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FEATURES OF THE TRANSFORMATION OF THE INSTITUTE OF  
ADDITIONAL PROFESSIONAL EDUCATION FOR EMPLOYEES OF THE  
INTERNAL AFFAIRS BODIES: A SOCIOLOGICAL ANALYSIS

Abstract to the thesis for the competition  
academic degree of Candidate of Sociological Sciences

Specialty 5.4.4. – Social structure, social institutions and processes

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### **Relevance of the dissertation research topic**

The growing need for continuous learning affects most types of professional activity in modern society and underlies the steady strengthening of the role of the Institute of Additional Professional education (APE), which ensures flexible and timely adaptation of employee competencies and qualifications to changes in professional activity and opportunities for professional mobility, that is, the development of his human and social capital.

This need also affects law enforcement activities in accordance with the changing nature of threats to public safety, changes in the technological basis of both the commission of offenses and methods of their investigation and prevention in terms of expanding the radius of interpersonal trust, common norms and values for all citizens. This requires new, constantly updated, professional knowledge, skills and abilities. Law enforcement in a multiethnic society requires the knowledge, skills, and abilities of law enforcement officers based on educational and research knowledge: information technology, communication, collaboration, community networking, and strategic ways of thinking and acting.

The professional activities of police officers have become more complex, requiring better professional training and continuing education, including additional professional training. In the system of the Ministry of Internal Affairs of the Russian Federation (MIA of Russia), different types of professional activities of police officers are distinguished: operational-search, investigative, preventive, administrative and supervisory, and others. All types of these activities have common features. Firstly, broad interpersonal communication with social and antisocial groups of different statuses. Secondly, the publicity of the professional activities of police officers, which causes the need for a competent combination of moral social norms with legal official requirements. Thirdly, the extreme and conflictual (stressful) nature of professional activity associated with risk and danger factors. Therefore, the effectiveness of the activities of police officers directly depends on the level of their professional training and retraining.

Social problematic issues that affect the attitude of police officers to the additional professional educational process, to its quality within the framework of departmental vocational training, are insufficient internal motivation to train police officers, their insufficient social and communicative competence in working with the public and other subjects, difficulties with informing students of vocational training about the best practices of the territorial divisions of the Ministry of Internal Affairs of Russia, and there are also substantive and organizational miscalculations on the implementation of certain APE programs (countering cybercrime, economic and financial crimes, methods of correcting post-stress situations, social communication with citizens, the public, the media, and others) for certain categories of police officers.

Social changes in Russian society dictate the need to study the problems of the activity of police officers as subjects of vocational education (their motivation, assessment of acquired knowledge, mobility, social and communication interaction and activities) in the context of the analysis of possible changes in vocational education, in order to identify the main trends and barriers in its development. A new scientific understanding of the dynamics of Russian society with phenomena and processes of uncertainty, nonlinearity, that is, phenomena and processes of transformation is being formed in the scientific community. Transformation as a process of transition of an object from one qualitative state to another, immanently connects the past, present and future of this process in objective and subjective aspects. Such an objective and subjective understanding of the process of transformation of the APE in the system of the MIA of Russia is presented in the study by the variable trajectories of this process.

In the educational sphere, there is an active transition from unified to variable education, from informational to activity-based, from a subject-object approach to personality-oriented learning. The study revealed the need to transform the educational process of the departmental institute of vocational education in modern Russian society from the existing functionality of "Following tradition in goals and

results" to "Personality-oriented professional education", expressing both continuity and innovativeness of the transformation trajectory.

In connection with the above, the dissertation research carried out by Mikhail Vladimirovich Shulepin seems relevant.

### **The degree of development of the topic**

The development and change of educational systems in modern society is a widely studied area of research in the social sciences. The changing educational needs in modern society, the theoretical development and practical implementation of the lifelong learning paradigm are reflected in the works of various domestic and foreign researchers. At the same time, there are currently few applied studies testing the factors and studying the components of the functioning of the departmental institute of higher professional education, based on the domestic material of students of the courses – employees of the MIA of Russia, and they mainly come down to departmental monitoring of the educational process in it.

Despite the fact that a consensus has been reached among specialists regarding the recognition of the importance and relevance of the problem of improving the professional level of police officers, today there is no complete understanding of the functioning of the modern institute of vocational training, especially from the standpoint of motivation for training police officers who regularly undergo training / retraining in the departmental vocational training system. This social group has common characteristics for their professional field, but due to internal differentiation in terms of work experience in the MIA of Russia, position and other parameters, they evaluate the goals, objectives, motives of their training in vocational training, and its functions differently.

This scientific and qualification work is the first empirical study that examines the attitude of staff (police officers) – students of vocational training to the activities of this institute based on their internal and external motivation for learning in order to identify variable trajectories of its transformation that affect the development of their human and social capital. The need for a sociological analysis based on current data and the results of theoretical and empirical research determines the possibility

and necessity of conducting this research. In this regard, the dissertation makes a significant contribution to the scientific discussion about the role of motivation in the attitude of students to the learning process, which deepens the understanding of the conditions and factors of increasing the human and social capital of police officers, and also provides an opportunity to develop and present various trajectories of transformation of departmental vocational training.

**The purpose of the dissertation research** is to identify the attitude of the staff (police officers) of the MIA of Russia – students of the APE to the activities of this institute on the basis of their internal and external motivation for training in order to position variable trajectories of its transformation.

**Research objectives:**

1. To identify the functional features of APE that determine its role in modern society and in individual sectoral (departmental) educational institutions.

2. To establish comparative opportunities and barriers to the effective organization and forms of educational activities of law enforcement officers in Russia, affecting the development of their human and social capital.

3. To consider the experience of law enforcement agencies in individual foreign countries, which have a variety of forms of organization of such training for professional growth of the staff (police officers).

4. To present the differentiated attitude of the staff (police officers) of the MIA of Russia to the content and results of training at the Institute of APE on the basis of their internal and external motivation, in accordance with the needs of the growth of their human and social capital.

5. To develop and present a typology and criteria of variable trajectories of transformation of the educational process of the Institute of APE, positively influencing the development of human and social capital of the staff (police officers) of the MIA of Russia.

**The object of the research** is the Institute of Additional Professional education (APE) for employees of the internal affairs bodies of the Russian Federation with its inherent functions.

**The subject of the research** is the features (variable trajectories) of the transformation of the Institute of APE, determined by the external and internal motivation of the Department of Internal Affairs staff to the educational process within the framework of this institute.

**Theoretical and methodological basis of the work.** The structural functionalism of E. Durkheim, R. Merton and T. Parsons is used as the theoretical basis of the work. The dissertation uses an institutional paradigm that considers the development of a social institution of continuing education as a study of more effective "trajectories of change" based on formal (T. Parsons) and informal (T. Veblen, E. Durkheim) educational institutions.

Functional analysis (R. Bourdieu, E. Durkheim) is also used to reveal ways and mechanisms for optimizing the built-in mechanism of social control of the institute of higher professional education. The study of changes in the social functions of the departmental institute of APE: controlling, motivational, knowledge transfer, mobility, social and communication, involves an appeal to the theoretical and methodological developments in the field of sociology of education also by domestic sociologists (G.A. Klyucharev, D.L. Konstantinovskiy, Yu.V. Latov and others). The allocation of these functions presupposes their allocation as priorities that reflect the current needs of society the staff (police officers) who can perform the necessary functions.

To understand the trends in the development of departmental APE, a causal approach is of great importance, which makes it possible to substantiate the relationship between changes (over time) in the social structure of society and changes in the professional training of police officers. The provisions of M. Weber's theory of "ideal types" are used, according to which a mental construction applied to reality makes it possible to identify causal relationships in the process of object development. In the study, this allowed us to develop four typical options for the transformation of the departmental institute of APE.

**The empirical basis of the study** is the author's mass questionnaire sociological survey among the staff (police officers) of the MIA of Russia – students

of the VIPK of the MIA of Russia and the Faculty of Retraining and Advanced Training of the Moscow University of the MIA of Russia (September–December 2019, N = 384 people). The survey was conducted by a handout method under the supervision of the questionnaire. Sample type: simple, reference group. The data obtained during the mass survey was analyzed using the MS Excel program and statistical analysis tools SPSS 19. Nonparametric statistical methods (the main one is cross-tabulation) were also used to measure the closeness of the relationship between qualitative and quantitative characteristics of respondents' responses (work experience, position, motivation for training, etc.), the distribution of which differs from normal, but does not require verification of the distribution law.

### **Provisions submitted for defense and having scientific novelty:**

1. The social functionality of the institute APE of the MIA of Russia in modern Russian conditions is not self-evident and requires critical assessment in various aspects (the complication of the social structure of society, the emergence of new types of crimes that require a new, appropriate level of professional knowledge). The classical theory of human capital (D. Bell, G. Becker) about the correlation between its level of development (education) and the level of income of an individual in modern Russian conditions is not confirmed. The allocative theory of the contribution of human capital has scientific potential here. Bourdieu) in the reproduction of social inequality and the social structure of society, where the influence of the education system and the increase in competence can be significant or small, depending on the existing social conditions. This is partly due to the relative predominance of closed rather than open social capital in society and the institutional interaction that defines this format in it.

2. The Institute of APE is becoming an important institution for the professional development of law enforcement officers, performing the functions of their adaptation (control), personal motivation, professional mobility, knowledge transfer, and social communication in the context of the increasing complexity of society and the tasks of law enforcement agencies in a changing Russian state. The

"advanced" professional characteristics of policing, which are widely used by foreign colleagues in their work, play an increasingly important role in the activities of police officers: influence, control and power, that is, the ability to build positive relationships with citizens, knowledge for decision-making and authority, which are the means of relational measurement of their social capital.

3. The current conditions of professional development and professional activity of the staff (police officers) reflect the inconsistency of the departmental institute of APE with these conditions in the following parameters: poor communication between the growing requirements for the quality of human capital of the staff (police officers) and the growth of their quality of life; There are insufficient opportunities to disclose the internal motivation of employees and their personal responsibility for their professional level, since participation in vocational training currently does not have a noticeable impact on the professional mobility opportunities of the staff (police officers), reducing its strategic value as a means of developing their human and social capital. The current undeveloped form of structural social capital of police officers' acts as a barrier to acquiring new skills and knowledge due to the industry-specific limitations of social network connections in the formalized official structure of the MIA of Russia and does not provide conditions for a diverse horizontal transfer of knowledge and exchange of professional experience.

4. The trajectories of the APE transformation are determined by the interaction of its two fundamental institutional characteristics: the degree of institutional openness (which determines the degree of institutional control and interaction with external educational competence centers), as well as the ratio of the formal and informal components of the APE institute. The combination of these two variables made it possible to develop four ideal types of APE functioning ("formal closed", "informal closed", "formal open", "informal open"). They identified the corresponding trajectories of the transformation of APE in the law enforcement sphere (with their advantages and disadvantages), conventionally named: "following



tradition in goals and results"; "traditionalism with a restrained openness to change"; "active adaptation to social change"; "personality-oriented professional education".

In modern conditions, the Russian law enforcement system has developed a type of educational process that can be described as "formal closed". Changing the institute of vocational education within the framework of the existing functioning of "formal closed" education is possible primarily by increasing the independence of the staff (police officers), in choosing vocational education programs, expanding the thematic diversity of programs, increasing the role of territorial divisions of the staff (police officers), in determining competence needs and evaluating learning outcomes, as well as introducing transparent mechanisms for taking into account completed APE programs in personnel decision-making. solutions. The broader opportunities associated with the further reform of the departmental institute of APE imply a high degree of interaction with external providers of educational resources and opportunities.

**Compliance of the thesis topic with the provisions of the Passport of the scientific specialty of the Higher Attestation Commission.** The research was carried out within the framework of specialty 5.4.4. – "Social structure, social institutions and processes" and corresponds to the following areas of research in this specialty:

20. Social institutions, their types, functions and dysfunctions.

Transformation of social institutions.

25. Social mobility, its main directions and types. Social mobility as a factor of social structure change.

30. Basic research procedures and methods... of social institutions and processes. Compliance of the thesis topic with the provisions of the Passport of the scientific specialty of the Higher Attestation Commission. The research was carried out within the framework of specialty 5.4.4. – "Social structure, social institutions and processes" and corresponds to the following areas of research in this specialty:

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Transformation of social institutions.

25. Social mobility, its main directions and types. Social mobility as a factor of social structure change.

30. Basic research procedures and methods... of social institutions and processes.

**The theoretical significance of the research** lies in the increment of knowledge in the field of sociology of additional professional education within the framework of its basic institutional principles, as well as in related sciences such as pedagogy, psychology, and law.

**Practical significance of the research.** The results of the study can be used by institutes of APE in various departments, including the MIA of Russia, when developing proposals to improve the quality of training and motivation of personnel with specialized secondary and higher professional qualifications. The conclusions and recommendations of the work can be used in the development and implementation of innovative pedagogical practices in additional professional education.

**The degree of reliability of the provisions and results of the conducted research** is confirmed by a comparative analysis of empirical data, the use of open and verifiable data sources, the approbation of the results of the author's research at seminars, conferences of various levels and nine publications in peer-reviewed scientific journals, including five peer-reviewed scientific publications identified by the Higher Attestation Commission under the Ministry of Education and Science of the Russian Federation.

**The structure of the work.** The dissertation includes an introduction, two chapters, six paragraphs, a conclusion, a list of references (156 titles), and 2 appendices. The total volume of work is 195 pages.

A handwritten signature in black ink, reading "Алексеев М. Б." (Alekseyev M. B.). The signature is written in a cursive style with a large, stylized initial 'А'.