

Formation of Official Loyalty of Cadets in Educational Process of Higher Educational Institutions of Russian Penitentiary System

Elvira G. Sabirova

Kazan (Volga region) Federal University, RUSSIA

Stanislav V. Gornostaev

Academy of the Federal Penitentiary Service of Russia, RUSSIA

Tatiana V. Kirillova

Academy of the Federal Penitentiary Service of Russia, RUSSIA

Irina F. Moiseenko

Gomel State Technical University named after P. O. Sukhoi, BELARUS

•Received 11 July 2015 •Revised 19 November 2015 •Accepted 21 February 2016

This article is aimed at revealing the foundations of the formation of the official loyalty among the cadets of higher education institutions of the FPS of Russia by the institutions staff, and first of all, by the faculty. Leading methods of research of this problem in this article were: the analysis of scientific papers and official documents, questionnaires, interviews, observation. The article describes the key problems of formation of the official loyalty among FPS of Russia employees. Article identifies factors both assisting and impeding the process of the purposeful formation of official loyalty. Also the attention is focused on the heterogeneity of mechanisms of formation of official loyalty in behavior on the level of compliance with legal and ethical norms, disclosed the peculiarities of formation of official loyalty in the context of the educational process in educational institutions of the FPS of Russia. Principles and steps of purposeful formation of official loyalty in the higher education institutions of the FPS of Russia, practical recommendations in this direction are recommended.

Keywords: higher educational institutions, Federal Penitentiary Service of Russia, the cadets, official loyalty, official status

INTRODUCTION

The relevance of the study

Official loyalty, that is performance by employee of the normative and morally-ethical obligations connected with his post, is one of base principles of activity of

Correspondence: Stanislav V. Gornostaev,
Academy of the Federal Penitentiary Service of Russia, 1 Hay Street, 443030 Ryazan,
RUSSIA
E-mail: tatiana-kirillova@rambler
doi: 10.12973/ijese.2016.508a

Federal Employees, including employees of the Federal penitentiary service (FPS) of Russia. The most of sworn officers of the FPS of Russia are a graduates of specialized higher educational institutions of the FPS of Russia. Thus, formation of official loyalty of cadets in educational process should be considered as one of meaningful problems of preparation cadets for their future official activity. However this problem in higher educational institutions of the FPS of Russia is not solved systemically and purposefully. This is due to the lack of a clear understanding of the meaning and structure of official loyalty, and the lack of methodology of its formation.

Explore Importance of the Problem

It points to the need to pay close attention to the formation of the official loyalty among the cadets during their training in the higher educational institutions of the FPS of Russia, to develop the implementation of this pedagogical challenges in the educational process.

In a preliminary analysis the authors does not found any practical or methodical recommendations on the formation of official loyalty in the educational process, and also any basics, principles of organizing of such work. Thus that led to the need for this study.

Status of a problem

The analysis of the literature has shown, that the works, specifically devoted to formation of official loyalty not only employees of FPS, but also Federal employees in general as in Russia, and abroad, in the open access till now is not available. However, published a number of works on related or broader issues, which can be accepted as a theoretical basis for this research.

First and foremost are the studies of the concept of loyalty. Primarily, there are "The Philosophy of Loyalty" by Josiah Royce and "Notes on the Concept of Commitment" by Howard S. Becker. These authors deeply and psychologically have considered not only analyzed concepts, but also an areas of their application and key mechanisms of action.

In the studies of some authors touched on some aspects of official loyalty, as a rule, in the examination of the broader problem of civil servants loyalty (see for example: Emerson and Helfeld, 1948; Maynard-Moody and Musheno, 2003; Mentzelopoulos, 1990; Wellisz, 2002; Kasiński, 2010; De Graaf, 2011; Stepanova, 2009; Volova, 2010).

The first study of loyalty of a public servants according to M. Kasiński (2010), was published by M. Szerer (1924). His book "An official matter in a democracy" can be considered as a beginning of research on official loyalty. Although the term official loyalty have not used them in the book, the author touches upon certain issues of official loyalty.

A significant contribution to the understanding of the phenomenon of official loyalty has made by D.M. Emerson and T.I. Helfeld (1948), whose study titled «Loyalty among government employees» pointed to the importance of environmental influences on the formation of loyalty, on the example of political loyalty.

An important contribution to the theory of the formation of loyalty made S. Wellisz (2002), pointing to the nature of the object of loyalty, which showed an important mechanism of personalization and concretization of the state in consciousness of high status civil servants during formation of loyalty. Also S. Wellisz (2002) trying to consider the loyalty and disloyalty of employees not as

stable personal characteristics, but as some state of mind that determine the orientation of employee behavior on the goals of the organization. This idea can also influence to the understanding of the formation of loyalty.

M. Kasiński (2010) shows that the systematic study of the problem of multiple loyalty of civil servants naturally leads researchers to consider the ethical issues of choice in situations of ambiguity and conflict of interests of various objects of loyalty, in which government employees often find themselves. This raises a number of problematic issues in the process of loyalty formation on the basis of preliminary selection of the objects of loyalty.

A. M. Mentzelopoulos (1990) writes about loyalty as one of the primary values of public service, she notes that while public interest is interpreted widely and variously, loyalty is more often understood in the exclusive sense as loyalty to someone, to "boss", it is personified. In a broad sense servants subordinate to the public interest, but their hierarchical structure is only well-defined in their professional life, which leads them towards specific loyalty to their leaders. The author examines the mechanisms of personalization that could form the basis for the formation of loyalty to impersonal objects, such as a state, a society and a law. The work also considers the problem of reflection of law and ethics in the minds of employees and their interaction in the formation of a loyal official behavior.

S. Maynard-Moody and M. Musheno (2003) established a number of facts important for the formation of official loyalty. The authors pointed out that in many cases governmental employees makes their decisions during the execution of official duties because of their own values and beliefs, but take into account political aspects of their decisions, the existing rules and the supervision of their activities. The authors describe the types of employees, selected on the criterion of choosing of the object of loyalty, obviously requires different approaches to the formation of their official loyalty.

Detailed classification of employees according to their loyalty offers G. De Graaf (2011). He also gives and psychological characteristics types allocated to them. These characteristics can serve as a basis for individualization in the process of formation of the official loyalty.

Directly the term "official loyalty", used in this work was first seen in the works of A.V. Obolonsky (2009), in the context of requirements for civil servants. However, the author, like the few other authors who applied to this notion, did not disclose its nature, and especially did not touch on the problems of its formation.

Some individual psychological factors attributable to the prerequisites of official loyalty of law enforcement officers are considered in a studies of a few contemporary authors (Dushkin and Schelkushkina, 2015; Panchenko and Kanina, 2015; Urazaeva, 2014; Marin and Botchkova, 2014, 2015; Uporov, 2014). However, these factors are considered by these scholars are scattered, at the time, as it is advisable to consider them in the system of personal qualities that determine the mechanisms of action of official loyalty. The studies focused on the formation of the official loyalty of law enforcement officers in open sources are not found.

METHODOLOGICAL FRAMEWORK

The theoretical framework for the study of the process of formation of official loyalty in our study are:

- 1) the Concept of official loyalty.

Official loyalty is one of the most important, having a maximum public value characteristics of personality and activities of any government employee, including employees of FPS of Russia. Under the official loyalty can be understood:

- The characteristic of official behavior, reflecting actual execution by officers their legal and morally-ethical obligations, connected with its official status (the state employee, the employee of law enforcement bodies, the employee of specific department, the person, holding a specific position) that is execution of a official duty;

- The complex personal quality acting as a factor of execution of these obligations, including knowledge and understanding of a content of a official duty and ways of its execution, as well as the emotional attitude to a official duty as a whole and to separate obligations in particular, and strong-willed readiness for their practical realization.

2) The possible Levels of development of official loyalty.

Official loyalty as a characteristic behavior may correspond to the following levels: unlawful behavior (the behavior that is definitely contrary to the requirements of legal norms regulating performance (worst-case assessment of the level of official loyalty in behavior);

- misconduct (behavior carried out pursuant to some legal norms or in accordance with the legal rules, but contrary to others, re-topologize or higher standards) this behavior can be combined with the internal desire of an employee to the line of duty and is often the consequence of legal collisions, lack of knowledge or incorrect interpretation of the rules;

- lawful behavior (the behavior is not contrary to legal norms, regulating activity, however, is not the appropriate moral and ethical standards of performance (for example, lawful but inappropriate, unreasonable, unfair acts or decisions of an officer);

- proper behavior – the higher the level of development of official loyalty in behavior (conduct both legal and ethical norms).

In this case the first two levels can be attributed to the varieties of the disloyal, and the third and the fourth level is the species of loyal behavior. The level of development of official loyalty as personal quality has no integral characteristics, and is characterized by: a) the level of development of its components (cognitive, emotional and motivational-willing); b) level of their integration and b) their level of actualization and impact on official behaviour.

3) The basic mechanisms of formation and realization of official loyalty in behaviour.

In our research as a basic mechanisms of formation and manifestation of the official loyalty we are tackling loyalty mechanisms described by Josiah Royce and Howard S. Becker. These mechanisms are different in essence, and even in terminology used by the authors, But, from the point of view of formation of various levels of official loyalty, both of them can be used for our purposes.

Described by J. Royce (1914) mechanism of deeply realized, any, based on understanding and self-checking, submission by the person of his life to key cause (idea or business), connects loyalty with central meaning of the life.

The mechanism allocated by Royce assumes comprehension of key idea or business as something self-valuable, existing outside of the person, who showing loyalty, but, at the same time, connecting people. As business unites set of people, it can seem to loyal people to something not personal or superpersonal. Thus, in opinion of the Royce, the object of loyalty connects personal and superpersonal in itself. It connects set of people in service to the general idea, business. The Royce considered as the basic mechanism of formation of loyalty based on awareness and adherence of the true desires. Following I. Kant's tradition, it believed, that the duty

taken up by the person is only his will, reflected in consciousness, it is object of the deepest desires, previous to an understanding. Accepting something as the duty, the person compares with it his explainable desires. In opinion of the Royce, the person cannot become really loyal, without having learned to create and have own desires, therefore it is the important part of the mechanism of formation of loyalty.

However, their destination, business of their life, them more or less stable activity come to people from the outside. People study to the desires, imitating desires of others. It is possible to tell, that life plans of the person do not express its original desires as all of them are borrowed from the social environment where the person developed. But on the other hand the person can choose from many of versions which are offered from the social environment. The social environment not only offers ready versions of lives of other people, but, on contrast, raises our congenital feeling of importance of own life way. In other words, the knowledge of own desires, own life way and a choice of object of loyalty is carried out during social learning. Thus the Royce not only supposes, but also assumes the conflict of the person to public norms and assessments at the certain stage of formation of his loyalty. That indicates that the individual asocial and even anti-social manifestation at a certain stage of development cannot be definitely interpreted as a result of wrong educational technologies.

Another important premise of the Royce theory is his idea of "loyalty to loyalty", suggesting the possibility of gaining loyalty only through the practice of loyalty and service. As noted by Royce, nobody can explain to the person, that the idea is good in itself until the person will not start to serve it. People practically are trained to understand, that their ideas are good, serving them. Then loyalty arises in people in elementary forms. The idea bewitches people and real life begins. The idea maybe bad, but at the worst instance, is a way of interpretation of true idea. If people allow loyalty to develop, it will lead them to service to universal ideas.

The mechanism described by H. Becker (1960), opposite, the purely individualistic and it is characterized by the possibility of a low level of awareness of an act which generating a loyalty. Loyalty (Commitment) H. Becker (1960) tries to explain through the concept of 'side bet' ('some adverse interest'), which is based on the idea that people in their activity often guided by reasons which do not directly relate to this activity in itself.

Unlike the mechanisms of loyalty allocated by the Royce, Becker mechanisms involve the possibility of awareness of man at the time of adoption of the decision of the other alternatives with real advantages, in comparison with the line of conduct which the person committed. However, these advantages are not sufficient to change behavior. The essence of the mechanism of a commitment by Becker consists in involving in a situation of interests which have been not related to the situation initially and continuously, but in such a way that the departure from the chosen course of conduct is too expensive, and alternatives are no longer considered seriously. That is, for occurrence of loyal behaviour, the person should be put in the developed situation by the previous actions, to realize, that involves motives not concerning a situation (made a side bet) and will realize that its decision to have various versions of consequences after that. According to Becker, the awareness of the interests created by previous actions is essential to sustain lines of conduct, because people will not act to implement these side bet while he is not aware of them. From the point of view of the researched problem, Becker offers a wide range of arrangements, which would be applicable to the public service and education in specialized higher educational institutions. Becker believed, that turning point in formation of a commitment is an agreement of the person to work by bureaucratic rules of system. Doing it, it passes in hands of system his interests, even those from

them about which it does not suspect until he will collide with an indispensability of acceptance of the important decision. « Side bets » also come into effect through the adaptation of the person to a social role. The person can change also samples of the behaviour during the adaptation to the social role delivering to it of inconvenience, but allowing in the long term to reach desirable social roles. Acting so, the person does the rate in achievement of a desirable role on the stay in a current role. However, there is an accustoming to a current role and when comes to receive time a desirable role the person cannot want or cannot change, that is becomes committed to a current position. Collateral interests can be realized also through participation in social processes. Once having declared itself as about the person with the certain qualities, the person considers necessary whenever possible to conform to these statements. (Becker H., 1960).

Becker writes that these mechanisms are not exhaustive. Some decisions about the commitment made consciously, sometimes the commitment is formed unconsciously. Sometimes the commitment is formed without the realization that it is formed, through a series of actions, none of which is conclusive, but together create for actor number of side interest, of such force that the person considers undesirable violate them. Every ordinary act in such the totality could, figuratively speaking, is a brick in the wall, which grows to such a size that the person cannot overcome it. Arrangements disclosed in the work of Becker have opened vast prospects for manipulation and stimulations of official loyalty of cadets, at least at the level of lawful behavior.

RESULTS

Pilot studies, conducted anonymously among 50 cadets graduating class of one of the higher education institutions of the Federal penitentiary service (FPS) of Russia showed that their performance is not enough loyalty is formed, despite the fact that they have already completed the theoretical training, and six months later will have to begin work in penitentiary system of Russia. 24% of cadets were able to give an adequate definition of official debt of the penitentiary system. The majority of its determinations were more abstract and pompous character. Definition overly narrow often met, which reduce the call of official debt to the executive discipline. More than half of respondents admitted to infringement during the period of study at the undergraduate provisions of documents regulating the teaching and official activities of cadets, as well as committing acts that are incompatible with the moral and ethical image of law enforcement and can discredit a public servant. This once again confirmed the relevance of the present study.

As a result, basic research conducted with the staff and cadets of the educational institution by the methods of questionnaires, interviews, observation and analysis of official documents of the study were as follows:

1) were identified the following main problems of formation of official loyalty employees of the penitentiary system and the factors that hinder the formation of official loyalty of the cadets in the educational process of higher education institutions of the FPS of Russia:

- the absence of documents, regulating the status and activities of the FPS employees, systematic, clear and unambiguous description of the content of official debt, the ratio of the individual components, forms and conditions of performance in the ambiguous and contradictory situations, practice;
- the vagueness of official moral and ethical standards, as well as the absence of imminent sanctions for non-compliance and rewards for implementation;
- objective shortcomings in the regulatory and institutional regulation of activities of employees of the penitentiary system, such as legal conflicts, violations

of the hierarchy of sources of law, ambiguous and contradictory regulations, voluntarism and corruption;

- the presence of cadets stable social roles, personal beliefs and attitudes of other (non-professional) groups they represent (socio-demographic, religious, etc.).

- congestion-combatant commanders training units and teaching staff and related difficulties in the deep study of characteristics of the cadets and in control over their activities;

- the absence of stable and uniform criteria for assessing the behavior of cadets and staff, educators;

- the impossibility of taking into account the diversity and complexity of reality is the situation and complete algorithmization official decisions and actions in all of these situations;

- the low social prestige of the penitentiary system in the society;

- mismatch of personal potential of cadets and employees of educational institutions departmental level of complexity educational and service tasks.

2) The following factors have been established to facilitate the process of purposeful formation of official loyalty of the cadets in educational process of higher education institutions of the Federal penitentiary service (FPS) of Russia:

- the relative ease of training of the cadets in educational process of higher education institutions of the Federal penitentiary service (FPS) of Russia, allowing to master the basics of official loyalty more simple situations;

- availability of tutoring work as a separate activity as an officers training and combatant units, and teaching Staff;

- the presence of psychological selection at the entry level in the penitentiary system;

- The presence of representatives of professional dynasties among cadets;

- Possession of the teaching Staff of diverse practical experience.

3) Revealed heterogeneity of the mechanisms of formation of loyalty in the behavior of service-level compliance with legal and ethical standards. Based on the statements of the respondents, it can be concluded that the official loyalty at various levels of development can be formed based on different psychological mechanisms.

Call of loyalty behavior at the level of compliance with certain external demands, which is what regulatory requirements, it is possible to form, including in the formal work relationships and social activities, using their existing cadet values and motives, linking them to the different situations of teaching and performance. The formation of Official Conduct, the corresponding not only legal, but also moral and ethical standards, is impossible without the formation of cadets of the respective base of personal values, within that integrate ethical and legal requirements for the performance, without the personal growth and self-determination of cadets.

Which implies taking into account the principle of the level of individual personal development cadet in setting educational objectives in the process of official loyalty. That is, the formation of appropriate behavior is possible only when a certain level of personal development trainee at the time as the formation of a legitimate official behavior is a goal achievable in relation to almost every cadet.

4) Revealed the following features of formation of loyalty in the service conditions of the educational process in educational institutions of the penitentiary system:

By focusing in the educational process on the practical needs of the founder (FPS of Russia), the unity of normative documents regulating the activities of practical and educational institutions of the Federal Penitentiary Service of Russia, the presence in the educational program a large number of practices, workshops, classes bring to practitioners of the correctional system, cadets have great potential

even before the release form sufficiently adequate understanding of practice and official duties;

- The difference in functional tasks and responsibilities between the cadets of high schools and practitioners FPS of Russia, creates a need to adjust the level of responsibility and professional positions and behaviors of cadets spontaneously formed in high school, sufficient conditions for the university, but not sufficient conditions for the practice. Adapt factor in the Higher Educational Institutions of FPS of Russia to solve this problem in favor assigning cadets graduating class rank "Lieutenant" and the possibility of bringing them to the management teams of Cadets (as mentors, while on duty in the daily dress in public formations of cadets, etc.);

- The prevalence of the model of "parent-child" relationship between the cadets and officers in the educational environment of in the Higher Educational Institutions of FPS of Russia, on the one hand, increases the strength of educational influence, particularly methods of suggestive nature, on the other hand difficult to form the cadets responsibility for their own behavior, the choice of its own position and informed access to a level of proper behavior.

5) The following key principles and stages purposeful formation official loyalty in the Higher Educational Institutions of FPS of Russia.

Firstly, although teaching and official activities of cadets and different from that of practitioners in the penitentiary system, the example of teaching and performance of cadets can develop personally and practical orientation on official duty. Therefore, as a first principle can be noted principle of formation of the future performance of practical employee loyalty based on the previously formed cadet official loyalty.

Secondly, putting in the educational process of the cadets aim to generate at the official loyalty, it is important to understand that loyalty to a service at different levels of development can be formed based on different psychological mechanisms. As shown convincingly Howard Becker (Becker, 1960) in his theory of side interests (side bet), official loyalty behavior at the level of compliance with certain external requirements, which is what the law demands, can be formed using existing cadets values and motives, linking them to the different situations of teaching and performance. The formation of Official Conduct, the corresponding not only legal, but also moral and ethical standards on the basis of the theory of loyalty Josiah Royce (Royce, 1914), is impossible without the formation of cadets of the respective base of personal values, within that integrate ethical and legal requirements to the performance. Which implies taking into account the principle of the level of individual personal development cadet in setting educational objectives in the process of official loyalty.

Formation of proper behavior is possible only when a certain level of personal development trainee at the time as the formation of a legitimate official behavior is a goal achievable in relation to almost every cadet.

Thirdly, differences in the mechanisms described above, indicates the possibility of the gradual formation of official loyalty, starting with the formation of a legitimate (not contrary to the requirements of the legislation) Official Conduct, with a gradual transition to a proper (not only legitimate, but also appropriate, reasonable, Justice) official conduct. That is, it is advisable to stick to the official formation of the cadets of the principle of loyalty phasing. It is advisable to allocate the following steps:

- The formation of official loyalty is advisable to start with updating the cadets motifs forming official loyalty. These motifs advisable during individual interviews and analysis of situations in the future practice seminars and workshops associated with the most positive development in the cadets of high school selection motives and further professional activities, for example, such as a family tradition, obtaining

the approval of the relevant parties, the formation of self-esteem and sense of self-relevance by addressing significant social problems, self-realization of the best personal qualities in the work, the motives for career growth and social recognition;

- After the formation of motivation and interest of the cadets to the problems of dereliction of duty and official loyalty, which is formed in the well and a positive emotional attitude to the duty, it is advisable to pay attention to the formation of a correct idea of the nature and content of the call of duty, especially his performance in different situations. As a means of formation of representations in the course of employment can offer a method of presentation, methods of comparing and contrasting, finding the adjacent, similar and opposing concepts, analysis of documents regulating the activity, an analysis of the situations of practice. The analysis of situations it is advisable to practice to move from the more familiar situations cadets training and performance situations the upcoming practice. Teachers with experience can make out of these situations by example or examples that they have learned while teaching at the practitioners. There is also a lesson can be drawn practitioners; third stage - the stage of practical application, feedback and refinement completes the service after securing the loyalty of cadets to the cadets the concept of duty. At this stage, it is important to accompany the cadets during the practical implementation of the formed attitude to Call of Duty: to get feedback about the success, emotionally reinforce proper behavior, remove the emerging issues of moral support in the event of failure, to help in predicting the consequences of a particular behavior, correct the identified defects formed views and attitudes of duty.

Taking into account the principle of natural influences in the formation of attitudes of cadets to duty. Building a teacher must take into account the impact of views that have already been established to the cadets about the performance and the perception of duty, attitude. Especially need to closely monitor changes in relation to the official duty after receiving the experience of practical activity and dialogue with practitioners (after an internship, internships, meetings with practitioners). Before going to the formation of adequate concepts and attitudes towards duty.

You must specify a cadet at the inconsistency and inadequacy of existing concepts and relationships, using techniques such as the discussion of the facts known to him and finding inconsistencies in their interpretation and comparison of existing judgments with his motives and values. Trying to ignore or deny the existing inadequate representation on the official duty or a negative attitude to his execution will only undermine the foundations of confidence in the teacher and deprive the soil further targeted action.

Compliance with these principles will most effectively generate official loyalty of cadets of in the Higher Educational Institutions of FPS of Russia in the educational process.

6) Practical recommendations for the organization of official formation of loyalty cadets under in the Higher Educational Institutions of FPS of Russia are:

The formation of official loyalty is necessary to proceed from the fact that the leading factor in low official loyalty as the characteristics of official conduct may act as a cadet at the prevailing situation in life and are underdeveloped official loyalty as personal qualities. Before you plan the educational work is to find out which factor in this case is determined by: the personal or situational. Sometimes a cadet may be slightly aware of all of its obligations relating to the profession of (comprising the legal status of civil servants, military personnel and officials) have about their professional obligations distorted view, and does not possess the best legal means implementation of certain obligations.

Due to negative experiences, or personal settings, for example, a negative emotional burnout refers to the need in the line of duty or to certain obligations. Also in the structure can dominate motivation of cadet motivations and values incompatible with the proper discharge of official duty. Or motifs on duty can be developed is not strong enough to ensure that the situation in the collision with the objective or subjective obstacles to the performance of official duty, the cadet continued to strive to implement it by connecting willpower. Due to the diversity of disciplines, but their unity in the structure of educational programs, it cannot be limited to just learning the basic duties inherent to the cadet as a state employee, law enforcement officials, as employees of a particular department, and as a person who occupies a specific position, and the need to work out the question of the relationship between those duties among themselves, about their priorities, modalities for their implementation, and the boundaries of individual discretion in their performance. Since no concrete content of these questions forming system representation on the service the debt is impossible. During training, the teacher should know and take into account the objective shortcomings in the regulatory and institutional regulation of activities of employees of the FPS of Russia, without ignoring or glossing over them, but on the contrary, deeply studying them in class, revealing and taking into account these shortcomings in the education of cadets, offering them realistic, consistent with the existing realities of the decision-making recipes in diverse and ambiguous situations, practices, enabling them to adopt a pragmatic and moral principles of the. Shaping the official loyalty of cadets, university staff should be aware that the official loyalty is impossible to form only in the course of vocational training. One can only lay its foundations and personal background, which may to some extent be realized in practice. the final version of a official loyalty is formed only by experience, by taking practical decisions subjectively ambiguous resolution of complex situations, multiple receiving feedback as a result of their actions and the formation on this basis of individual pragmatic judgments, promoting decision-making in complex and contradictory situations performance.

Substantially the education process should be focused on: 1) formation of the cadet system knowledge of his official status and legal status, as well as the system of obligations that an employee should take to perform, assuming office, the formation of concepts and ideas about the hierarchical relationship and ways of implementation these commitments in specific situations, the ratio of service and other social and personal commitments and prioritizing employee in different situations; 2) formation of employee awareness of the need and feasibility of execution of official obligations, internal agreement with them, the formation of a positive attitude towards the execution of certain obligations and debt service as a whole; 3) shaping the practical execution of duty, the ability to correctly assess the situation and make it a solution that complies with the call of duty, to overcome the psychological pressure and opposition to the implementation of the call of duty, to motivate yourself to the line of duty, despite the risks and the current failure and to make this all possible efforts.

Much attention in the formation of official loyalty cadets officers should be given to the interpretation of a variety of practical situations in the daily performance in terms of the possible and appropriate behavior in these situations. It is necessary to provide cadets with direct and honest assessment of the actions of employees, regardless of their rank.

Teachers and educational officers-combatant units need to coordinate their efforts in the formation of official loyalty cadets of high schools of the FPS of Russia.

DISCUSSIONS

Despite what is stated in the review was conducted by the authors of specialized psychological and educational research service focused form of official loyalty, their work revealed many problems, and there are a large number of facts that may be relevant for the evaluation of our results. The most acute problem of formation of official loyalty authors highlighted the complexity of perception, awareness and identifies ways to implement officials alleged loyalty depersonalized institutions such as the state and society, as well as intrapersonal conflicts that arise on the basis of experiences as an internal contradiction of "conflicts of interest" of various objects of loyalty of public servants.

Among the psychological factors and conditions that affect the formation, development and manifestation of official loyalty of public servants researchers identified: self-perception, self-presentation, individual and group identity, relationships, involvement in a certain object and subject, the presence or absence of respect for the potential objects of loyalty, emotional relation to the object of loyalty, the assumption of office employees and off-duty obligations, religious and moral beliefs in particular on justice and injustice, awareness of the advisability of certain professional activities, understanding their meaning; responsibility as personality traits and attitudes to a particular object, the desire to meet the expectations of motive development affiliation, values, norms, personal interests, subjective need to recognize the importance and value of work, understanding of the professional designation, emotional states (boredom, panic, despair, desire), feelings of benevolence and disgust at the self-images, human projection.

It has the following psychological mechanisms of official loyalty : personalization and concretization of the state high status in the minds of public servants, the personification of the state, the law and society in the minds of the rank and file employees, operationalization of attitudes towards the objects of loyalty, discretion, selectivity, intrapersonal conflict, leading to the "concentration of loyalty", improvisation , the swift establishment of moral and pragmatic judgment and determination of moral values, adjusting the response to typical stimuli.

It should be noted that these factors and mechanisms highlighted by the authors, the problem affects official loyalty, hypothetically, as a byproduct of their research. There were no specialized studies of patterns and mechanisms of formation of official loyalty of available sources. Accordingly, there are no methods and principles of official loyalty. Further diagnostic techniques are very limited official loyalty prior to its formation. They are reduced to the analysis of the literature and regulatory framework, as well as techniques such as the gathering of empirical data analysis of the practical decisions taken by officials in ambiguous situations, the method of analysis of the performance of stories, surveys and field observations. In general it can be noted that the results of previous studies do not come into conflict with our results.

We can say the lack of specialized works devoted to targeted actions to establish official loyalty in service training in specialized universities as analyze the work of the official loyalty, mainly as a product of the legal structure and natural external influences. At the same time there is a reasonable theoretical basis for the enrichment of the service provided by the foundations of the formation of official loyalty cadets in the educational process of high schools of the FPS of Russia.

CONCLUSION

The above leads to the following conclusions:

1) The Main problems of formation of official loyalty of sworn officers of the Federal penitentiary service of Russia and the factors that hamper the development of official loyalty of cadets in the educational process of higher education institutions of the FPS of Russia are:

- absence in the documents, regulating the status and activity of employees of the FPS of Russia, the systematic, precise and unequivocal description of a content of a official duty, hierarchical relationship of its components, forms and terms of its execution in the ambiguous and contradictory situations in practice;
- objective lacks of normative and organizational regulation of activity of employees of FPS of Russia.
- vagueness of official moral-ethical norms, as well as the absence of imminent sanctions for failure to comply with them and rewards for compliance;
- intrapersonal conflicts of cadets by a conflicting social roles;
- lack of staff time;
- lack of stable and uniform criteria for evaluating the conduct of both the cadets and staff;
- impossibility to take into account all the diversity and complexity of evolving situations and really complete algorithmization of official actions and decisions in all of these situations;
- low social prestige of penitentiary service in a society;
- non-conformity of personal potential of cadets and staff of educational institutions to a level of complexity of educational and service problems.

2) Major factors contributing to the process of purposeful formation of official loyalty of cadets in higher educational institutions of the FPS of Russia are:

- relative simplicity of learning and service activity of cadets of in higher educational institutions of the FPS of Russia;
- educational work as separate direction of activity of officers of cadets divisions and faculty;
- psychological selection at delivery on service in FPS of Russia;
- representatives of a professional dynasties among a cadets;
- possession by the faculty of varied experience of practical activities.

3) The formation of official loyalty of a cadets at the level of a lawful and proper official behavior is based on different psychological mechanisms. The basis of formation of lawful behavior of cadets is their social integration, the basis of formation of the proper behavior of cadets is a personal growth.

4) The Main features influencing the formation of official loyalty of cadets in the conditions of educational process in higher educational institutions of the FPS of Russia are:

- strong connection of educational process with practical activities, contributing to the formation of adequate ideas of cadets official debt;
- difference in functional tasks and degree of responsibility between the cadets and practitioners of the Federal penitentiary service of Russia, and the possibility of their convergence in the final year of learning;
- relations of subordination leading to the prevalence of the model of "parent-child" relationships between cadets and officers in the educational environment and departmental institutions.

5) Key principles of purposeful formation of official loyalty in higher educational institutions of the FPS of Russia are:

1. The principle of formation of the future official loyalty of the practical worker on the basis of earlier generated official loyalty of the cadet.

2. The principle of the account of a level of individual personal development of a cadet for a statement of pedagogical objectives during formation of official loyalty.

3. The principle of the account of spontaneous influences at formation of the attitude of cadets to a official duty.

4. The principle of phasing.

6) During formation of official loyalty of cadets expediently to realize following stages:

- actualizations a motives of formation of official loyalty;

- formations of the positive emotional attitude to a official duty, and proper concepts about an essence and a content of a official duty, features of its execution in various situations;

- practical implementation, a feedback and specification.

7) Practical recommendations on the formation of official loyalty of cadets of the higher educational institutions of the FPS of Russia can be summarized as follows:

- before the provision of pedagogical influence, you should analyze the level of official loyalty of cadets. If the level is low you need to understand whether the cause of disloyalty situational or personality;

- the program of development of loyalty is necessary for shaping in view of individual potential of the cadet and prospects of his nearest progress;

- It is necessary not simply to teach cadets to their job duties, but to study a question on a parity of these duties among themselves, about their hierarchy, conditions and forms of their realization and borders of the individual discretion at their execution;

- during a training the teacher should know and open to cadets objective lacks of normative and organizational regulation of activity of FPS employees, offer to cadets realistic recipes, giving them pragmatic morals and principles of activity;

- It is necessary to shape official loyalty of cadets under prospect of its progress in the future practical activities;

- substantially educational process is necessary for focusing on: 1) the formation of the system of knowledge about his official status and legal status, as well as the system of obligations that an officer must accept, entering the service and his post, and also formation of concepts about a hierarchical parity and ways of realization of these obligations in specific situations, a parity of service and other social and personal obligations of the employee and them priority in various situations; 2) forming the awareness of the need and usefulness of performance of official obligations, internal agreement with them, forming a positive attitude to the enforcement of certain obligations and duty in general; 3) formation of skills of practical performance of duty, ability to correctly evaluate the situation and take a decision corresponding to the requirements of the official duty, to overcome the psychological pressure and resistance while implementing duty, to motivate yourself to the performance of duty, to despite the possible risks and current failures and make all possible efforts to do so;

- great attention in the formation of official loyalty of cadets should be paid to the interpretation of various practical situations in daily performance from the point of view of a possible and proper conduct in these situations. It is necessary to give cadets a direct and honest assessment of the actions of officers regardless of their rank.

Staff of educational institutions must to coordinate their efforts in business of formation of official loyalty of cadets.

The account of the bases stated in given article will allow to generate official loyalty of cadets most effectively.

RECOMMENDATIONS

The results of this study can be useful for teaching staff and of higher education institutions of the Federal penitentiary service of Russia and other paramilitary universities, and other persons directly involved in the education of cadets.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 1, 32-40.
- De Graaf G. (2011). The loyalties of top public administrators. *Journal of Public Administration Research and Theory*, 21(2), 285-306.
- Dushkin, A.S. & Schelkushkina, E.A. (2015). Psihological legal analysis of the reasons, conditions and factors of violations of service discipline and legality by police officers. *Applied legal psychology*, 1, 89-99.
- Emerson, D. M. & Helfeld, T. I. (1948). Loyalty among government employees. *The Yale law journal*, 58, 1, 1-14.
- Kasiński, M. (2010). Lojalność urzędnika w świetle prawa i etyki. *Annales. Etyka w życiu gospodarczym*, 13(1), 139-146.
- Marin, M. I. & Bochkova, A. A. (2014). Psychological peculiarities of employees of Internal Affairs Agencies inclined to offending behavior. *Applied legal psychology*, 3, 47-53.
- Marin, M. I. & Bochkova, A. A. (2015). The value system of executives in internal affairs agencies. *Applied legal psychology*, 1, 113-120.
- Maynard-Moody, S. & Musheno, M. (2003). *Cops, Teachers, Counselors Stories from the front lines of public service*. University of Michigan.
- Mentzelopoulos, A. M. (1990). Federal government public service ethics: managing public expectations. Carleton University. Retrieved July 14, 2014, from <https://dspace.library.uvic.ca//handle/1828/2361>
- Oblonsky, A. V. et al. (2009). *Public service (an integrated approach) - political science, law, labour, history, reform, country studies*. Moscow: Publishing house "Delo".
- Panchenko, A. M. & Kanina, I. A. (2015). Legal psychology as an element of legal conscience of employees of law-enforcement agencies. *Legal psychology*, 1, 6-9.
- Royce, J. (1914). *The philosophy of loyalty*. New York. McMillan company.
- Szerer, M. (1924). *An official matter in a democracy*. Warsaw.
- Stepanova, O. S. (2009). The interdependence between emotional burnout level and the degree of adaptation of penitentiary staff to work conditions. *Obrazovanie i samorazvitie*, 4(14), 209-214
- Uporov, A. G. (2014). The role of law principles in legal regulation and ensuring of service discipline in penitentiary system. *Man: crime and punishment*, 4, 37-40.
- Urazayeva, G. I. (2014). Social and psychological determination of crimes committed by law enforcement officers. *Psychopedagogy in law enforcement bodies*, 4(59), 48-52.
- Volova, N. Yu. (2010). Prospects of designing higher education for the penitentiary system on the basis of IT and environmental approach. *Obrazovanie i samorazvitie*, 2(18), 73-78.
- Wellisz, S. H. *Bureaucracy* (2002). Department of Economics Discussion Papers. Department of Economics, Columbia University. New York. Retrieved July 24, 2014, from <http://academiccommons.columbia.edu/item/ac:112594>