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**INFORMATION TECHNOLOGIES AS A FACTOR IN THE  
MODERNIZATION OF PROFESSIONAL TRAINING OF LAW  
ENFORCEMENT OFFICERS**

Information technologies, in the context of societal digitalization, have become a decisive factor in the modernization of professional training of law enforcement officers, as they directly affect the nature of crime, methods of combating criminal threats, and the requirements for the professional competence of law enforcement personnel. Contemporary law enforcement activity is increasingly carried out within an information-saturated environment, where operational decisions are based on the analysis of large data sets, digital traces, electronic evidence, and the results of information and analytical processing. Under such circumstances, professional training of law enforcement officers cannot remain within the framework of traditional pedagogical approaches and requires a systemic transformation that takes into account both the opportunities and challenges posed by information technologies.

The modernization of professional training presupposes the integration of information technologies into all components of the educational process, including psychological, theoretical, and practical dimensions. This approach corresponds to the contemporary understanding of police training as a multidimensional process in which professional competence is formed at the intersection of knowledge, skills, personal qualities, and the ability to act effectively under conditions of uncertainty and increased risk. In this context, information technologies function not merely as tools for optimizing education, but as an environment for shaping professional thinking and decision-making in law enforcement practice [2].

The psychological component of professional training acquires new characteristics in the context of digital transformation. The use of information technologies in education enables the modeling of complex, stressful, and crisis situations that are close to real operational conditions, thereby facilitating the development of psychological resilience, adaptability, self-control, and responsibility for decisions made. Digital simulations, interactive trainers, and situational modeling environments create opportunities to develop behavior

patterns in extreme conditions without endangering life or health, which is critically important for the high-quality preparation of law enforcement officers.

The theoretical component of professional training also undergoes qualitative changes through the implementation of information technologies, as the emphasis shifts from the reproductive assimilation of knowledge to the development of analytical and critical thinking. Information technologies provide access to up-to-date legal regulations, international standards, analytical databases, and scientific resources, allowing future law enforcement officers to form a comprehensive understanding of contemporary security processes. Of particular importance is the formation of competencies related to information analysis, evaluation of source reliability, data interpretation, and forecasting of operational situations, which constitute the foundation of modern law enforcement activity.

The practical dimension of law enforcement training in the digital context is associated with the use of information technologies for practicing professional actions, decision-making algorithms, and interagency cooperation. The application of case-based methods, project-based learning, and training technologies in combination with digital tools contributes to the development of practical competencies necessary for working with information systems, electronic registers, analytical platforms, and communication technologies. This approach ensures the practice-oriented nature of training and enhances readiness for real operational conditions [1].

An important factor in the modernization of professional training is the consideration of international experience and integration into the European educational and security space. The study of training practices in European Union member states, particularly through the activities of the European Union Agency for Law Enforcement Training (CEPOL), demonstrates the effectiveness of information technologies in systems of continuous professional education. Digital learning platforms, online courses, webinars, and international training programs create conditions for the exchange of experience, harmonization of training approaches, and the development of common professional standards. In this context, proficiency in foreign languages and digital competencies becomes an integral component of the professional readiness of modern law enforcement officers.

Thus, information technologies should be regarded as a strategic factor in the modernization of professional training of law enforcement officers, ensuring the integration of psychological, theoretical, and practical components of education, fostering analytical thinking, digital competence, and professional resilience. The study concludes that the systematic integration of information technologies into law enforcement training enhances the quality of education, aligns law enforcement education with contemporary security challenges, and facilitates the formation of a new generation of professionals capable of operating effectively

within the context of digital transformation while upholding the rule of law and human rights standards.

### **References**

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