired during the study of the "Firearms Training" discipline at the National Academy of the SBGSU, which is one of the most crucial and responsible directions of educational process at the military academy. It is

focused on improving professional competencies in shooting, using weapons of combat vehicles, personal and group weaponry, formation of specific skills, as well as fostering critical thinking, initiative, and responsibility for decisions made.

In the current conditions of the war with Russia, the specifics of combat actions, especially during intense enemy shelling and constant stress, is challenging for the personnel physical and mental state. Their ability to actively resist extreme, highly adverse life conditions and to maintain their determination and will to fulfil the assigned combat tasks, including shooting, is critical. Moreover, contemporary combat operations are typically accompanied by heightened psychological stress on servicemen. Only psychologically prepared and resilient personnel are capable of enduring the specific psychological pressure in conditions of stress and effectively perform combat tasks (Natochii, A., Smal, P. Vohneva pidhotovka – skladova profesiynoyi kompetentnosti maybutnikh ofitseriv politsiyi [Fire training is a component of the professional competence of future police officers]. "Scientific Bulletin" DDUVS, 2021 (4). 329-333.).

Therefore, the Firearms Training Department at the National Academy of the SBGSU has started to organize shooting training sessions with the psychological combat factor simulation techniques as part of the professional training of border guards. The goal of this article is to present the experience of organizing shooting exercises for future border guard officers using parallel and sequential order of organizing shooting sessions within mechanized platoon sections or independently, using psychological combat factor simulation techniques.

Analysis of recent research and publications. The basics of marksmanship has always been considered the ability to keep the weapon ready for shooting and skilfully and quickly aim and hit the target from various positions (Natochii, A., Smal, P. Vohneva pidhotovka – skladova profesiynoyi kompetentnosti maybutnikh ofitseriv politsiyi [Fire training is a component of the professional competence of future police officers]. "Scientific Bulletin" DDUVS, 2021 (4). 329-333.). Regardless of the type of weapon and the level of civilization, mastery of firearms is achieved through extensive training and practicing exercises that best correspond to various scenarios of firearm use.

The methodological basis for this work is derived from the scientific research of both Ukrainian and foreign scholars. The issue of psychological readiness and its significance for effective performance in complex and extreme conditions has been examined by numerous researchers in Ukraine and abroad. Among Ukrainian scholars, this topic has been explored by V. Varenyk, M. Korolchuk, and S. Myronets. The problematic aspects of police officers' use of force and firearms in the context of scientific research were studied by S. Albula, Ye. Bakhchevana, T. Vaida, and Yu. Yosypiv. Additionally, the researchers like V. Lefterov, V. Ostapovych, N. Yarema, and S. Yakovenko investigated questions related to the development of professional and psychological readiness of law enforcement personnel for their operational and service duties and formation of their psychological and physical preparedness for actions in extreme conditions. Therefore, the relevance of this study and the lack of scientific research on methods of conducting shooting training with simulation of combat psychological factors for future border guard officers justifies detailed study of this problem.

Research results. Common features of professionalism in any profession include possessing specialized knowledge, skills, and psychological qualities that enable achieving the expected results. Improvement of shooting techniques is one of the main priorities that can ensure enhancing shooting performance.

In the light of recent challenges caused by war with russia, a professional border guard must possess a complex set of special knowledge, skills, and qualities as a shooter, interconnection of which leads to achievement of maximum results in shooting and execution of fire tasks as a whole. For a border guard officer specifically, these knowledge, skills, and qualities include:

- high shooting accuracy (overall effectiveness);

- mastery of one's body (consistency in reproducing movements and body positions when taking shooting positions);

- coordination of fine movements, ensuring the stability of the "shooter-weapon" system;

- ability of a shooter to precisely control muscle effort used in firing;

- enduring static loads;

ability to manage one's psychological state and behaviour as the situation intensifies or changes.

The aforementioned achievements are attained through the improvement of specific actions and formation of optimal shooting skills. If the experience, skills, and knowledge related to the use of firearms are at a sufficiently high level for a border guard, it enables them to act effectively and successfully during apprehension of violators, while performing combat tasks, ensuring personal safety and protecting the lives and health of both servicemen and civilians.

It's important to remember that improper use or inadequate handling of firearms can lead to negative and tragic consequences. Therefore, one of the most important tasks of the firearms training instructor is to instil in the learners both the "etiquette" of firearm handling and understanding of the consequences of its use.

In the modern stage of societal and state development, there is an objective necessity to re-evaluate a significant number of existing perceptions of the tasks, forms, and methods of professional education. The system for training SBGSU specialists has not been an exception. In the light of the challenges posed by the military profession, there is an increasing emphasis on modern approaches to the organization and teaching of specialized professional-oriented disciplines.

In order to achieve the goals and objectives of firearms training, instructors, session leaders, must possess knowledge, skills, and techniques in the methodology of fire training. Understanding the content of the discipline and its teaching methods is indispensable for effective training personnel to shoot both in the academy and in the border protection units.

Formation of professional knowledge, skills, and abilities for any specialist is impossible without application of modern forms and methods of education and use of cutting-edge technologies. A distinctive feature of the contemporary system for conducting fire training sessions is selection and application of scientifically grounded teaching aids and methods, extensive experience of military teams from military academies, training centers, and the Joint Multinational Training Group-Ukraine, as well as from the firearms training courses (shooting sessions, technical descriptions, and instructions for using

weapons and military equipment) from the Border Guard Service of Ukraine, Armed Forces of Ukraine, and NATO member countries.

A particular feature of the "Firearms Training" is that it stands as an independent subject while being closely and inseparably linked to other specialized military disciplines. Hence, the role of the "instructor" in the process of forming the professional knowledge, skills, and abilities of future border guards becomes of significant importance. Thorough preparation of the teaching staff, comprehensive methodological support, as well as proper organization and high-quality conduct of practical sessions on combat shooting, maximize the level of knowledge and skills acquired in solving fire-related tasks for border guards using firearms, strengthening border guard units, improving individual mastery, and readiness to perform fire tasks in modern combat scenarios as part of border patrols, groups, and units.

Based on the experience of training military specialists in accordance with the needs of the defence forces, taking into account the experience of NATO member states and the gained experience of combat operations in the area of the Joint Forces Operation, when teaching fire training in higher educational institutions of Ukraine, the most effective are verbal and visual methods of firearms training with the use of simulation tools to create an imitation of a combat situation, in order to form psychological readiness of cadets to carry out service duties in the conditions of a sudden change of the situation.

These methods are characterized by the fact that they allow each cadet to practice a tactical task in the role of a mechanized unit commander, and for the most prepared cadets - in the role of a mechanized platoon commander. The instructor can ensure safety during training of a large number of shooters by dividing them in groups of up to 10 people at the firing range. At the same time, the shooter can perform all the elements of preparation for shooting to perform an exercise or a series of exercises.

The instructor controls the order of actions of shooters when organising shooting practice individually, in twos, threes, when marching and in combat formations, as well as while throwing hand grenades.

One of the important factors and the basis for the formation of the professional competence of cadets is the teacher's personality and his or her professional and

pedagogical experience. The level of the future border guard officer's preparedness to shoot effectively depends on the teacher's level of professional knowledge and experience, personal preparation for conducting classes, his or her professional self-improvement, as well as utilizing the system of pedagogical tools, forms and methods, focusing on solving specific tasks and transferring their knowledge to cadets and finally, on his image as a professionally competent teacher (Vasylenko V., Dzyuba V., Okunskyi O., Pylypiv B. Vohneva pidhotovka (metodychni rekomendatsiyi) [Fire training (methodological recommendations)]. K.: Palivoda A. V. 2003. 272 p.).

The organization, management and direction of "teacher-student" pedagogical communication directly depends on the competence of the teacher, on the degree of formation of his or her culture of pedagogical interaction.

In his scientific works, V. Strumansky rightly notes, that "...the level of education of students is higher when they see the teacher's deep interest in improving teaching methods, and that interaction with them is creative, when the personal traits of the teacher contribute to the development of their mental processes, emotions, feelings (Strumanskyi V. Kontseptual'no-strukturnyyi zmist vykhovannya i vykhovnoyi roboty v prohnostychnykh proektsiyakh ukrayins'koyi naukovoyi pedahohiky [Conceptual and structural content of education and educational work in prognostic projections of Ukrainian scientific pedagogy]. Pedagogy and psychology. 1994. No. 2(3). 124-127.).

The awareness of the fact that the level of knowledge, skills and development of what we teach depends to some extent on the level of professional qualifications of teachers, leads to an active search for the necessary material for its processing and study.

The experience of the participants in the educational process on the formation of the competencies of military specialists indicates that an effective toolkit for their formation during educational activities in a higher military educational institution, which the teacher must master perfectly, is pedagogical technology, as an ordered (algorithmized) interaction between the teacher and the students and must ensure the quality of training of military specialists.

We should note that carrying out shooting exercises with the use of combat weapons based on a situation related to a possible real version of the performance of a

service-combat task significantly increases the level of the motivational component of the cadets, causing them to be interested in the proposed topic of the lesson, and the teacher's use of skilfully selected individual techniques ensures stable assimilation of the educational material.

Nowadays activities of the SBGSU personnel necessitate learning of not only specific professional knowledge, but also the ability to operate firearms, ensuring the lawful termination of illegal actions as part of a unit, group and independently. Border guards also need to quickly predict possible ways of development of events when the situation becomes complicated, make decisions immediately and take responsibility for actions. "Learning by experience" (Sychevskyi, Yu., Soyko, O. *Metodychne zabezpechennya ta pryomy pry provedenni praktychnykh zanyat' z navchal'noyi dystsypliny «tekhnohiiyi zakhystu ta pidrobky dokumentiv: byuleten pedahohichnoho dosvidu.* [Methodological support and techniques for conducting practical classes in the educational discipline "technology of protection and forgery of documents] bulletin of pedagogical experience. Khmelnytskyi: "Department of Border Control", 2022, 19 p.) - best develops such abilities and skills during practical classes.

Carrying out exercises with combat shooting, as well as throwing hand grenades in the discipline "Firearms Training" is a special stage of training of a border guard as a military specialist and makes it possible to assess his competence and degree of readiness to perform operational service and special tasks. The competence of a military specialist with a higher education is considered as an integral indicator of the quality of his training, which is formed in accordance with the standards of higher education and is characterized by the degree of ability and readiness for constant self-improvement, application of acquired knowledge, abilities, skills, and personal qualities while performing specified tasks and in case of a rapid change of situation.

It should be noted that the competence of a border guard is determined not by the results of the knowledge gained during the training process, but by the ability to apply them in everyday activities.

Let's consider the training sessions offered to cadets for studying the discipline "Firearms Training", that are part of a complex phase of training cadets and forming the

basis of their theoretical and practical readiness to study the special topic "Service and Applied Training", the purpose of which is to prepare a border guard for actions with weapons in various operational and service situations as part of a unit, group and independently.

The basis of these training sessions is the work of cadets with ammunition and weapons. The cadets practice tactical actions before going to the firing line without live ammunition. Upon entering the firing line, the initial and basic exercises of training shooting are performed, the complex combination and superimposition of which on the tactical situation makes it possible to conduct them as the service-applied exercises for training cadets to perform tactical and special tasks in conditions of limited space (group tactical actions on rough terrain and in the forest, simulation of a ship and boat holds, car salons, rooms, corridors and staircases, etc.).

Performing initial exercises of training shooting is a set of basic training exercises aimed at training in shooting in conditions close to real ones, taking into account the specifics of the activities of the personnel of the SBGSU. The practical lesson is structured in such a way as to organize and prepare cadets for an effective solution of the assigned tasks, as close as possible to the combat ones.

One of the feature of conducting such classes is the use of psychological techniques proposed by the Main Department of Morale and Psychological Support of the Armed Forces of Ukraine regarding the formation of stress resistance to actions in conditions of a sudden change in the situation.

An additional goal of conducting classes using psychological techniques is the parallel implementation of psychological training of cadets with the aim of achieving the ability to withstand high neuropsychological loads and act as intended, as well as perform combat tasks in conditions of sudden changes in the situation and long-term physical and psychological stress.

At the proposed lesson on improving the skills of performing initial exercises of training shooting, the "formation of psychological stability during firing with small arms" was applied with the use of weapons, mock-ups, terrain relief, as well as simulated explosive devices, which make it possible to simulate educational combat situations and

enemy fire (Metodychni rekomendatsiyi z psykholohichnoyi pidhotovky viys'kovosluzhbovtziv shchodo formuvannya stresostiykosti do diy v umovakh rizkoyi zminy boyovoyi obstanovky. [Methodological recommendations for the psychological training of military personnel regarding the formation of stress resistance to actions in the conditions of a sharp change in the combat situation]. Kyiv: "Main Directorate of Moral and Psychological Support of the Armed Forces of Ukraine", 2020, 62 p.).

This technique can be practiced at any training point with strict observance of safety measures and tactical and technical characteristics of imitation means, blank cartridges or the equipment used.

When simulating the psychological factors of combat, the level of mental stress should allow most cadets to get a positive result in overcoming tension and achieving success (Methodological Recommendations on Psychological Training of the Armed Forces Personnel Regarding the Development of Stress Resistance to Actions in a Rapidly Changing Combat Environment, 2020).

This dosng of loads helps to build self-confidence of cadets and stimulates their desire to receive a more difficult task.

In order to prepare for a practical class, which involves performance of exercises with combat shooting, a class plan is being developed, which includes, in addition to the mandatory design elements:

imitation of actions and various threats (target situation);

scheme of the tactical situation;

actions of the head of the unit, group, border guard unit;

order and time of displaying goals;

calculation of ammunition;

communication scheme and speed of movement (on foot or using a vehicle) of a group or border guard unit.

In addition, the plan displays: shooting areas with their boundaries; the general line of opening and cessation of fire, the marking area of simulated actions (with a brief description of the method used).

Speaking about the further training of cadets in the discipline "Firearms training" in order to conduct combat shooting in complex combination and superimposition on the tactical situation, the service-applied exercises were created to train cadets to perform complex tactical and special tasks.

In addition to traditional techniques and methods, the instructor must provide psychological relief to form the cadet's stress resistance to act in a rapidly changing combat environment.

During the training, one or more techniques may be used to create or strengthen the soldier's idea of the order of action during the execution of a combat mission, which becomes more relevant in the conditions of war on the territory of the country.

In this class the method of psychological preparation was used when performing tactical task. In the proposed lesson on improving the skills of shooting, the "Formation of Psychological Stability to Fire from Small Arms" was applied with the use of weapons, mock-ups, the topography of the area, as well as simulated explosive devices.

This psychological technique can be practiced at any training point, both at the proposed class and other similar classes, provided that safety measures and tactical and technical characteristics of imitation means, blank cartridges or the equipment used are strictly observed.

The use of this psychological technique during practical exercises with combat shooting makes it possible to simulate a training and combat situation and simulate the effect of enemy fire. The work of the mechanized platoon, which consisted of three sections, is organized between sections - synchronously, and within the section - sequentially, which allows each cadet to work out a tactical task as the commander of a section of a mechanized platoon. When conducting practical classes according to the methods and techniques proposed, the instructors must apply a single and aligned method of preparation and conducting fire training at training sites.

Based on the experience presented we elaborated the following methodological recommendations for the firearms instructors who conduct service applied shooting training for the personnel of their units:

- rational using of the allocated study time for conducting practical classes;
- acceleration of training of sections, due to the use of a parallel method of conducting classes by instructors at training sites;
- ensuring the dynamics of cadets' work during firing exercises within and between sections;
- ensuring development of special knowledge, skills and psychological qualities of the shooter, interrelationship of which leads to the achievement of maximum results when shooting and performing the firing task as a whole;
- working out a complex of planned issues during training and conducting exercises with combat shooting at the same time with a large number of shooters organized in sections of up to 10 people at the training site and on a large area, which will ensure development of practical skills as part of a mechanized platoon;
- gaining additional experience by instructors in providing cadets with the basics of weapon handling "etiquette" and understanding consequences of its use.

Conclusions. The considered methodology of training shooting skills was successfully used for practical training focusing on the psychological, physical and tactical skills of future border guards, enabling them to realize the importance of firearms training as a part of a military unit. The use of combat psychological factors simulation during practicing combat shooting has proved effective to simulate a combat situation and effect of enemy fire. The shooting training of the mechanized platoon personnel, according to a proposed method, has been organized in three sections, between sections - synchronously, and within the section - sequentially, which allowed each cadet to work out a tactical task as the commander of a section of a mechanized platoon. When conducting practical classes according to the methods and techniques proposed, the instructors applied a single and aligned method of preparation and conducting fire training at training sites. The experience gained by the cadets during the practical training in the discipline "Firearms training" showed that such training increases the level of the border guard officers' skills to solve combat shooting tasks with small arms, improving their individual skills, as well

as their readiness to perform shooting tasks in conditions of modern combat, and also stimulate the cognitive activity of future border guards.

Thus, continuous training of the instructors, full methodological, material and technical support and proper organization and high-quality conduct of practical classes, using simulations of combat psychological factors, maximizes the level of acquired knowledge and skills of the future border guard officers.

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Методика підготовки майбутніх офіцерів-прикордонників стрільби з використанням моделювання психологічних факторів бою

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Анотація. У статті представлено методика навчання майбутніх офіцерів-прикордонників стрільбі з використанням прийомів моделювання психологічних факторів бою, яка успішно застосована для практичної підготовки майбутніх офіцерів-прикордонників у Національній академії Державної прикордонної служби України. Кафедра стрілецької підготовки Академії в рамках професійної підготовки прикордонників розпочала організовувати заняття зі стрільби з імітацією психологічного фактору бою, які зосереджуються на психологічних, фізичних і тактичних здібностях майбутніх прикордонників, що дозволяє їм усвідомити важливість підготовки зі стрільби у складі військової частини. Застосування моделювання психологічних факторів бою під час відпрацювання бойових стрільб виявилось ефективним для моделювання бойової обстановки та дії вогню противника. Підготовку стрільб особового складу механізованого взводу за запропонованою методикою було організовано в трьох відділеннях, між відділеннями – синхронно, а всередині відділення – послідовно, що дозволило кожному курсанту відпрацювати тактичне завдання командиром відділення механізованого взводу. При проведенні практичних занять за запропонованими методиками і прийомами викладачі застосовували єдину методика підготовки та проведення вогневої підготовки на навчальних об'єктах. Досвід, отриманий курсантами під час практичних занять з дисципліни «Вогнева підготовка», показав, що така підготовка підвищує рівень сформованості офіцерів-прикордонників щодо вирішення завдань з бойової стрільби зі стрілецької зброї, удосконалює їх індивідуальні навички, а також готовність до виконувати завдання зі стрільби в умовах сучасного бою, а також стимулювати пізнавальну діяльність майбутніх прикордонників. Таким чином, безперервна підготовка інструкторів, повне методичне і матеріально-технічне забезпечення та належна організація та якісне проведення практичних занять з використанням моделювання бойових психологічних факторів максимально підвищує рівень набутих знань і вмінь майбутніх офіцерів-прикордонників.

Ключові слова: офіцери-прикордонники; методи; навчання стрільбі; зброя; моделювання; фактори психологічного впливу.

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