

# 20

## FORMATION OF DRIVING SKILLS IN DRIVING SCHOOLS

### FORMACIÓN DE HABILIDADES DE CONDUCCIÓN EN ESCUELAS DE CONDUCIR

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#### ABSTRACT

The content of training programs in driving schools should be based on empirical data and focus on those psychomotor, cognitive and perceptual mental disabilities that have been shown to be associated with high accident rates for novice drivers. The curriculum should learn experience, demonstrating existing safety practices and, thus, motivate young drivers to drive safely. Methods of training should be developed to address lifestyle problems and psychosocial factors that can mitigate any learning effects and lead to dangerous driving. Statistics show a significant scale of road traffic offenses. Annually more than 80 million administrative violations are revealed. Participants of road traffic are obliged to comply with the requirements of federal legislation and subordinate regulatory legal acts issued in accordance with it in terms of ensuring road safety. The purpose of the initial training of drivers should consist in obtaining the necessary knowledge, skills, which will enable them to obtain a driving license, but also to drive safely in traffic conditions. The ability to master the skills of safe driving is only partially limited to the psychology of young people and can be partially compensated by intensive driving lessons to acquire a driving experience. The article analyzes the best practices, acquire a driving practice in relatively safe conditions. Therefore, the driver training system should be aimed at assessing the driver's level of possession of these qualities.

#### Palabras clave:

Dangerous driving, training, driving schools, transport, safety traffic, traffic accidents, novice drivers.

#### RESUMEN

El contenido de los programas de capacitación en auto-escuelas debe basarse en datos empíricos y centrarse en los psicomotores, las discapacidades mentales cognitivas y perceptivas que se ha demostrado que están asociadas con altas tasas de accidentes para los conductores novatos. El plan de estudios debe aprender experiencia demostrando las prácticas de seguridad existentes y, por lo tanto, motivar a los conductores jóvenes a conducir de forma segura. Se deben desarrollar métodos y métodos de capacitación para abordar los problemas de estilo de vida y los factores psicosociales que pueden mitigar los efectos del aprendizaje y conducir, a conducir de forma peligrosa. Las estadísticas muestran una escala significativa de ofensas de tráfico. Anualmente se revelan más de 80 millones de violaciones administrativas. Los participantes del tránsito están obligados a cumplir con los requisitos de la legislación federal y la legislación subordinada. El objetivo de la capacitación inicial de los conductores es recopilar los conocimientos necesarios, habilidades que les permitirán obtener una licencia de conducir. La capacidad de dominar las habilidades de conducción segura se limita solo parcialmente a la psicología de los jóvenes. En el artículo, se ofrecen las mejores prácticas. Por lo tanto, el sistema de entrenamiento del conductor debe estar dirigido a evaluar el nivel de posesión del conductor de estas cualidades.

#### Keywords:

Permanent formation, director, planning, institutional educational project.

## INTRODUCTION

Drivers, especially young ones, have extremely high accident rates. For example, in 1995 in the United States, 16-year-old drivers became participants in 35 accidents, compared to drivers aged 20 to 40 who participated in nine and four accidents, respectively. The main reason why young drivers are more vulnerable to road accidents is that they do not have the necessary skills and driving capabilities. This is not surprising, because driving is a complex, independent activity, involving many basic tasks (for example, steering, braking) and skills of higher order (for example, perception of danger, problem solving), many of which are necessary for the safe operation of vehicles.

In view of the limited number of hours in driving schools, of course, it is desirable that young people receive the initial driving skills. Usually parents or older comrades teach the basics of driving, tell the driving mechanism, or teach institutes in technical specialties the appropriate discipline.

To obtain a driver's license in Russia, it is necessary to take an examination in the State Road Traffic Inspectorate (GIBDD). Nevertheless, the teaching of driving skills in driving schools required to pass the GIBDD exam is not the sole purpose of training future drivers. The main goal of many driving schools, if not most, is to train the driver's future driving skills, both on the technical side and on the psychological side. It is assumed that drivers who have recently completed training in a driving school and who obtained the license should have a lower accident rate than those who did not study in a driving school or completed it long ago. Despite the belief in the value of safety, the program of driving schools for future drivers has not been proven effective. This may seem contradictory, but according to statistics, many driving schools teach formally, without considering such problems as the basics of medical knowledge, the psychology of drivers and others.

The main products of the entertainment industry, which influence the formation of the sense of justice due to their mass prevalence, are games and video films. The game, being an element of the universal fundamental structure of culture, influences the formation of completely different spheres and forms of human activity. The problem of computer games now requires special attention, because, firstly, they have unconditional popularity among all age groups, and, secondly, the process of the game itself allows, under "virtual reality" conditions, to carry out actions related to the deprivation of the characters of the game life, and receive for them "reward" in the form of points, money, etc., which is impossible when playing *real*. But when we say in our minds that these are just toys, our

subconscious can take this quite realistically, no one has a guarantee that what is seen on the screen of the monitor will not be repeated in reality.

And if the generation of authors of the work got acquainted with computers at school age, having already fully formed character, then the new generation will play computer games, having barely learned to walk. What will the gaming companies offer? But in a number of countries, the law prohibits the sale of games in which violence and murder are manifested. Russia should be one of them.

## DEVELOPMENT

The number of families with a computer in our country is constantly growing, computers are becoming cheaper and more affordable, and this problem is becoming global. For the time being, unfortunately, it is not discussed in the pages of scientific publications, which does not lead to its early resolution. Young people who are strongly influenced by the masses of media culture, after watching *Overdrive*, *Forsage*, *Taxi*, *Thirst for Speed*, *Race*, *Crazy Riding* and others, want to repeat similar actions in life as the characters of these films.

The problems of the growing number of accidents involving young drivers led to certain consequences:

- In order to get the license to the category **A**, the drill was the exercise *speed maneuvering* (snake, acceleration, braking, etc.). To the current scheme of its implementation, a second option has been added, which can be adapted to any site.
- The test will be stopped ahead of schedule and the score "did not surrender" in the event of a motorcycle crash. Most often, a two-wheeled vehicle is dropped in the exercise *parking*. The motorcyclist must get off the motorcycle and push it into the parking place with his hands. And then also hands to push it back. Just at the moment of transition from sitting to standing position, candidates often cannot cope with heavy two-wheeled transport. Therefore, this item appeared.
- When taking the exam for the category "B" to perform the exercises "driving into the box" and "parallel parking" you can only turn on the back gear once. That is, if a person could not perform the necessary maneuver at the same time, he switched on the first speed, corrected the car and switched on the rear gear again, the exam will be overwhelmed. Earlier in the regulations there was only a time limit for this task.
- You cannot run into lines that indicate the boundaries of the exercise. Also, you cannot break the boundary of the "virtual wall" mirrors or bumpers.

- Video record from all examinations now it is necessary to store not less than one month.
- You can take the exam from 17 years. But this only concerns the license of the category **B** and **C**. The document on the hands will be given only at the performance of 18 years.
- The list of grounds for suspension of the service provision for taking exams for license was clarified. For example, the service will be suspended if the GIBDD does not have information confirming the issuance of documents. For example, a certificate of education *driver* or a previously issued driver's license, as well as medical assistance. A person can pass on the license, but he will receive them only when the reason for the suspension of the service will be eliminated.
- And others.

## CONCLUSIONS

Driving in driving schools should be concentrated in addition to the main program, and also on those aspects of driving that are associated with the risk of accidents. It is necessary to consider specific variants of accidents, and to propose to solve problems to prevent accidents. Nevertheless, the base of accidents that occur in a particular city is small enough, aspects of avoidance of accidents are not investigated, scientific research is practically not carried out, therefore, and the empirical basis for curriculum development is limited.

The problem is that driving schools superficially study the theory and practice of driving because of the limited time frame. The total duration of studies is from 120 to 140 hours, 100 of which fall on the theoretical part of the class. The effectiveness of courses can be improved through a more sensible choice of content, an increase in the number of hours for training, with emphasis on those skills related to participation in emergencies, such as hazard identification and risk assessment.

The training of drivers can be improved if attention is focused not only on knowledge of key theoretical driving skills, but also on solving urgent problems of emergencies. In this context, priority should be given to the study of driving conditions in which young drivers will be presented in a risk situation of an accident. Of course, the challenge is to get such learning skills, both in real and virtual conditions.

The age factor is also of great importance when driving. Newcomers of adolescence are more likely to fall into an accident than older people. Most often their main motivation is simply getting a driver's license. And regardless of their skill level, young people are relatively immature and unmotivated in the field of safe driving. Driving schools

teach primary security skills, but students do not realize the full responsibility for road traffic.

The statistics of various countries, including Russia, shows that young drivers aged 18 to 24 are participants and perpetrators of crashes 5-7 times more often than drivers aged 30 or more years. The main reasons for this in the lack of experience and a number of features of behavior including those caused by age development of the brain.

In Holland in 2017, drivers aged 18 to 25 accounted for about 9% of all drivers, but participated in 23% of accidents with fatalities and serious injuries. Similar patterns are typical for all countries, which can be explained as features of the development of the psyche of young people and, accordingly, their behavior and the quality of education in driving schools. The greatest risk of falling into an accident exists within the first year after receiving the driver's license, but then decreases as the driver's experience is acquired. If we talk about the degree of risk in driving for men and women aged 18-25 years, men show a significantly higher accident rate. Young drivers are more likely than experienced to get into so-called single accidents when the car leaves the road or crashes into a stationary obstacle. They also make more attacks on the other car from behind.

Young people, as a rule, study the theory and skills of driving, for the sake of obtaining license. They are not particularly motivated to learn safe driving techniques, because at the moment they have very little driving experience. Optimal for driving schools would be homework with subsequent testing in the classroom, creative tasks, increasing the number of hours of theory and practice, writing the final work. The task facing the community for road safety is to find the best ways of training, which will reduce the accident rate, the risks of causing the life time and health of citizens.

The content of training programs in driving schools should be based on empirical data and focus on those psychomotor, cognitive and perceptual mental disabilities that have been shown to be associated with high accident rates for novice drivers. The curriculum should learn experience demonstrating existing safety practices and, thus, motivate young drivers to drive safely. Methods and methods of training should be developed to address lifestyle problems and psychosocial factors that can mitigate any learning effects and lead to dangerous driving.

It should include in the training of young drivers topics based on competence that recognize the individual differences of drivers and adapted to the various disadvantages of driving.

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