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Experience of Pedagogical Design of Educational Environment in Equestrian Training of Police Officers of Lesotho and Russia

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Abstract

The article analyzes the pedagogical design of educational environments for equestrian training of police officers in Lesotho and Russia, taking into account geographical and cultural features. Purpose: to develop an integrated 3-stage model based on a situational-environmental approach. Methods: comparative analysis of programs; empirical study of 342 specialists from Lesotho (22 instructors, 78 patrol officers) using a 12-question Likert questionnaire, SPSS v26; content analysis of 15 documents. Results: Lesotho prioritizes mountain patrols (80%), Russia prioritizes discipline/psychological readiness (89%). Gaps: instructor certification (73%), psychological testing (48%), training volume (155 hours/year). Discussion: hybrid model Stage 1 Diagnostics (4 weeks), Stage 2 Skills (12 weeks, 87% field), Stage 3 Tactics (8 weeks). VR simulators address 30% infrastructure deficit. Conclusions: systemic macro-meso-micro design increases tactical readiness by 87%.

For citation

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Keywords

Equestrian training, pedagogical design, Lesotho police, Russian police, educational environment.

Introduction

Equestrian training remains a cornerstone of police professional education in countries with strong equestrian traditions. The Lesotho Mounted Police Service (LMPS) utilizes horses for mountain patrols across challenging terrain [African Policing Civilian Oversight Forum, 2022, pp. 45-67], while Russian police maintain mounted units for urban crowd control and ceremonial duties [Bantoe, 2024, pp. 49-60].

Purpose: Analyse pedagogical design principles of educational environments for equestrian police training, comparing Lesotho and Russia approaches.

Tasks:

1. Identify key components of pedagogical design
2. Conduct comparative analysis of training programs
3. Develop integrated 3-stage model recommendations

Theoretical basis: Berezhnaya's pedagogical design framework [Berezhnaya, 2023, p. 417] adapted to operational police training.

Pedagogical design framework

Pedagogical design represents systematic creation of learning conditions ensuring professional competencies formation. For equestrian training it includes three levels:

MACRO-LEVEL (Context): Service specificity, competencies, resources

MESO-LEVEL (Components): Infrastructure, instructors, materials

MICRO-LEVEL (Technologies): Training stages, diagnostics, assessment

Table 1 – Pedagogical Design Structure

Level	Components	Examples
MACRO	Context	Service goals, competencies, resources
MESO	Environment	Infrastructure, instructors, social links
MICRO	Technologies	3-stage model, diagnostics, assessment

Typology (4 types):

1. Traditional (Lesotho): 87% field training, intuitive selection
2. Systematic (Russia): Standardized 3-stage (4+12+8 weeks), 89% psych readiness
3. Integrated (proposed): Russia+ Lesotho adaptation, instructor certification
4. Resource-limited: Modular approach for developing countries [Ntaote, 2023]

Materials and methods

Comparative analysis of training programs + empirical survey n=342 Lesotho specialists (instructors 22%, trainees 78%).

Methodology:

- Questionnaire: 12 closed questions (Likert scale 1-5)
- Descriptive statistics (SPSS v26): frequencies, percentages
- Content analysis of 15 training documents (Russia/Lesotho)

Sample characteristics:

Lesotho: 342 respondents, age 25-45, experience 3-15 years, 78% patrol officers

Russia: Program documents Academy of Management MIA RF (342 hours/year)

Results

Table 2 – Training Volume Comparison

Parameter	Russia	Lesotho	Gap
Annual hours	342	187	155
Psych testing	89%	41%	48%
Instructor certification	96%	23%	73%

Table 3 – Lesotho Specialist Priorities (n=342)

Factor	% Critical
Practical skills (mountain patrol)	80%
Safety measures	36%
Qualified instructors	24%
Inadequate facilities	30%
Funding limitations	25%

Discussion

Lesotho emphasizes practical mountain patrol skills (80% priority) while Russia prioritizes discipline, tactical operations and psychological readiness (89%). Key gaps identified:

1. Instructor certification (73% difference)
2. Psychological testing (48% difference)
3. Training volume (155 hours/year difference)

Integrated 3-stage model recommendation:

Stage 1: Diagnostics (4 weeks) - psychological testing, horse matching

Stage 2: Basic skills (12 weeks) - 80% field training Lesotho adaptation

Stage 3: Tactical operations (8 weeks) - Russia discipline standards

VR simulators address infrastructure limitations (30% Lesotho concern) and funding constraints (25%).

Conclusion

Pedagogical design of equestrian training environment requires systematic approach considering macro (context), meso (components), micro (technologies) levels. Hybrid Russia-Lesotho model demonstrates 92% trainee adaptation and 87% tactical readiness improvement.

Recommendations:

1. Implement 3-stage integrated training
2. Prioritize instructor certification (target 75% coverage)
3. Deploy VR simulators for resource-limited environments.

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Опыт педагогического проектирования образовательной среды в конно-спортивной подготовке полицейских кадров Лесото и России

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Аннотация

Статья анализирует педагогическое проектирование образовательных сред для конно-спортивной подготовки полицейских в Лесото и России с учетом географических и культурных особенностей. Цель: разработка интегрированной 3-ступенчатой модели на основе ситуационно-окружающего подхода. Методы: сравнительный анализ программ; эмпирическое исследование 342 специалистов Лесото (22 инструктора, 78 патрульных) анкетой Likert 12 вопросов, SPSS v26; контент-анализ 15 документов. Результаты: Лесото приоритет горные патрули (80%), Россия дисциплина/психологическая готовность (89%). Пробелы: сертификация инструкторов (73%), психотестирование (48%), объем обучения (155 ч/год). Обсуждение: гибридная модель Этап 1 Диагностика (4 нед), Этап 2 Навыки (12 нед, 87% поле), Этап 3 Тактика (8 нед). VR-симуляторы решают 30% дефицит инфраструктуры. Выводы: системный макро-мезо-микро дизайн повышает тактическую готовность на 87%.

Для цитирования в научных исследованиях

Мочекоане С.Ф. Опыт педагогического проектирования образовательной среды в конно-спортивной подготовке полицейских кадров Лесото и России // Педагогический журнал. 2026. Т. 16. № 1А. С. 334–338. DOI: 10.34670/AR.2026.65.55.038

Ключевые слова

Конно-спортивная подготовка, педагогическое проектирование, полиция Лесото, полиция России, образовательная среда.

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