

DOI: <https://doi.org/10.31392/NZ-npu-143.2019.27>

УДК 378.147:351.74-051

ORCID 0000-0003-2249-4403

**Berezhnyi Yu. M.**

## **MODERNIZATION OF PREPARATION OF FUTURE PROFESSIONALS OF LAW ENFORCEMENT BODIES TO PROFESSIONAL SELF-IMPROVEMENT**

*Under new challenges of Ukrainian society, modern domestic and world standards, the need to change a paradigm of professional training of law enforcement officers is becoming more actual. The practice-oriented context of professional training focuses on future law enforcement professionals to actively develop their own personality, continuous professional development, self-improvement through acquisition of necessary knowledge and skills, in particular, the mastery of skills for self-improvement throughout life.*

*The author substantiates a psychological and pedagogical problem of professional self-improvement as the basis for forming readiness of future law enforcement officers, a prerequisite for ensuring a high level of professionalism and professional achievements, ability to personal, professional, creative self-development and productive activity in the law-enforcement sphere.*

*It is proved that professional education of future law enforcement officers should be based on humanistic philosophy and promote a disclosure of a creative potential of subjects of a pedagogical process. The analysis of methodological approaches, in particular: synergistic, axiological, acmeological, activity, competence, anthropological in a system of professional training of future specialists of law enforcement bodies is carried out.*

*The outlined methodological approaches were analyzed as a conceptual foundations of self-improvement, which reveal its structure (competence, values, etc.) and mechanisms of implementation, provide a holistic understanding of the said phenomenon.*

*It is determined that a formation of professional self-improvement of future specialists of law-enforcement bodies requires appropriate pedagogical conditions and methodological support, which involves a mobilization of a future specialist's personal resources, synergy of efforts of specialists of various sciences and branches (philosophy, psychology, pedagogy, culturology, sociology, valeology, genetics, ecology, medicine, etc.) and so on.*

*In addition, formation of an ability to self-improvement ensures that future law-enforcers develop their own system of goals, values, benchmarks, ideals that increase a level of their professional training, activities in professional environment, direct the logic and dynamics of professional development and life-creativity.*

**Keywords:** *professional self-improvement, future specialists of law enforcement bodies, methodological approaches, law-enforcement environment, readiness of future specialists of law enforcement bodies, formation of a specialist's personality.*

In conditions of reforming of activities of law-enforcement bodies of the state, special attention is now given to issues related to implementation of proper training of their staff. It is obvious that preparation and formation of a personality of law enforcement officers in higher educational establishments of the Ministry of Internal Affairs of Ukraine requires abandonment of unified approaches to organization of an educational process.

Today, a goal of education is comprehensive development of a man as an

individual and the highest value of society, development of his talents, mental and physical abilities, upbringing of high moral qualities, formation of citizens capable of understanding the civic duty, enriching on this basis intellectual, creative and cultural potential of people, growth of educational level.

As a matter of fact, an urgent need arises to change a paradigm of professional training and education of law enforcement officers with consideration of requirements of domestic and world standards where the main priority is preparation for future professional activities. The professional self-improvement of future law enforcement officers is essential for successful professional activities which involves not only acquisition of professional knowledge or skills, but also mastery of skills for life time self-improvement.

**The purpose of the article:** analyze main methodological approaches to a problem of training future law enforcement officers and propose approaches to identify relationship and search for elements of holistic "professional self-improvement" phenomenon.

The methodological basis of this study was theoretical provisions of domestic and foreign scientists on: general communication, interdependence of phenomena and processes of the surrounding world; personality value; internal, personal and external, social determination of development; self-improvement as the basis of individual professional formation; internal mechanisms of self-improvement. Professional self-improvement is understood by scientists as a process of personal development, oriented to a high level of professionalism and professional achievement, which is carried out through education and self-development in a process of learning, professional activities and professional interactions [1, c. 327-332].

The analysis of scientific works of scientists (V. Azatian, A. Andreiev, H. Bondaruk, O. Dubaseniuk, N. Hrebin-Krushelnytska, I. Zhukevich, O. Pometun, L. Rybalko, H. Tsvetkov, V. Tsykyn) gives an opportunity to draw conclusions on versatility of methodological approaches to a definition of concepts of "self-development", "self-improvement". But the situation is complicated by a fact that a question of methodology is quite complex, multi-level and characterized by lack of a specific process of disclosing pedagogical problems and phenomena [1, c. 330].

An analysis of modern scientific approaches to a structure of methodology, which is considered in three levels, was done.

The first level – a categorical level, that is, a level of special methodologies that develop and apply their methods. The methodological function of the first level lies in a definition of general principles of knowledge, the most common forms and laws of the movement of thinking on the way to definition of objective truth.

The second level is a methodology of scientific cognition. A characteristic feature of this level is that the method is a subject of a special study. At this stage, in addition to the scientific method, considering an object and a subject of research, methodological principles, ways of cognition (theoretical and empirical), as well as conceptual-categorical apparatus.

The third level is a level of theory of methods of specific sciences. A characteristic feature of the third level is elaboration and development of a methodology for a special research [6, c. 247-273].

We have a close understanding of the methodology not only as a set of knowledges, but also as a field of cognitive activity, initial provisions, realization of

which is at a basis of implementation of theoretical and practical human activity. Thus, a modern graduate of a higher educational institution should be prepared for constant updating of knowledges, be able to engage in self-education, self-organization, self-affirmation, etc.

Based on study and interpretation of scientific sources [3, c. 247; 4, c. 126; 5, c. 15], a process of professional self-improvement of future law enforcement officers was determined, which is based on several interrelated scientific approaches, among which we define: *axiological* (represents a humanistic worldview as generalized system of views, beliefs, ideals based around one center-person); *acmeological* (directs research to substantiate factors that motivate a person for personal and professional development and self-improvement), *activity approach* (provides a possibility of forming a specialist able to continuous professional self-improvement), *synergistic* (stimulates those who learn to independently solve their own life problems), *anthropocentric* (a personality of a future specialist is a goal and a subject of professional self-improvement), *competent approach* (a result of education is not individual knowledges, skills and competencies, but a competence by which future professionals meet contemporary demands of the labor market successfully perform complex tasks, implement own professional potential).

We consider these approaches as methodological tools, a peculiar set of conceptual representations, a purpose of which will be to provide thorough, fundamental, holistic understanding of self-improvement of future law enforcement professionals, its structure and mechanisms of implementation.

A specificity of the acmeological approach in our study is that a totality of scientific knowledge in philosophy, psychology, pedagogy, culturology, sociology, valeology, genetics, ecology, medicine helps to reveal an interrelation of objective and subjective components of development of a future law-enforcement officer. In accordance with this approach, such a specialist acquires an ability to improve his internal reserves and develop his ability to use them under complicated circumstances.

Investigating professional self-improvement of future law enforcement officers from an acmeologic position, we rely on researches of A. Ananiev, O. Bodaliyov, O. Dubaseniuk, N. Kuzmina, V. Maksymov. The researchers consider self-perfection as a process of formation of a personality, oriented on the highest professional achievements and professional self-improvement of an individual, a possibility of human achievement of his own peaks of creative and personal development. The future law enforcement officers' professional development is identified with the highest level of professional achievement. That is why we consider such a specialist as a personality formed and as a subject of professional activity [5, c. 104-109].

It should be noted that the acmeological approach to studying the laws of achieving the peaks of professionalism and creativity is one of a progressive training of future law enforcement officers in higher educational institutions of the Ministry of Internal Affairs of Ukraine.

At present stage of development of society, a competent approach to training of future specialists is successfully implemented and implemented. I. Bekh, N. Bibik, O. Hluzman, V. Lugovyi, O. Ovcharuk, N. Pobirchenko, O. Pometun, O. Savchenko, O. Shapran, A. Yaroshovets. The scientists define competence as a dynamic combination of knowledge, understanding, skills, abilities and capabilities. In the professional training of future law enforcement officers we define the following

competencies: *general* (cognitive, linguistic skills, social interaction and cooperation, etc.); *instrumental* (ability to analyze and synthesize, ability to organize and plan, mastering basic knowledge of the profession, oral and written communication in the native language, knowledge of the second language, elementary computer skills, ability to find and analyze information from different sources, ability to solve, *interpersonal skills* (ability to critique and self-control, ability to work in a team, personal skills and abilities, ability to work in the international environment, ethical obligations, etc.) *systemic* (the ability to apply knowledge in practice, research skills and abilities, ability to adapt to new situations, leadership skills, ability to work independently, desire to succeed, etc.). We believe that the implementation of the main provisions of the competence approach in the process of training future specialists of law-enforcement bodies can solve important problems of professional training of future defenders of human rights and freedoms [5, c. 204-227].

An anthropocentric approach being important in our study and substantiated in works of K. Ushynskiy in the middle of the nineteenth century remains relevant for the present. The philosophical, psychological, social, physical, and cultural fields of anthropology provide an opportunity to better recognize and understand the physical and social history of man, the main factors of his development. The idea of anthropocentric approach is based on the philosophical teachings of Aristotle, M. Berdiaev, H. Skovoroda, is traced in works of prominent teachers as M. Pyrohov, S. Franko, K. Ushynskiy. This approach emphasizes the importance of an individual's value system in the training of a future specialist in law enforcement, which should independently build a system of guides, goals, ideals that define the logic and dynamics of the life path and worthy place in society [4, c. 130].

According to the anthropocentric approach, a personality of a future specialist in law enforcement is a subject of professional self-development, which is based on a holistic educational process aimed at creating conditions for self-education, providing space for choice, opportunities for free and creative activity. In the context of anthropocentrism, we are considering the professional self-improvement of future law enforcement officers aimed at self-development [7, c. 151-154].

The problem of determining priority values of personal development and education, as well as formation of an axiological worldview, was given much attention in researches of modern scholars such as V. Andrushchenko, M. Boryshevskiy, M. Yevtukh, I. Ziaziun, O. Sukhomlynska. The dynamics of self-improvement depends on formation of an individual's system of value orientations. Personality activates values on basis of formed individual-semantic aspirations having a vital sense for self-affirmation in consciousness. That is why, in a context of the axiological approach, readiness of future law enforcement officers to self-improvement is considered as a coherent identification of internal activity of an individual in overcoming internal contradictions. In our study, personality's readiness for professional self-improvement relates mostly to intellectual-volitional states, which enable them to show creativity and confidence in their abilities, to consciously manage their behavior, actions [3, c. 76-83].

Activity approach in training of future law enforcement officers is based on a basic methodological principle of unity of consciousness and activity and treats the latter as a set of such interconnected components: motivation – goal – task of functioning – content – methods – forms – result. The main provisions of the activity approach were developed in works of B. Bepalko, L. Vygotskiy, P. Halperin, N. Kuzmina,

A. Kuzminskyi, O. Leontiev, C. Rubinstein, V. Slaktionin and others. Scientific analysis of such an approach determines an activity of the basis, means and a critical condition for development of an individual, a form of active purposeful interaction with the outside world. In our opinion, the main goal of the activity approach in preparing future law enforcement officers is a process of creating professional competencies based on acquired knowledges, skills and experience and practical experience in law enforcement [4, c. 126-130].

The possibility of using the synergetic approach in the training of future law enforcement officers is conditioned by a psychological and pedagogical analysis of scientific works by O. Dubaseniuk, D. Bondarenko, L. Luzina, H. Tsvetkova, V. Tsykin, which enabled to trace theoretical and practical aspects of pedagogical synergetics. The formation of self-improvement mechanisms for future law enforcement officers means that each of them has a chance to achieve individual success, determine a direction of self-education, self-improvement, a choice of individual means, methods and techniques of self-improvement [5, c. 37].

Consequently, a process of obtaining higher education from a standpoint of the synergetic approach can be considered as a complex humanitarian system, one of the main results of which is the emergence of a need for future law enforcement specialists to continuous professional self-improvement and professionalism, taking into account an importance of improvisation, intuition, chance, ability to change all professional life scenario. The synergetic approach in the preparation of such a specialist frees a pedagogical space from the one-line and cliches, while development of a personality is not one-line and balanced at the same time, it is alternatively-chaotic.

**Conclusion.** The analysis of scientific sources shows that at the present stage of reforming law enforcement bodies the actual problem is a preparation of an educated person capable of active activity in the present conditions. The study made it possible to establish that a traditional system of training future law enforcement professionals needs a logical update. It is a question of a design of an educational process as a system of self-affirmation and self-improvement of an individual, based on which are *the synergetic, axiological, acmeological, activity, competence, anthropological* methodological approaches providing an adequate choice of pedagogical conditions for training of future specialists of law enforcement bodies to professional self-improvement in higher educational institutions of the Ministry of Internal Affairs of Ukraine.

### References:

1. Azatjan V. I. (2013). Jetapy i osobennosti razvitija professionalnogo samosovershenstvovanija budushhih aviadispecherov v processe obuchenija. Vishha osvita Ukraïni. Dodatok 1, tom V. Tematicnij vipusk "Mizhnarodni Chelpanivs'ki psihologo-pedagogichni chitannja". S. 327-332
2. Andreiev A. V. (2017). Osoblyvosti pidhotovky politseiskykh kadrov u vyshchykh navchalnykh zakladakh zi spetsyfichnymi umovamy navchannia. Pidpriemnytstvo, hospodarstvo i pravo. № 6. S. 100-103.
3. Bekh I. D. (2003) Vychovannia osobystosti: u 2 kn. Kn. 2: Osobystisno oriientovanyi pidkhid: naukovopraktychni zasady. Kyiv: Lybid. 344 s.
4. Hrebin-Krushelnytska N. Yu. (2011). Syntez metodolohichnykh pidkhodiv do problemy profesiinoi samorealizatsii maibutnikh pratsivnykiv orhaniv vnurishnikh sprav Visn. Zhytom. derzh. un-tu im. Ivana Franka. Zhytomyr : Zhytom. derzh. un-t im. Ivana Franka. № 55. S. 126–130.
5. Osobystisno oriientovani tekhnolohii navchannia i vychovannia u vyshchykh navchalnykh zakladakh: kol. Monohrafiia. / zah. red. : V. P. Andrushchenko, V. I. Luhovyi ; APN Ukrainy, In-t vyshch. osvity. Kyiv : Pedahohichna dumka, 2008. 254 s.

6. Profesiina pedahohichna osvita: akmesynerhetychnyi pidkhid : monohrafiia / za red. O. A. Dubaseniuk. Zhytomyr : Vyd-vo ZhDU im. I. Franka, 2011. 389 s.
7. Ignatyuk O. Strategy of formation of the competitive modern expert in conditions of technical university: directions, tendency, prospect : O. Ignatyuk, I. Sladkich // Material of report V International Conference "Strategy of quality in industry and education", June 6-13 2009, Varna, Bulgaria. – Varna-Dnipropetrovsk. – 2009. – p. 151-154.

### **Використана література:**

1. Азатьян В. И. Этапы и особенности развития профессионального самосовершенствования будущих авиадиспетчеров в процессе обучения. Вища освіта України. 2013. Додаток 1. Том V. Тематичний випуск "Міжнародні Челпанівські психолого-педагогічні читання". С. 327-332.
2. Андреев А. В. Особенности подготовки полицейских кадров у высших навчальних закладах зі специфічними умовами навчання. Підприємництво, господарство і право. 2017. № 6. С. 100-103.
3. Бех І. Д. Виховання особистості: у 2 кн. Кн. 2: Особистісно-орієнтований підхід: науково-практичні засади. Київ : Либідь, 2003. 344 с.
4. Гребінь-Крушельницька Н. Ю. Синтез методологічних підходів до проблеми професійної самореалізації майбутніх працівників органів внутрішніх справ. Вісник Житомирського державного університету ім. Івана Франка. Житомир. 2011. № 55. С. 126-130.
5. Особистісно-орієнтовані технології навчання і виховання у вищих навчальних закладах: колективна монографія / заг. ред. : В. П. Андрущенко, В. І. Луговий ; АПН України, Ін-т вищої освіти. Київ : Педагогічна думка, 2008. 254 с.
6. Професійна педагогічна освіта: акмесинергетичний підхід : монографія / за ред. О. А. Дубасенюк. Житомир : Вид-во ЖДУ ім. І. Франка, 2011. 389 с.
7. Ignatyuk O. Strategy of formation of the competitive modern expert in conditions of technical university: directions, tendency, prospect : O. Ignatyuk, I. Sladkich // Material of report V International Conference "Strategy of quality in industry and education", June 6-13 2009, Varna, Bulgaria. – Varna-Dnipropetrovsk. – 2009. – p. 151-154.

#### **БЕРЕЖНИЙ Ю. М. Модернізація підготовки майбутніх фахівців правоохоронних органів до професійного самовдосконалення.**

*Обґрунтовано психолого-педагогічну проблему професійного самовдосконалення як основу формування готовності майбутніх фахівців правоохоронних органів. Доведено, що професійна освіта майбутніх фахівців правоохоронних органів має базуватися на гуманістичній філософії й сприяти розкриттю творчого потенціалу суб'єктів педагогічного процесу. Здійснено аналіз методологічних підходів, зокрема синергетичного, аксіологічного, акмеологічного, діяльнісного, компетентнісного, антропологічного в системі професійної підготовки майбутніх фахівців правоохоронних органів. Окреслені методологічні підходи проаналізовані як концептуальні засади самовдосконалення, які розкривають структуру та механізми здійснення цього процесу і його розуміння. Встановлено, що формування професійного самовдосконалення майбутніх фахівців правоохоронних органів потребує відповідних педагогічних умов і методологічного супроводу, які здатні забезпечити підвищення рівня їх професійної підготовки, діяльності в правоохоронному середовищі, вироблення в майбутніх правоохоронців власної системи цілей, цінностей, орієнтирів, ідеалів, що підвищують рівень їхньої професійної підготовки.*

**Ключові слова:** професійне самовдосконалення, майбутні фахівці правоохоронних органів, методологічні підходи, правоохоронне середовище, готовність майбутніх фахівців правоохоронних органів, становлення особистості фахівця.

#### **БЕРЕЖНОЙ Ю. Н. Модернизация подготовки будущих специалистов правоохранительных органов к профессиональному самосовершенствованию.**

*Обоснованно психолого-педагогическую проблему профессионального самосовершенствования как основу формирования готовности будущих специалистов правоохранительных органов. Доказано, что профессиональное образование будущих специалистов правоохранительных органов должно базироваться на гуманистической*

философии и способствовать раскрытию творческого потенциала субъектов педагогического процесса. Осуществлен анализ методологических подходов, в частности синергетического, аксиологического, акмеологического, деятельностного, компетентностного, антропологического в системе профессиональной подготовки будущих специалистов правоохранительных органов. Проанализированы методологические подходы как концептуальные основы самосовершенствования, раскрывающих структуру и механизмы осуществления этого процесса и его понимание. Установлено, что формирование профессионального самосовершенствования будущих специалистов правоохранительных органов требует соответствующих педагогических условий и методологического сопровождения, которые способны обеспечить повышение уровня их профессиональной подготовки и деятельности в правоохранительной среде, выработке в будущих правоохранителей собственной системы целей, ценностей, ориентиров, идеалов которые повышают уровень их профессиональной подготовки.

**Ключевые слова:** профессиональное самосовершенствование, будущие специалисты правоохранительных органов, методологические подходы, правоохранительная среда, готовность будущих специалистов правоохранительных органов, становления личности специалиста.

DOI: <https://doi.org/10.31392/NZ-npu-143.2019.28>

УДК 378.147:811.111]:784

**Kobylianska I.**

## USING SONGS IN THE ENGLISH LANGUAGE TEACHING TO STUDENTS

*Within this article I have tried to describe a framework for using songs in the English classroom. This isn't the only way to develop our students listening or to structure a listening/speaking lesson, but it is a way that we have found to be effective and motivating for students.*

*Listening and speaking are two of the most challenging skills for students to develop and yet also two of the most important. By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, review their understanding of grammar and develop their own vocabulary. By doing so the students will become more self-reliant and will not fear exposing themselves before others.*

*Songs allow the teacher to bring the voices of native speakers into the classroom, and also allow teachers to present a variety of voices and accents to their students. Songs is always a useful tool in teaching a foreign language, as it is a written text with oral patterns involving richness and diversity of topics related to students' daily lives.*

**Keywords:** *songs, listening, teaching, foreign language.*

Learning a foreign language is not always easy or appealing. It is then the teacher's job to work it that way. The question is how. Communication implies an audience, and in the classroom it also implies teacher talk, that is to say, the language typically used by teachers in the foreign language classroom. As Lynch puts it, "one of the challenges of language teaching in the unnatural' classroom setting is to devise or adapt communication tasks in such a way as to require negotiation of meaning [5]".