

1. Яблонський І. М., Серватюк В. М. Теоретико-методологічні підходи до розуміння державного кордону та його захисту. *Честь і закон*. Харків, 2023. № 1 (84). С. 55-62.

2. Про схвалення Стратегії інтегрованого управління кордонами на період до 2025 року : Розпорядження Кабінету Міністрів України від 24.07.2019 р. № 687-р. URL: <https://zakon.rada.gov.ua/laws/show/687-2019-%D1%80#Text>. (дата звернення 25.03.2024).

3. Про державний кордон України : Закон України. *Відомості Верховної Ради України (ВВР)*. 1992. № 2. Ст. 5.

**MAMONOVA Olena,**  
PhD in Pedagogics, Associate Professor,  
Associate Professor of Foreign Languages Department,  
Donetsk State University of Internal Affairs  
(Kropivnytskyi, Ukraine)

## **USING ACTIVE FORMS OF TEACHING CADETS PROFESSIONAL FOREIGN LANGUAGE DURING MARTIAL LAW**

State requirements for quality assurance of official-business communication in different spheres of life, intensive development of international contacts necessitate improving the system of vocational education, including language training of future law enforcement professionals. The above actualizes the need to find effective ways of teaching state and foreign languages in MIA of Ukraine the institutions of higher education, which would be most focused on

providing practice-oriented language training of future police officers.

Since language is an important tool for the professional activity of law enforcement officers, linguistic subjects in their professional training program should be perceived and understood as professional ones. At the same time, the process of studying native and foreign languages should be based on close interaction with other professional subjects, revealing in this way the integrity and practical direction of language training. The authors of modern scientific works on the problems of training future law enforcement officers for professional language and communication activities emphasize the importance of using, along with traditional, also innovative forms and methods of language teaching. Experts call such forms and methods of interactive training as briefing-discussion, role-playing game, competition, business game, brainstorming, classes-excursions, analysis of professional incidents, solving professionally directed problem situations-cases based on group reflection, self-commenting of vital foreign language communicative situations based on authentic texts of a professionally directed nature, cross-cultural analysis of profile authentic texts, etc. the most promising ones [1, c. 12; 2, c. 7; 3].

The development of language communication skills of cadets is facilitated by systematic work with authentic materials. In the process of classroom and individual work, they regularly listen to audio recordings, watch documentaries and feature films (for example, "Interpol – 100 Years of In-

ternational Police Cooperation", "Crime Classification", "Police community officers", "A training day", "A lawyer", "A witness for the prosecution"), video stories about the actions of the police during mass events, process materials from the Internet, articles from American and British newspapers, textbooks published in Great Britain, etc. Collective discussion of the proposed topic, conducting dialogues on a professional issue, including elements of business and role-playing games, in particular modeling of quasi-professional situations of language communication (for example, at the scene of a crime, in the process of questioning witnesses, drawing up a protocol, press conferences, etc.) during discipline classes "Foreign language for professional purposes" allow cadets to focus on the research and creative activities, significantly increase the level of their independence and cognitive activity. The personal inclusion of cadets in the educational process, which models a real situation of communication with its social and professional content, helps the cadets to form a clear idea of the place of a foreign language in their future practical activities.

The form of binary classes allows students and cadets to form a high level of cognitive interest and cognitive need, that is, to form a more stable cognitive motive aimed at mastering the educational material. [4, с. 331-332] Thus, researcher N. Kononets believes that the main goal of a binary class is a deeper assimilation of knowledge, a high level of generalization and systematization. Nowadays, with the help

of binary classes, we create an opportunity to go beyond the self-sufficient functional role of its individual components; we form qualitatively new knowledge in students, which is characterized by a higher level of comprehension, dynamism of application in new situations, increasing their effectiveness and systematicity. Binary classes contribute to the generalization and consolidation of knowledge acquired during the academic year, form creative imagination, figurative thinking, and awaken interest in search activity [5, c. 82].

One of the factors stimulating cadets' interest in studying a foreign language is conducting binary classes with employees of internal affairs bodies and native speakers. During five academic years, the Department of Foreign Languages of Donetsk State University of Internal Affairs closely cooperated with the Sector of International Police Cooperation of Donetsk Regional Department of National Police in Donetsk region. At the practical classes in the discipline "Foreign language for professional purposes (English)" on such topics as "Law enforcement agencies", "Interpol", "Classification and investigation of crimes", police officers presented materials in the form of presentations, authentic video films, followed by discussion of certain issues in training platoons. The original introduction of new vocabulary on the topic and its activation during discussions contributed to the formation of foreign language communication skills and increased the cadets' activity in classes.

With the beginning of the full-scale invasion of Russia into Ukraine and the relocation of the university to the city of

Kropyvnytskyi, these longstanding ties of cooperation were broken. It was not easy to find the alternative to such practical classes after the relocation during Martial Law. Preparation for language communication requires the use not only of authentic language material, but also direct communication with native speakers. The active search for innovative forms of conducting practical classes by the associate professors of the Department of Foreign Languages of DonSUUA gave positive results in the form of cooperation with a native speaker, a volunteer from the USA, William Thompson. For the 2022-2023 and 2023-2024 academic years on the basis of the Regional Universal Scientific Library named after D.I. Chizhevskiy, the department of literature in foreign languages, the binary classes were held with cadets of the 1st-4th years on the topics "Law enforcement agencies", "Classification of crimes", "Peculiarities of communication of police officers in the USA", "The justice system of the USA", "Police units of the USA", "System of modern democracy", "War Crimes" and others. During such classes, the cadets were offered vocabulary on the relevant topic, presentation of the material, listening to authentic texts, watching educational videos and further discussing specific issues with a foreigner. Conducting binary classes with a native speaker became a positive experience in the formation of foreign language communicative competence of future law enforcement officers. These types of work stimulated the cadets' activity in class, contributed to the development of foreign language

communication skills, and helped to eliminate the psychological barrier during discussions with foreigners. During the binary classes, the cadets learned professional vocabulary better and acquired professional foreign language communication skills. A similar practice should be used in further work with cadets to maintain their constant interest in studying foreign languages. Cadets are highly interested not only in the represented professional context, but especially in the live communication with the representative of other culture.

#### **Список використаних джерел:**

1. Вертегел В. Л. Виховання естетичного смаку в студентів вищих навчальних закладів МВС України засобами іноземних мов : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.07 «Теорія і методика виховання». Херсон. держ. ун-т. Херсон, 2008. 20 с.

2. Гріднєва Л. М. Формування іншомовної комунікативної компетенції майбутніх працівників правоохоронних органів : автореф. дис. на здобуття наук. ступеня канд. пед. наук : 13.00.04 «Теорія і методика професійної освіти». Луган. нац. ун-т ім. Т. Шевченка. Луганськ, 2010. 20 с.

3. Гороховська Т. В. Формування культури професійного мовлення майбутніх працівників органів внутрішніх справ : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.04 «Теорія та методика професійної освіти». Київ. нац. ун-т внутр. справ. Київ, 2007. 22 с.

4. Кононец Н. Бінарне заняття як форма ресурсно-орієнтованого навчання студентів. *Проблеми підготовки су-*

часного вчителя. 2014. № 9(1). С. 80-86. URL: [http://nbuv.gov.ua/UJRN/ppsv\\_2014\\_9%281%29\\_14](http://nbuv.gov.ua/UJRN/ppsv_2014_9%281%29_14).

5. Ковтун В. М. Особливості навчання майбутніх офіцерів-прикордонників іноземної мови для професійного спілкування. *Освітньо-наукове забезпечення діяльності правоохоронних органів і військових формувань України*. Серія: Психологопедагогічні та філологічні науки : V Всеукр. наук.- практич. конф. (7 груд. 2012 р.) / Нац. акад. Держ. 242 прикордон. служби України ім. Богдана Хмельницького. Хмельницький, 2012. С. 90-91.

**МАРОВА Світлана,**

доктор наук державного управління, професор,  
професор кафедри державно-правових дисциплін та  
публічного управління факультету № 4  
Донецького державного університету внутрішніх справ  
(м. Кропивницький, Україна)

**ТАНЧИК Олена,**

кандидат економічних наук, доцент,  
професор кафедри соціальних наук  
Glendale Community College, USA

## **ДЛЯ РОБОТИ НА ДЕОКУПОВАНИХ ТЕРИТОРІЯХ**

Розглядаючи засади підготовки фахівців сектору безпеки, не можна оминати питання особливості їх діяльності на деокупованих територіях. Під час роботи на реінтегрованих деокупованих територіях фахівці з безпеки можуть стикнутися з різними небезпечними