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Formation of the professional legal consciousness as a condition of the professional deformation prevention among the students of the institutes of higher education of the Interior Ministry system

In the article there are presented the results of the theoretical analysis of a problem of formation of the professional legal consciousness among law enforcement officers as conditions of the professional deformation prevention; there are reported its structure and formation mechanisms among the students of the institutes of higher education of the Interior Ministry system. The author distinguishes the parameters of research of this psychological construct of personality; the complex of techniques for its studying is developed. There are presented the results of studying of the professional legal consciousness among the students with various degree of predisposition to professional deformation at the experiment ascertaining and control stages, it is described the program of its formation taking into account these indicators and also grade levels in the higher education institution.

Keywords: *professional legal consciousness, professional deformation, psychological prevention.*

As the most important aspect of future law enforcement officers' professional training there acts their formation not only as professionals possessing special skills, but also as persons with special moral and volitional, civil qualities. In this connection the period of training should be considered as the major stage which should include, on the one hand, construction of the ways of the operational aspect of professional activity mastering, on the other – a complex of the transforming influences leading to learners' understanding of the profession and professional identity social importance.

The specifics of law enforcement officers' service leaves traces on the activity of educational institutions realizing personnel training for units of law enforcement bodies. The students of the Interior Ministry system higher education institutions should be considered not as "future employees". From the very beginning of training, after "a young soldier course" mastering and administration of the Oath, on the basis of the relevant contract each student is an officer of law enforcement bodies already during training. He is given the rank of "a private soldier of the police", he has the right to keep and bear arms, fulfills official duties, takes part in patrolling, participates in duties, etc. (L.T. Borodavko, etc.) [3].

In consideration of the short term of adaptation to new conditions, it is brewing an essential contradiction between organizational and substantial features of the law enforcement activity and the student's readiness to correspond to requirements of



this type of professional activity that is a source of professional deformations of personality at this stage of professional formation.

Besides, the considerable part of personality professionally important qualities investigated during the professional selection of future students of the institutes of higher education of the Interior Ministry system is ethically neutral. Therefore the underdevelopment of the moral-value system and moral-ethical attitudes during learning of trade will also promote the formation of professional deformations.

The problem of ethical and moral immaturity of future specialists of law-enforcement bodies is extremely sharp. It finds reflection in the normative documents concerning professional education in the institutes of higher education of the Interior Ministry. On May 26, 2009 the president of the Russian Federation signed the Decree № "On the measures of improvement of the higher juridical education in the Russian Federation" [6]. This Decree emphasizes the importance of a moral-ethical aspect of professionally important qualities of the law enforcement officer, and also pays attention to existence of the adequate legal consciousness as an element of his professional model (Y.V. Gaivoronskaya) [4].

The problem of the legal consciousness of the law enforcement officers' personality is mentioned in works of P.P. Baranov, N.L. Granat, N.Y. Sokolov, E.A. Belkanov, A.V. Groshev, V.B. Isakov, V.N. Kudryavtsev, K.A. Mokachev, I.F. Pokrovsky, A.P. Semitko, V.P. Salnikov, V.M. Stolovsky, A.G. Khabibullin, N.V. Scherbakova, V.A. Schegortsev, D.N. Uznadze, etc. It should be noted that for the most part these are the works on the state and right theory. Whereas in psychology there are very few researches devoted to studying of this phenomenon.

Within the framework of our subject for comprehension of the aspects of legal psychology and legal consciousness in whole there are important works of researchers in the field of psychology: B.G. Ananiev, G.M. Andreeva, V.A. Bodrov, L.S. Vygotsky, K.M. Gurevich, V.N. Druzhinin, A.F. Lazursky, A.N. Leontiev, B.D. Parygin, K.K. Platonov, S.L. Rubinstein, etc.

So, if the legal consciousness is the knowledge system adopted by a person, which reflects the law and order accepted in this society and which is a basis of social-normative behavior self-organizing (A.M. Bandurka) [1], the professional legal consciousness represents concepts, representations, ideas, beliefs, traditions, stereotypes developing in this professional environment. Unfortunately, both distortions, and deformations, among which the most widespread are an "accusatory" or "absolutely" bias, bureaucracy, indifferent relation to human problems etc., are peculiar to the professional consciousness of law enforcement officers.

Analyzing the law enforcement officers' professional legal consciousness structure A.D. Boikov considers that it includes knowledge of the legislation and theoretical bases of jurisprudence; conviction in the right value as a freedom and justice basis; ability to use legal instruments [2].

N.Y. Sokolov and the others think it is possible to consider the professional legal consciousness as a phenomenon that assumes the primary storage of legal knowl-



edge, a high level of development of legal feelings, development of legal attitudes, existence of steady stereotypes of socially active lawful behavior corresponding to the social expectations laid on him and standard claims to its bearer as a subject of the professional legal activity [7].

M.A. Shermenev considers that the professional legal consciousness elements are legal knowledge, feelings and attitudes, and also value orientations, stereotypes of the socially active lawful behavior and legal professional experience. Unlike the ordinary one it is more rational, and as law enforcement officers' professional legal consciousness as a whole is a reflection of social claims and expectations laid on him, and the standard requirements for the representatives of this professional group [8].

N.I. Guslyakova considers professional attitudes, professional adaptation, professional reflection, professional self-appraisal as psychological mechanisms of the future expert's professional consciousness formation [5].

Thus, it is possible to draw conclusions that the professional legal consciousness represents a conditioned by the specifics of a social role and law enforcement activity professionally formed system of legal ideas, views, feelings, value orientations defining a way of life and motives of behavior in the service sphere of the law-enforcement sphere representatives. The professional legal consciousness development is the major factor impeding formation of the personality professional deformation of the students of the institutes of higher education of the Interior Ministry.

The professional legal consciousness structural components are a motivational (professional motives and attitudes), cognitive (legal knowledge, skills of law enforcement activity, professional reflection), emotional (moral and value relation to the right, professional self-appraisal), behavioural (professional adaptation, behavior self-regulation).

The diagnostics carried out by us during the experimental research of professional legal consciousness as a psychological new formation of personality during the educational and professional activity of the students of the institutes of higher education of the Interior Ministry was realized on the basis of the analysis of the distinguished structural components and mechanisms by means of which they are formed.

The motivational component which formation mechanisms are professional motives, professional attitudes was studied by means of a technique of professional motivation diagnostics by K. Zamfir in A.A. Rean's modification and a technique of the specialist's professional consciousness diagnostics by G. V. Akopov.

The cognitive component, namely a level of legal knowledge development, skills of law-enforcement activity, professional reflection was estimated in the process of progress and quality of knowledge monitoring among the students and also by results of a technique of a reflexivity level diagnostics (A.V. Karpov).

We considered the emotional component from the point of view of estimation of the moral and value relation to the right, professional self-appraisal. A level of development of these mechanisms was reflected a moral normativeness scale (MN) IPQ



“Adaptability” and in results of a technique of a level of moral consciousness development estimation (L. Kolberg’s dilemmas).

The behavioural component was estimated through a level of the professional adaptation mechanism development reflected in a scale “personal adaptable potential” PAP IPQ “Adaptability”, a questionnaire of V. I. Morosanova “Style of behavior self-regulation” (SBSR).

In the primary research process we have distinguished three groups of predisposition to the professional deformation among students: tolerant, neutral and “risk” group. According to all components the professional legal consciousness among the tolerant group students appeared the most formed. The prevailing level is high (69,4 %), low level is not revealed. The majority of them are advanced students who have established a reputation as overachievers in studying and discipline, many have had work experience in law enforcement agencies and have received positive references of the management. At the same time it should be noted that the motivational (77,7 %) and behavioural (75 %) components are developed higher than the cognitive (61,1 %) and emotional (72,2 %).

In the neutral group we observe more uniform distribution on levels of the professional legal consciousness development with a tendency to decrease, since a high level (22,2 %) is revealed among the least number of respondents. There were both underclassmen and upperclassmen among them. They don’t show considerable successes in study, however fulfill all necessary requirements in the educational professional activity process, have no complaints of the management. In this group there are higher indices of the motivational (19,4 %) and cognitive (27,7 %) components, whereas the emotional (22,2 %) and behavioural (16,6 %) are slightly lower. It means that in whole the students are focused on profession mastering, but the features of development of their emotional-volitional sphere and behavior rather complicate the process of professional adaptation.

In the risk group there is a clear tendency to decrease in a level of the professional legal consciousness development by all components in comparison with the other groups. The students of this group had facts of lower progress, disciplinary punishments. The lowest indices are noted by the cognitive (11,1 %) and behavioural (11,1 %) components that point not only to a poor progress and difficulties of adaptation to educational professional activity, but also to a weakness of reflective and regulatory functions as a whole.

Thus, a level of the professional legal consciousness development among the students of the neutral group and the risk group is lower than among the students of the tolerant group by all components that demonstrates the necessity of the preventive work realization already in their professional formation process.

The forming investigation phase consisted in organization of the system work with students, directed on the optimization of formation of their professional legal consciousness in conditions of the specialized higher education institution of the Interior Ministry system. The program efficiency was provided with a complex of ac-



tions as a result of which realization there was the legal professional consciousness formation.

The program purpose is providing of psychological conditions of decrease in the probability of emergence of preconditions of professional deformation among the students of the higher education institutions of the Interior Ministry system in training through the professional legal consciousness formation.

The program tasks included formation of psychological readiness for the forthcoming professional activity, creation of an optimistic professional prospect, formation of the positive professional I-concept, readiness for self-development and self-improvement through change of mental processes, personality properties, increase of social and psychological competence and autocompetence, formation of professional legal consciousness.

The suggested program is developed taking into account the dynamics of the professional legal consciousness formation at various grade levels in the higher education institution. The determination of the specifics of tasks on each grade level is explained by the nature of change of internal preconditions and personality position concerning the motivation of future professional activity and as a result leads to the professional legal consciousness formation and the prevention of professional deformation manifestations.

The initial grade level (1st year) was aimed at providing of conditions of adaptation and formation of a steady professional motivation at student's educational activity.

The main grade level (2nd – 4th year) was directed on providing of conditions of personal professional orientation formation among the students of the institutes of higher education of the Interior Ministry system.

The final grade level (the 5th year) is devoted to creation of conditions of the professional legal consciousness formation.

The program content was made by three main directions: theoretical, diagnostic and instrumental.

The theoretical direction realization has assumed the acquisition of the system of knowledge of a phenomenon of the professional legal consciousness, its role in the prevention of professional activity destructive influences on a personality, of the professional activity realization readiness.

The diagnostic direction is aimed at improvement of the process of self-knowledge from a position of estimation of the development of moral and political, intellectual and esthetic indicators of the professional activity realization readiness as a positive steady process.

Within the instrumental direction there was an improvement of skills of self-analysis, coping-behavior mastering as a condition of effective use of abilities and resources for success achievement in professional activity and other essential spheres, mastering of the methods of own professional portrait drawing.

During the control sample it has been revealed that in the neutral group the maximum increase was noted by the motivational (80,5 %) and cognitive (69,4 %) compo-



nents. Here the indices increased at the expense of the external positive motivation transformation into the internal, students' progress improvement, strengthening of reflective abilities. Stability of professional attitudes, satisfaction in own professional training has also increased. Whereas by the emotional and behavioural components it was slightly lower. The estimation of self as a professional hasn't reached a high level. At the same time, a general level of professional legal consciousness has considerably increased.

In the risk group there have been noted a considerable positive dynamics by all components. We have revealed the maximum increase by the motivational (80,5 %), emotional (69,4 %) and behavioural (80,5 %) components. The indices have essentially increased at the expense of the external negative motivation transformation into the external positive and internal, student's progress and discipline have also improved, they have become more independent and responsible. Professional attitudes became more stable and steady, satisfaction in the process and results of the educational professional activity has increased. Appraisal of self as a future professional has reached rather high level, a level of moral qualities has increased, i.e. the professional legal consciousness general level has considerably increased.

Thereby the realized analysis of the results on the control phase of the research allows to draw conclusions concerning the efficiency of the developed program of the professional deformation prevention among the students of the institutes of higher education of the Interior Ministry.

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