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**«PRIMARY PROFESSIONAL TRAINING OF UKRAINIAN
CADETS IN THE CONTEXT OF BECOMING A NATIONAL
POLICE»**

Initial professional training of police officers is a very complex and responsible process, the effectiveness of which depends on the availability of scientific programs and the introduction of the latest training methods. Training future police officers is a very complex process, as it is directly related to the training of professionals who will serve the benefit of our society, ensure public safety and law and order.

Primary professional training for the bodies of the National Police of Ukraine is the activity of the authorized state bodies and services in the provision of educational services and adaptation to practical skills that will be applied by the law enforcement officer in practice. It plays one of the most important roles because it lays the foundation for the development of professional knowledge and skills.

The purpose of the Regulations on the Organization of Primary Professional Training of Police Newly Accepted for the Service of the National Police (hereinafter - the Regulations), approved by the Order of the Ministry of Internal Affairs of Ukraine №105 of 16.02.2016 is to acquire future law enforcement officers the skills necessary to fulfill police powers [1].

The aforementioned Regulation defines all grounds for enrollment and non-enrollment of a person in a vocational training institution, also defines the grounds for deduction of police officers undergoing initial vocational training at the level of special centers of primary vocational training. The police officer shall be sent to vocational training not later than 14 calendar days after his appointment [1].

Analyzing the above provision, we can distinguish the following positive features of the initial professional training, namely: the training is conducted on the basis of a trainer of the Ministry of Internal Affairs and National Police institutions, which act precisely to provide special training for police officers, first admitted to the service of the National Police. Also, it should be noted that such institutions create the proper conditions for obtaining a quality education, because in such educational institutions there

are candidates of law, associate professors and professors. It should also be noted that subjects such as: fire training, tactical-special training, special physical training are taught by real practitioners who worked in law enforcement, so it is precisely such teachers who can really teach the material. From the negative, in our opinion, the rice can be distinguished by the fact that the passage of vocational training is confirmed by a certificate in which, except for the executive authority and information about the person that she has undergone primary vocational training, there is nothing else. Also, one of the negative features is a small amount of time for the passage of primary vocational training, because during such a period of time it is not possible to fully complete the educational material. In our opinion, instead of such a certificate, diplomas or certificates should be introduced that really confirm the level of knowledge and skills acquired during the initial vocational training, as well as increase the length of time required for the training of genuinely qualified employees.

The model of police training is enshrined in the Order of the Ministry of Internal Affairs of Ukraine dated January 29, 2018, №51. The Concept of Implementation of the Three-Level Model of Primary Vocational Training uses the concept of "basic level of vocational education", which envisages the passage of persons first enlisted to the National Police [2].

The centers of primary vocational training belong to the second level of certification, which in accordance with the Law of Ukraine "On Education" corresponds to the third level of the National Qualifications Framework. It envisages performing various educational tasks of medium complexity according to certain algorithms and is characterized by criteria: knowledge, ability, communication, responsibility, etc. [4].

So, we can conclude that there are many centers of initial training in the territory of Ukraine, in such cities as: Kyiv, Dnipro, Zaporozhye, Kherson, Odessa, etc. But each center has underdevelopment in connection with the reform of the Ministry of Internal Affairs, which was mentioned earlier. Having analyzed the number of such centers, it is safe to say that the centers of primary vocational training are enough to train and release decent police officers.

References

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ МЕТОДИК SOFT-CLIL ТА HARD-CLIL ПРИ ВИКЛАДАННІ ЮРИДИЧНИХ ДИСЦИПЛІН АНГЛІЙСЬКОЮ МОВОЮ

Основними регулятивними актами, які визначають зміст вищої освіти, є державні стандарти вищої освіти та освітньо-професійні програми підготовки. Компетентнісний підхід підштовхує викладачів до нового розуміння місця мов міжнародного спілкування в структурі освіти. Іноземні мови поступово перестають бути лише одним з предметів в навчальному курсі, а стають дієвим інструментом для професійного розвитку. Для вирішення цього завдання в світі використовують такий інструмент як викладання за методикою CLIL. Content and Language Integrated Learning (CLIL), як впливає з визначення, є методикою, яка дозволяє одночасно (Integrated) здобувати знання як з предмета, який вивчають студенти (Content) так і з іноземної мови (Language).

Вперше термін CLIL був запропонований Девідом Маршем (David Marsh) в 1994 році [1]. В даній методиці фокус робиться на навчальний контекст, в якому іноземна мова в основному виступає як засіб у засвоєнні основного (не-мовного компоненту). При цьому CLIL - це підхід або метод, який інтегрує викладання змісту з навчальної