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TÍTULO: Principios metodológicos de la formación profesional de futuros especialistas en instituciones de educación superior.

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RESUMEN: Se analizan las peculiaridades de la formación profesional de los futuros oficiales de policía en instituciones de educación superior que tienen condiciones específicas de capacitación. Se determina que un oficial de policía que sigue una nueva ideología de la función de servicio

requiere una revisión de las prioridades de la capacitación profesional. La dirección principal de la mejora de la capacitación profesional de los oficiales de policía se define como la implementación de nuevos enfoques de capacitación y el desarrollo de criterios para evaluar su preparación profesional. De acuerdo con los resultados de la investigación, se presentan enfoques metodológicos modernos para la capacitación profesional de futuros policías. Se distinguen y caracterizan los criterios motivacionales, cognitivos, de actividad operativa y personales de la preparación profesional de los futuros oficiales de policía.

TITLE: Methodological principles of the professional training of future specialists at higher education institutions.

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ABSTRACT: The peculiarities of professional training of future police officers at higher education institutions that have specific training conditions are analyzed. It is determined that a police officer following a new ideology of service function requires a revision of the priorities of professional training. The principal direction of the improvement of the professional training of police officers is defined to be the implementation of new approaches to training and the development of criteria for assessing their professional readiness. According to the research results, modern methodological approaches to the professional training of future police officers are presented. The motivational value-based, cognitive, operational-activity and personal criteria of future police officers' professional readiness are distinguished and characterized.

KEY WORDS: police officer, professional training, methodological approaches.

INTRODUCTION.

In the context of a radical reforming of the Ukrainian law enforcement sector, the system of professional training of future police officers needs urgent review and improvement. It is conditioned by a new concept of activity of the National Police of Ukraine which is to provide service.

Numerous studies show that the professional training of future specialists will be efficient if it is based on the fundamental principles of pedagogical theory (Plisko, & Nosko, 2010; Ridei, 2010; Arkhypova, 2004; Yavorska, 2004). According to modern scientists (Aleksandrov, Okhrimenko, & Drozd, 2017; Miroshnichenko, et al., 2019; Lee, 2019; Mirzayeva, Kerimova, & Adigozelova, 2019; Prontenko, Plisko, Grihan, & Bondarenko, 2019), pedagogical theory learns the laws and patterns of education and training, substantiates their theoretical and methodological foundations, provides teachers with the professional knowledge of goals, objectives, content, technology, peculiarities of education, training, development of people of different age groups, the ability to

predict, design, carry out the pedagogical process and to provide an adequate level of professional education.

Professional training at higher education institutions with specific training conditions is aimed at the training of future police officers capable to perform functional responsibilities related to ensuring public security and order, protection of human rights and freedoms, combating crime qualitatively (Posokhova, 2016; Bondarenko, 2018; Valieiev, Tohochynskiy, Pekarchuk, Sobakar, & Iermakov, 2019; Zhukevych, et al. 2019).

Concerning didactic perspectives, the process of preparing future police officers to perform their duties efficiently is viewed by scientists as a gradual and successive transition from theoretical knowledge and ideas about the basic patterns of interactions, rules and conditions of activity to the formation of appropriate abilities and skills (Polishchuuk, 2014; Topchii, 2016). Professor H. Kh. Yavorska (2004) points out that the professional training of future police officers is a social and pedagogical process through which a social need in a law enforcement specialist capable to perform the tasks and functions assigned to him as a representative of the law effectively is indirectly revealed and it is a complex pedagogical, in particular, didactic and organizational-managerial problem.

To solve the problem outlined partially, O. V. Topchii recommends taking actions aimed at the formation of the police officers' competence in pedagogy (2016), including organizational and managerial (the introduction into the curricula the discipline "Pedagogy in the professional activity of police officers"; the creation of favorable conditions for maintaining the desire of a police officer to study constantly); pedagogical (the improvement of the methodology of conducting training courses); autodidactic (training in the spare time on the basis of conscious attitude to the development of own personality, the desire to improve the level of professional skills).

A thorough analysis of scientific works leads to the conclusion that the professional training of future police officers will be more effective if the set of principles, approaches to training and its gradual organization is kept (Lihotskyi, 1997; Fitsula, 2014; Prontenko, et al., 2019). According to V. V. Rybalko (1998), the approach to training is a general conceptual position that defines the system organization and self-organization of the educational process, the main feature, role, status, and features of interaction of all its components in accordance with specific educational goals. The scientists (Plisko, & Nosko, 2010; Arkhypova, 2004; Shkola, et al., 2019) distinguished and characterized the methodological approaches to the training of future professionals of different specialties, among which there are a humanistic, competency-based, activity, person-centered, synergistic, integration, system and other approaches.

There are many scientific works presenting approaches to the training of future police officers at different stages of professional training. However, methodological approaches to the professional training of law enforcement officers in the context of a new concept of the service function of the Ukrainian National Police remain insufficiently developed. In addition, there are no unified criteria and indicators which could be used to determine the efficiency of the training of future police officers in the scientific literature.

DEVELOPMENT.

Methodology.

The aim of the article is to identify and substantiate methodological approaches to the professional training of future specialists at higher education institutions that have specific training conditions.

Theoretical and empirical methods were used to achieve the research goals. Theoretical methods are the method of conceptual-comparative analysis, structural-system analysis, synthesis, generalization.

Empirical methods are the observation of the educational process, interviews with scientific and pedagogical staff involved in the training process, questioning of the students of higher education

institutions that have specific learning conditions. The questionnaire was conducted in order to determine the correspondence of the knowledge and skills of the students and practitioners with the requirements of a new concept of activity of the Ukrainian National Police. The questionnaire included a number of questions concerning the assessment of the level of professional readiness and problems of the training process at different stages of professional training.

The students obtaining the bachelor's degree of the Law Enforcement of the Civil Security discipline of the National Academy of Internal Affairs (n=136); the scientific and pedagogical staff of the relevant departments of the Academy (n=46); the patrol police inspectors (n=82) of the Kyiv Patrol Police Administration of Patrol Police Department; the inspectors of the Vocational Training Unit of the Patrol Police Department (n=18) took part in the study.

Results and discussion.

The studying of normative documents showed that the system of professional training of future police officers includes the following stages: initial professional training; preparation at higher education institutions with specific learning conditions; postgraduate education; service training. Each stage has its own specificity and defined training periods.

The approaches of scientists to the division of professional training into stages differ in the scientific literature. Thus, Yu. S. Posokhova (2016) distinguishes three stages of professional training of cadets and trainees:

- 1) The stage of initial training.
- 2) The stage of advanced training.
- 3) The stage of the formation of psychophysical readiness.

The scientists identified a number of stages of the professional training of future patrol officers in their works (Arkhypova, 2004; Bondarenko, 2018; Zhukevych, et al., 2019), among which there are the stages of professional self-determination, professional establishment, and professional

development. The stage of professional self-determination is connected with the choice of the future profession, it takes a rather long period and is determined by the moment when the decision to apply for the service to the Ukrainian National Police is made. According to the authors, the stage of professional establishment is decisive; it covers the period of the course of initial professional training of police officers and ensures the formation of professional readiness for the efficient performance of a professional activity. The increase in the level of professional readiness occurs at the stage of professional development due to self-improvement in the process of self-study and training in the system of service police training.

The assessment of the effectiveness of the educational process is carried out by studying the dynamics of the development of a number of criteria that characterize a particular side of professional training. The normative documents interpret the concept of "criterion" as "qualities, properties, characteristics of the studied phenomenon which allow evaluating, determining or classifying the state, levels of functioning and development of a particular process". The researchers are convinced that the criteria should reflect the basic patterns of personality formation, contribute to the establishment of connections between all components of the pedagogical system; ensure the functioning of qualitative indicators in cooperation with quantitative ones; be scientifically-based and sufficient to identify the quality and degree of the development of the relevant skill or ability; correlate with the ultimate goal of learning and reflect those characteristics that the training is aimed at.

The study of scientific literature, normative documents and the results of the questionnaire lead to the conclusion that in the context of a new concept of the Ukrainian National Police, the improvement of the efficiency of professional training of future police officers will be possible provided that a number of methodological approaches that should complement each other are

considered. The key approaches are axiological, humanistic, activity, integration, competency-based, person-centered, praxeological, resource, synergistic, systemic.

The axiological approach to training which a bridge between theory and practice is becoming topical in the current conditions of law enforcement reform. The necessity of its implementation is conditioned by modern normative documents and the realization of a humanistic paradigm, according to which, the main value of education is a personality with one's abilities and interests. The future specialist should choose the field of professional activity not only on the basis of social significance but also on one's own motives and interests that ensure the self-realization of a personality.

The axiological approach to the professional training of future police officers involves the recognition of each participant in the educational process as an active value-motivated subject; the orientation of pedagogical activity on humanistic development of personality; the orientation of the educational process on the formation of the future police officers' system of universal, national, civil, personal and other values that determine the attitude to the world, law enforcement, and themselves.

The essence of professional training in the context of the humanistic approach involves its refinement through the personal structures of consciousness that on a reflexive basis, provide active rethinking of all components of the training process, the content of one's own activity and subjective states, the educational activities of the students on the basis of the self-organization of learning process. This approach contributes to the development and improvement of a person as a whole who shapes one's own experience, seeks to deliver on one's own potential actively, who is capable of making conscious and reasonable decisions in professional and educational situations.

The activity approach aimed at the organization of the activity of future police officers which would ensure the activity in learning, official activities, communication, self-development is important. The analysis of the works of scientists (Ridei, 2010; Yavorska, 2004; Prontenko, Plisko, Griban, & Bondarenko, 2019) states that practical exercises are decisive for this approach, knowledge plays an auxiliary role and serves as a means of performing these exercises and a learning tool.

To implement an activity approach in the training of future police officers, the following methodological principles should be considered: the ultimate purpose of preparation is to formulate a course of action rather than memorizing information; the activity and actions play a key role in the designing and organization of training; the knowledge is not sufficient, it is merely a means of performing actions and teaching them; the modern interpretation of the word "to know" means to carry out certain activities by means of knowledge; the knowledge can only be acquired by using and operating; the teacher's activity is to design, organize and manage educational activities but not to "transfer" knowledge. The activity approach in the context of professional training involves the formation of the content of academic disciplines that takes into account the specifics of future professional activity and includes the development of the students' skills to act, substantiates the educational process as the development of skills and abilities to apply the acquired knowledge in practice. According to scientists, the activity approach to training also includes the independent training activity of the students (Polishchuuk, 2014; Lee, 2019).

The implementation of the activity approach during the professional training of future police officers means that in the process of preparation, the students must learn the ways to perform certain actions. It is possible if they carry out cognitive activities that include actions and operations aimed at performing specific professional training tasks. Since the implementation of professional functions by police officers involves taking the police measures, the educational process should be

aimed precisely at modeling the real situations of professional activity through the implementation of situational tasks.

An integrative approach helps to study the process of integration of separate elements, sometimes, at first glance, independent from each other obtaining new or desirable characteristics of a subject. The key concept of integration approach is "integration" which directly relates to systems theory and denotes the connection of differentiated parts and functions of the system, the organism as a whole, as well as the process leading to this state (Aleksandrov, Okhrimenko, & Drozd, 2017; Arkhypova, 2004).

The integration ensures the compatibility of scientific knowledge from different systems through a common methodology, universal logical techniques of modern systems thinking. This methodologically significant purpose of integration allows to distinguish the leading possibilities of applying the integration approach in the context of the professional training of future police officers, among which there are overcoming the addiction of considering an object, when some connections and features are studied separately; identifying new aspects and components of thinking, asking new questions, defining related problems; overcoming some of the contradictions that arise in different scientific fields; the formation of methodological unity of object study.

In the training of future police officers, the integrative approach is aimed at ensuring the integration of the content and forms of educational process based on the principles of complementarity and interconnection; it involves the formation of special motor skills, the abilities based on the knowledge of the legal theory. Usually, it refers to the skills and abilities to take police measures, to provide first aid. By the means of integrative approach, mutual enrichment and development of educational disciplines are achieved as a result of knowledge transfer from one discipline to another. The realization of this approach involves the implementation of integrative processes at four main levels:

- 1) Cross-curricular integration (it is the integration at the level of fundamental ideas, principles, methods of different disciplines, providing a holistic awareness of the essence of creative activity and methodological readiness for its realization).
- 2) Intra-curricular integration (it is aimed at establishing meaningful, conceptual, structural and technological connections between sections of the same discipline. This kind of integration identifies systemically important and theory-related connections and the connection between theory and practice).
- 3) Interpersonal integration (it is characterized by the establishment of business cooperation and co-creation through openness of the space of experiential dialogic interaction).
- 4) Intra-personal integration (it provides research on the achievements and formation of new personal experience).

Mastering the theoretical and practical knowledge, and the formation of special skills and abilities of future police officers are also possible through the use of one of the most common methodological approaches – a competency-based one (Arkhypova, 2004; Zhukevych, et al., 2019). A competency-based approach means that the professional training of police officers is aimed at the development of not only knowledge, skills and abilities but the experience of their applying. Usually, the experience of applying the acquired knowledge, skills and abilities is formed only in the conditions of the maximum practical orientation of the educational process. The usage of this approach helps to overcome the traditional cognitive orientations of vocational education, provides its new content, methods, and technologies. The competency-based approach focuses on educational outcomes, interpreting them not as a sum of learned information, but as a person's ability to act in different situations.

A person-centered approach requires defining the individual as a product of social development, a culture-bearer, intellectual and moral freedom, the right for respect, and involves directing the educational process to ensure the development and personal growth of the future law enforcement officer's personality, taking into account one's abilities as a subject of cognition and educational activity. V. A. Polishchuuk (2014) believes that a personal approach is an individual approach to the person as an individual perceiving one as a system that defines all other mental phenomena was recognized to be the theorist of the personal approach. A person-centered approach assumes that both teachers and students consider each person has as an independent value to them, but one is not just a means of achieving their goals. The use of a person-centered approach in the professional training of future law enforcement officers focuses on the identity of each student. This approach is aimed at developing professionally important characteristics (psychological, physical) and practical skills and abilities.

The praxeological approach to professional training provides the efficient management of educational activity through its comprehensive self-analysis, self-assessment, purposeful modeling of conditions and means of improvement on the basis of a synthesis of theoretical knowledge and empirical experience. The theory of praxeology reflects the dependence of the results of the work primarily on the previous thorough preparation for its implementation, the degree of preparedness of actions generally that includes mastering the knowledge, conscious choice of the means and methods of analysis and regulation, criteria of emotional and practical evaluation of the results. Taking into account the praxeological approach in the training of future police officers requires improving the methods of mastering professionally oriented disciplines and developing criteria for rational evaluation of the educational process.

The resource approach to professional training is based on applying a set of technologies, methods, techniques for identifying and attracting resources of external action to activate and develop the internal potential of future law enforcement officers in order to increase the effectiveness of their educational and professional activities, stimulate self-realization. This approach is focused on the organization of training aimed at identifying and developing the potential of each student.

The fundamental principles of synergistic theory open new foundations for understanding and resolution of the problems of the training of future police officers. According to the synergistic approach, the self-realization and self-development of future police officers are carried out on the basis of constant interaction with the external environment that causes the formation of new features and so on. According to a number of scientists, synergetic helps to investigate and predict the behavior of subjects in the conditions of constant changes in both the environment and the internal space (Fitsula, 2014; Bondarenko, 2018). The professional development of a police officer, as an object of influence of various complex systems and the service environment, cannot be considered a stable, linear and conflict-free process. It is necessarily accompanied by various crises that lead to the adjustment of the professional knowledge, ideas, values of a police officer, stimulating personal self-cognitive and self-development activity during life.

A systematic approach is placed at the forefront of organizing the professional training of future police officers. A. O. Lihotskyi (1997) describes the systematic approach as a system analysis, the application of which helps to find out the integrity of the system, to investigate its changes in the process of development, to study the regularities of the system's functioning in the external environment, to compare several systems that perform a common task. The scientists state that a systematic approach has many advantages: it helps to obtain and synthesize more qualitative results; it functions not as a well-established methodological or theoretical concept but as a set of cognitive principles the main purpose of which is to focus research on the formation of new research

programs by fixing the lack of certain elements in existing systems (Mirzayeva, Kerimova, & Adigozelova, 2019).

According to the systematic approach, we consider professional training as a specially designed holistic, dynamic and managed system which is aimed at forming a high level of professional preparedness of future police officers to perform their professional activities. Applying a systematic approach to professional training involves considering and taking into account training preparedness components not separately but in their relationship and development. It identifies system properties and quality characteristics that the components of professional training systems do not include. In the context of a systematic approach, the improvement of the professional preparedness level of future police officers will be carried out by thorough and continuous analysis of information on the efficiency of the system at all stages of preparation.

The quality analysis of the professional training system will be efficient if there are criteria for evaluating learning outcomes that would characterize this process in a comprehensive and complete manner. Taking into account the specificity and content of professional training at higher education institutions with specific learning conditions, the following criteria for evaluating the professional preparedness of future police officers are distinguished: motivational value-based, cognitive, operational-activity, and personal. The set of criteria allows embracing all the essential characteristics of professional training.

The motivational value-based criterion determines the personal attitude of a student to professional training and future professional activity: the awareness of the correct choice of the future profession, its social and personal importance; the desire to realize and develop one's own skills, abilities, personal traits; the degree of cognitive activity and independence in the process of educational activity, the interest in applying the acquired knowledge and skills in future professional activity; the ability to independently evaluate the results of one's own activities and be socially and legally

responsible for them. The indicators of the motivational value-based criterion of future police officers' professional readiness are motivation for professional training, the ability to self-assess the level of professional readiness and the ability to self-develop and self-improve professionally. The motivation is known to perform a number of functions: it encourages, directs, and organizes a person's behavior, as well as gives it personal meaning.

The cognitive criterion for the professional readiness of future police officers reflects the level of mastering the knowledge in specific disciplines of professional-theoretical, general professional and professional-practical directions; the ability for cognitive activity; the ability to find and analyze the necessary information. In general, the cognitive criterion assumes that the students know the legislative block, and the knowledge of the legal grounds and the order of police enforcement measures (physical force, special means, and firearms) and the psychology of the offender's behavior is important. The special motor skills and abilities in police enforcement measures are formed on the basis of this knowledge. An important factor is the knowledge of the specific activities of the police units of the relevant specialty.

The operational-activity criterion establishes the ability of students to apply their knowledge and skills (the use of police enforcement measures, safe handling of firearms, personal safety tactics, etc.) to perform standard and non-standard service tasks efficiently. The development of the operational-activity criteria of future police officers should be determined by indicators that characterize the formation of abilities and skills in tactics of self-defense, fire training, the performance of professional tasks (according to specialties).

The personal criterion reflects the development of professionally important characteristics (communicative, physical, and psychological). As the police officers carry out a large part of their functional duties in close cooperation with citizens, this implies the formation of the abilities to establish contact and trust, to understand empathically the needs of citizens; to perceive their mental

state adequately; to manage oneself and the communication process in any circumstances; to understand people's thoughts and influence their behavior. The psychological influence of a police officer on a person, while performing professional tasks, is one of the important components of the professional communication success.

Thus, the results of the study distinguished and characterized a number of methodological approaches to follow during the training of future police officers. The organization of the educational process taking into account the outlined approaches will help to increase its effectiveness. The use of professional training criteria will ensure a comprehensive assessment of the quality of professional training and the preparedness level of the students of higher education institutions with specific learning conditions.

CONCLUSIONS.

On the basis of the conducted researches, the formation of future police officers, as a bearer of a new ideology of service function, is determined to require revision of the priorities of professional education.

The study of modern scientific works highlighting the issues of professional training of future workers of security, defense, and law enforcement agencies and one's own researches allowed distinguishing a number of methodological approaches, the compliance with which helps to increase the efficiency of the educational process of the students of higher education institutions with specific learning conditions. The key approaches are axiological, humanistic, activity, integrative, competency-based, person-centered, praxeological, resource, synergistic and systemic.

The criteria for evaluating the professional preparedness of future police officers to perform official activities efficiently, among which there are motivational value-based, cognitive, operational-activity, and personal.

The prospects for further research are seen in the selection of diagnostic tools for the determination of the development levels of indicators of the selected criteria of professional readiness.

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