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FOREIGN LANGUAGES TEACHING OF FUTURE POLICE OFFICERS DURING WAR PERIOD

ЧЕРНЬОНКОВ Ярослав Олександрович, ВАСЮТИНСЬКА Олена Іртурівна. НАВЧАННЯ ІНОЗЕМНИХ МОВ МАЙБУТНІХ ОФІЦЕРІВ ПОЛІЦІЇ В ПЕРІОД ВІЙНИ

Це дослідження було проведено для визначення, окреслення основних теоретичних характеристик поняття «Іноземна мова професійного спрямування» у юридичних закладах вищої освіти. Автором було досліджено, проаналізовано та визначено провідну роль і концептуальний вплив вивчення дисципліни «Іноземна мова професійного спрямування» на формування особистості майбутнього поліцейського. Було визначено основну мету дисципліни та деяких її структурних компонентів в рамках навчально-освітнього процесу в Донецькому державному університеті внутрішніх справ.

Ключові слова: іноземна мова професійного спрямування, вищі юридичні заклади освіти, курсанти, воєнний період, процес навчання іноземної мови, майбутні поліцейські, правознавці.

CHERNIONKOV Yaroslav Olexandrovych, VASYUTYNSKA Yelena Arturivna. FOREIGN LANGUAGES TEACHING OF FUTURE POLICE OFFICERS DURING WAR PERIOD

This study was conducted to define and outline the main theoretical characteristics of the concept of «Foreign language for specific purposes» in a system of high legal educational institutions. The author researched, analyzed and determined the leading role and conceptual influence of studying the discipline «Foreign language for specific purposes» on the formation of the personality of the future police officers. The main goal of the discipline and some of its structural components within the educational process at the Donetsk State University of Internal Affairs has been determined.

It was noted that the main purpose of a foreign language professional direction for future police officers and law professionals: increasing the general level of knowledge of a foreign language according to generally accepted European standards; formation of writing, reading, communication and listening skills through classroom and non-auditory classes; formation of professionally oriented lexical awareness; formation of intercultural communicative competence of law enforcement specialists.

The purpose of the discipline «Foreign language for specific purposes» is to form the ability for intercultural communication, which, in the case of future lawyers and policemen, has a professional direction, and is implemented on the basis of the formation of intercultural communicative competence.

The author outlined the main types of exercises in foreign language classes in the professional training and preparation of future policemen (pre-text, text, post-text, communicative, written and listening).

In the course of the study, the importance of professional vocabulary and glossary was analyzed. Professionally oriented lexical awareness of a policeman is knowledge of professional lexical units and the ability to use them in various situations of professional communication.

Therefore, the implementation of the system of teaching foreign language for specific purposes will maximize the continuous studying of modern higher legal institutions' students and achieve high performance. A foreign language has an important applied value for future policemen, lawyers, for whom the language is a kind of «professional weapon». It also has the special significance of the professional component of foreign language learning for future lawyers as the basis of intercultural professional communication in the context of modern international integration processes and academic mobility of students. Further studies we see in the future analysis of the practical-methodical system of SMART-studying English of future policemen.

Keywords: foreign language for specific purposes, higher legal educational institutions, cadets, war period, foreign language teaching process, future policemen, law specialists.

Defining of the problem and the analysis of the last researches and publications. In the period of war, Europeanization and integration processes of our country, modern society is in great need of competitive specialists who are ready to communicate in foreign language in their professional specialty. Nowadays, knowledge of a foreign language ensures an increase in the level of professional competence of a specialist, in particular future policemen, lawyers and law enforcement officers. Therefore, innovative aspects of foreign language teaching for future

specialists in the legal sphere are extremely relevant. Competent selection of the content of teaching foreign language communication, taking into account professional specifics, features of the subject area of functioning of the language of the specialty is one of the factors that contribute to the effective organization of the educational process.

The educational concept of professionally oriented teaching of foreign languages at non-linguistic higher education institutions has long been firmly embedded in teaching practice in our

country and abroad. The term «*foreign language for special purposes*» is about 30 years old. The subject of study within the specified target setting is the «background» of a specific specialty in all its aspects: grammatical, lexical, phonetic. Modern educational-methodological manuals dedicated to the language of the specialty, as a rule, cover its functioning in the interaction of all types of speech activity: reading and translation, listening, speaking, writing.

Analysis of recent studies and publications.

The problem of improving the professional training of lawyers was studied by Badurka O., Bilenchuk P., Koval N., Skakun O. The works of Artikuts N., Pradid Yu., and Tokarska A. are devoted to certain aspects of the language training of police officers. Nowadays, more and more attention is paid to the aspects of studying foreign languages as languages of professional interaction. In particular, the problem of teaching a professionally oriented foreign language was studied by such authors as O. Polyakov, N. Galskova, A. Waters, T. Hutchinson. In the direction of a cognitive-communicative approach to learning a professionally oriented foreign language in learning models of various types of speech activity: reading G. Barabanova, G. Gubina, listening O. Kolesnikova, V. Yakovlev, written communication A. U. Chamot), oral speech L. Ananyeva, S. Dykareva. The current competency-based approach is aimed at ensuring the ability of a graduate of a higher law school to respond to new demands of professional activity, to have the appropriate potential for practical solutions to life problems, to find and realize one's «I» in the future legal profession I. Yermakov, V. Kuzmenko, O. Pometun, D. Puzikov, S. Rakov, I. Rodyghina.

In our opinion, the main goal of a foreign language for specific purposes for future police officers and legal specialists:

- increasing the general level of knowledge of a foreign language according to generally accepted European standards;
- formation of writing, reading, communication and listening skills through classroom and non-auditory classes;
- formation of professionally oriented lexical awareness;
- formation of intercultural communicative competence of law and law enforcement specialists.

However, the problem of forming the professional qualities of future lawyers and policemen in the process of learning foreign languages remains insufficiently researched in the field of modern pedagogical science. This determined the relevance of the study.

The purpose of writing the article is:

- to analyze the conceptual role and qualitative impact of WAR-2022 in Ukraine for future policemen' teaching foreign languages;
- to analyze the essence of the concept of «foreign language of professional orientation»;

– to investigate theoretical and practical conceptual foundations of the studied theme at the Institutions of High Legal Education.

The main material of the study. The scope of state policy on the development of the English language in higher education in Ukraine includes: – Teaching English as a foreign language, including English for Special Purposes (ESP); – Teaching professional disciplines in English as part of the Ukrainian-language program (English as Medium of Instruction for Ukrainians (EMI-u); – Providing a full educational program in English for foreign students (English as Medium of Instruction for Foreigners – EMI-f) [9, p. 171–175].

The purpose of the discipline «*Foreign language of professional direction*» is to form the ability for intercultural communication, which, in the case of future lawyers, has a professional direction, and is implemented on the basis of the formation of intercultural communicative competence. The latter, in turn, is defined as such a level of possession of speech, language, socio-cultural and professional subject knowledge, skills and abilities in native and foreign languages, which allows communicatively acceptable intercultural communication and the opportunity to undergo internships in other countries.

Teaching English in a professional direction should be carried out in parallel with special training. Under the condition of parallel learning of a foreign language and a profession, as it happens during the learning of a foreign language of junior law students, the goal of learning is the ability of students to use a foreign language to solve actual professional tasks at the time of study. In order to teach legal English to students, it is necessary to use a specific legal context, since there is a close connection between the language and specific legal systems and their peculiarities [7, p. 101–104].

Thus, the basis of the organization of the process of training future lawyers in a foreign language based on the ideas of the competence approach as a special didactic system is the strategic goal, which is formulated as follows: the formation of foreign language communicative and translation competence of future lawyers. This meant the vision of the personality of the future lawyer as a bearer of professional competence in the field of intercultural communication and translation, which is revealed in the course of his legal services [5, p. 223–230].

For a police officer, whose job is one of the most important in the world: to serve and protect people, knowledge of a foreign language is an integral part of the professional performance of tasks. There are times when police officers fight crime and encounter many English speakers. Some may commit crimes and others may be victims of crime. In both cases, you must ask and answer questions in English. Time can be a key factor in solving a crime or saving a life. You can't always wait for an interpreter. So the system

needs to approach this issue more deeply and direct the desire of the police officer to conscientiously study the language in order to acquire a higher level of qualification [2].

For example, the mastery of various reading strategies by future lawyers and policemen is fundamentally important for the professional activity of specialists of this field, as it is determined by specific communicative and cognitive tasks: even a superficial acquaintance with the case (description of the place, time, event, characteristics of the participants in the case, protocols, etc.) requires the mastery of the review reading strategy. Therefore, it is significant to supplement the classroom classes on exploratory reading (which involve texts for searching for detailed information, chronology of events that clarify the circumstances, scrupulous study of the case) with texts of the detective genre, posted on educational platforms, in particular MOODLE [1, p. 94–98].

A quest can become such a technology. The expediency of using training technologies with elements of quest technologies in the training of the National Police of Ukraine was emphasized by the director of the Personnel Department, organization of educational and scientific activities of the Ministry of Internal Affairs of Ukraine, H. O. Doskevich. Such classes were called «police quest». The basis of the police quest is a situational method in a foreign language (for example, a role-playing game or a business game), the content part of which is aimed at the cadets mastering the algorithm of actions related to the implementation of their official tasks by the police. The purpose of the police quest is to change the stereotypes of the organization of classes and to develop elements of practical work thanks to the simulation of future professional police activity and modeling of a typical situation in a foreign language [3, p. 109–116].

As part of our research, we will show the process of learning foreign languages at the Donetsk State University of Internal Affairs (Kropyvnytskyi) during the war.

The first thing we should note is that since the beginning of hostilities in 2014, this institution of high education (IHE) has already changed its location several times, and after the full-scale invasion of the aggressor country on the entire territory of our country in 2022, this institution was located in the center, in the city of Kropyvnytskyi. At the moment, the majority of students and teachers of this institution also moved to their higher education institution, but some of them were forced to move abroad. Cadets and students live in dormitories and barracks on the territory of the university, and teachers, in turn, are forced to rent apartments in the city. At a time when distance and mixed forms of education are used in all secondary and higher education institutions on the territory of Ukraine, a decision was made for the classical form of education in this university. This is facilitated by bomb

shelters and shelters equipped in accordance with the relevant requirements. Course and platoon officers are 24/7 responsible for the lives of each subordinate. The teaching staff, in turn, is personally responsible for each cadet and student during classes, at the first sign of an air and missile attack, escorting them to shelters and continuing classes already there. A small number of distance classes also take place, caused by the insufficient availability of the classroom fund of this higher education institution.

The educational process within the discipline «Foreign language of professional direction» for future law and law enforcement (police) specialists begins with an entrance test, based on the results of which cadets and students are divided into stronger and weaker subgroups. Entry control 2022-2023 in the 2nd year, it took place in two stages: the performance of tests in written form and the interview in oral form. Teachers of English of the department prepared tests with 27 questions. 27 points is the maximum number of points for the test. The test took 60 minutes. The interview was rated at 5 points. The topics of the interview for training platoons of cadets of the 2nd year of the «Law enforcement activity» specialty were determined in accordance with the program of the external examination and the program of the discipline «Foreign language of professional direction 2».

According to the results of the entrance control, the average score in training platoons and groups was calculated.

Table 1

Average score in training platoons, groups

№пп	Training platoon, group	Average score
1	204/21-(LE)-C	3,5
2	205/21-(LE)-C	3,35
3	208/21-(LE)-C	3,06

In foreign language classes, teachers introduce textbooks: «Police» (John Taylor, Jenny Dooley) for future specialists in Law Enforcement (policemen); «Law» (John Taylor, Jenny Dooley) for future specialists in Law, which are tied to the MOODLE system. Foreign language teachers also use self-authored educational-methodical manuals for all university specialties in both English and German.

The main textbooks, according to which the process of learning a foreign language takes place, are structured in such a way that the first book = level B1, in turn, book 2 = level B2, and already book 3 = level C1 (generally accepted levels). Each Book consists of Essential Vocabulary, 15 Units, audio recordings for each unit and Glossary. Methodical manuals reflect the lexical, phonetic and grammatical aspects of each unit of the main textbooks.

Each unit has a fixed structure: pre-text exercises, text exercises, post-text exercises; listening exercises; communicative exercises; written exercises

Pre-text exercises: e.g., «Before you read the passage, talk about these questions» are aimed at

forming and developing the skills of guessing and language improvisation, setting up students / cadets for speaking in a foreign language;

Text exercises: e.g. «Read and translate the wanted poster» are aimed at forming and developing the skills of reading and translating foreign language professional texts with further understanding of their essence.

Post-text exercises: e.g. «Mark the statements as true or false», «Match the words with the definitions», «Fill in the blanks with correct words and phrases from the word bank» are aimed at checking the understanding of the read passage by students / cadets and developing their knowledge activation skills.

Listening exercises: e.g. «Listen to a conversation», «Check the characteristics mentioned in the conversation», «Listen again and complete the conversation», «Listen and choose the correct answer», are aimed at forming and developing the skills of listening to foreign language professional texts.

Speaking exercises: e.g. «With a partner, act out / dramatize the roles below based on the conversation» are aimed to form and develop foreign language speaking skills.

Writing exercises: e.g. «Use the conversation to write a search summary», «Use the conversation to write an officer's description of the crime scene», «Use the conversation to write the captain's order», «Use the conversation to write a police report» are aimed to form and develop foreign language writing skills.

We also try to constantly activate their professional vocabulary by forcing cadets to write spelling dictations, conduct and attend events where cadets / students have the opportunity to use their professionally oriented vocabulary.

Professionally oriented lexical awareness of a lawyer is knowledge of professional lexical units and the ability to use them in various situations of professional communication. Thus, the tasks of forming professional-oriented lexical awareness among law students at the current stage are:

- ✓ to skillfully and quickly apply the student's lexical thinking in various circumstances;
- ✓ in the formation of skills, to use the synonymous structure of a foreign language; in the development of the language ability to think well and quickly, compare different opinions, comprehensively weigh them, making certain conclusions;
- ✓ in deepening the ability to predict the patterns of development and termination of phenomena and processes in nature and society while reading legal texts in a foreign language, in particular English or German, or listening to them;
- ✓ in deepening the skills of independent work with the text by specialty, improving the ability to self-study;

- ✓ in the development of communicative abilities [6, p. 104–108].

High-quality training of future police officers in the English language, in particular the study of legal terminology, should be based on a thorough analysis and comparison of lexical borrowings in both languages – international terms. In the professional legal vocabulary, from the point of view of translation and semantic assimilation, O. Zelenska suggests dividing the terms into three groups: – true internationalisms aspect – аспект, argument – аргумент, process – процес; – partial pseudo-internationalisms, for example, to discuss – дискутувати та обговорювати, license – ліцензія та дозвіл, control – контроль і керування, керівництво, влада; – complete pseudo-internationalisms, for example, paper – стаття (а не папір), order – порядок (а не ордер), expertise – компетентність (а не експертиза) [8, p. 220–223].

Targeted or professionally oriented learning of foreign languages is built not only on the basis of commonly used cross-style vocabulary, but also to a large extent on the vocabulary that is characteristic of a certain professional group. The conditions for professionally oriented foreign language training for students of law faculties and universities are the need to familiarize them with the general and legal terminology of law, read authentic texts, form in them the skills of independent work to create an individual dictionary, master the skills of oral professional communication using examples of the most common situations of everyday communication, necessary for professional communication [4, p. 240–255].

Conclusions and prospects for further researches. Therefore, the implementation of the system of teaching foreign language for specific purposes will maximize the continuous studying of modern higher legal institutions' students and achieve high performance. A foreign language has an important applied value for future policemen, lawyers, for whom the language is a kind of «professional weapon». It also has the special significance of the professional component of foreign language learning for future lawyers as the basis of intercultural professional communication in the context of modern international integration processes and academic mobility of students. Further studies we see in the future analysis of the practical-methodical system of SMART-studying English of future policemen.

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ІНФОРМАЦІЯ ПРО АВТОРА

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