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Applying Innovative Trends in The Process of Higher Education Security Personnel in Order to Increase Efficiency

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Abstract

Article deals with the security education in the conditions of universities, the implementation of innovative trends into this process due to increasing its effectivity. When solving the problems in the area of security, the important aspect is education and professional training of the employees of security services, but also workers and managers at different levels in the area of security, where high knowledge demands are required. In the context of education at universities, security awareness of people coming from schools to work may help to increase better conditions in this area. Deepening their knowledge and skills connected with the security, increasing qualification and training of graduates, preparation for solving crisis and emergency phenomena in different areas of security (civil, economic, environmental, technical and technological, logistical, and etc.) may also help to increase better conditions in this area. If we use security education as intensive factors of economic, social growth of the companies to, it is important to know how such methods, forms and means in which the intensity and under what circumstances it is necessary to work on learning to achieve effectiveness of the resulting learning.

Keywords: Security, security education, teaching process, effectiveness, colleges.

1. Introduction

Requirements for the teaching process in conditions of higher education are continually growing. In addition to technical and scientific progress (eventually in close connection with it) there are also changes in lifestyle, acceleration of the development of young people, new knowledge about learning and number of other factors that significantly influence the teaching practice so far. The basic objective of higher education is the formation of a fully trained expert who is capable to complement his knowledge on his own, to increase his general-theoretical and professional level. Currently, the process of innovation and transformation in education is becoming a highly topical educational problem. The quality of education is currently an often discussed concept in professional, but also in

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general laic public environment. Requirements of experts from practice and educators to quality of education are increasing and thus the complex approach of addressing the issue of quality of schools and educational system is also emphasized. Efforts to change schools and innovate the field of education are closely connected with the ensuring of adequate quality. The main aim of education of security personnel is to produce certain moral attitudes, mental endurance, develop psychological skills and abilities as well as prepare the public for specific security measures in case of crisis situations at any time. Education and special training of security personnel operating at various levels of security (mostly managers, on which high knowledge demands are placed) is an important aspect of problem solving in the field of security. In college conditions the tasks of educational work have been significantly expanded and complicated. Educational work is supposed to shape the personality of a student more efficiently and with better quality. Constantly changing social needs as well as continuous development of science and technology closely linked to the emergence of new security risks and threats dynamically affect the whole education system. Considering this, the reaction to achievement of better results of security education process must be the creation of realistic assumptions to prepare universally educated, creatively thinking experts that are capable of quick adaptability in new conditions. It is therefore necessary to address a lot of key tasks within security education for the realisation of these requirements.

2. Innovation of the education process of security personnel in conditions of colleges for the purpose of increasing efficiency

When solving problems in the security field, education and specific training of security services personnel at different levels of security as well as managers, on which high knowledge demands are placed are important aspects. "Obtaining or extending of professional expertise and required professional readiness that are enabled by a system of education are a prerequisite for conducting professional personnel activities that are necessary." (Bílý & Kavan, 2013). Within the conditions of education at colleges the situation can become better by increasing of security awareness of people transiting from schools to practice, by widening their knowledge and skills connected with security, increasing qualification and expertise of graduates and their preparation of solving of risky, emergency and crisis phenomena in various areas of security (civil, economic, environmental, technical and technological, logistical etc.). We can therefore talk about security knowledge content of which are theoretical and practical knowledge about protection of people and property with possibility of its versatile use in European security environment. The basis of security knowledge lies in analytical activity that is aimed at averting or minimizing safety risks of various forms and causes towards individuals and society as a whole. Security knowledge does not only relate to increasing of knowledge and professional level of personnel of security services, experts in the security field or managers. It is appropriate to understand security knowledge as an effective system of education, of building of security awareness and shaping attitudes to safety behaviour and actions in the context of lifelong learning from pre-school education to education of economically active citizens (Kováčová & Klimo, 2013)

A security education system needs to be aimed in such a way that security personnel will be able to gain and acquire knowledge and methods skills on basis of which they will be able to analyze security environment and its factors in relation to various objects. Personnel should also be able to identify and evaluate safety risks and threats and predict their development, determine the procedures and measures of management, security risks and threats, planning and organizing risk management measures, security and crisis management in accordance to resources and capacities available, and design and manage complex security systems. Deficiencies emerging in security education prevent the effective investigation of professional and societal aspects of security problems, by which the basic cognitive element for the effective management of security systems is limited. It is necessary to deal with deficiencies arising in this education and it is also necessary to examine and remove them. Therein the need to evaluate education in terms of teaching efficiency arises. Currently, the primary focus aims at rebuilding of schools in terms of content, but this effort should further evolve and lead to modernization of education methods, material and organizational aspects of educational process, improvement of teacher training, and ensure the continuity of lifelong learning at all levels of education. Last but not least, we should monitor and evaluate efficiency and quality of education (Zaťková, 2014).

Efficiency of learning process means its usefulness and degree of achievement of set objectives in the process of teaching. The efficiency is most often associated with time (needed to achieve the set objectives - within the