

***To the memory of the fallen contingent  
of the Ministry of Internal Affairs.***

***With confidence in our Victory!***

***Glory to Ukraine!***



**QUALITY PARAMETERS OF  
HIGHER EDUCATION OFFICERS  
OF THE NATIONAL POLICE  
IN THE CONDITIONS OF IMPERATIVE  
HUMAN-SCALE VALUES  
(Theory and Practice)**

*Monograph*



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The monograph reflects and scientifically and methodologically substantiates ways to solve urgent problems of the theory and practice of training officers of the National Police in terms of the quality of higher education in the context of the imperative of human-dimensional meanings, taking into account studies of Ukrainian psychological, pedagogical, legal comparative studies. Philosophical and methodological approaches to solving existing disagreements in the field of human measurement of the quality of police education in Ukraine and abroad are studied in integral connection. The book proves the necessity and prospects of research and implementation in the theory and practice of police education of the concept of Ukrainian general scientific methodology regarding the unity of the formation and development of a Human on the basis of the cognitive-emotional-volitional triad of components of the value experience of the individual. The developments contained in this collective monograph will be suitable for use in the pedagogical and psychological support of educational activities for the training of police officers both in the framework of formal and non-formal education.

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## ABSTRACT

The monograph *reflects* and scientifically and methodologically *substantiates* ways to solve urgent problems of the theory and practice of training officers of the National Police in terms of the quality of higher education in the context of the imperative of human-dimensional meanings, taking into account studies of Ukrainian psychological, pedagogical, legal comparative studies. In the most general form, the material is *presented* regarding the strategic guidelines for the quality of education in the WHE with special learning conditions in the context of Ukraine's integration into the European educational space. Philosophical and methodological approaches to solving existing disagreements in the field of human measurement of the quality of police education in Ukraine and abroad are *studied* in integral connection with the corresponding concepts of human development; leadership theories; the genesis of personnel work on professional training and evaluation of the activities of police officers in the system of the Ministry of Internal Affairs of Ukraine. Features of the human-measurement training of officers of the National Police of Ukraine are *explained* on the basis of the provisions of the modern post-non-classical methodology of science, a general scientific holistic approach, humanistic pedagogy, as well as the methodological foundations for the implementation of international standards of ethical behavior in the activities of police officers, which is an objective need of the current Ukrainian education system in general and in particular, a prerequisite for the prevention of corruption offenses, the vitality of virtue in society. The productivity of reflexive practices of self-organization of the personality of future police officers is *substantiated* as a condition for the development of psychological resilience.





The book *proves* the necessity and prospects of research and implementation in the theory and practice of police education of the concept of Ukrainian general scientific methodology regarding the unity of the formation and development of a Human on the basis of the cognitive-emotional-volitional triad of components of the value experience of the individual. Based on the real originality of the formation of the value experience of a police officer in the process of professional training, constructive practice, the general theoretical and methodological origins and meaningful lines of practical improvement and further personal and professional growth of a police officer in their official activities as mechanisms for protecting human rights and freedoms in the activities of law enforcement officers are *identified*.

The novelty of the approaches is associated with the use of the key foundations of psycho-pedagogical support and the development of pedagogical skills of HEI teachers with special learning conditions, the activities of mentors to harmonize the professional training of the applicant's personality in the system of departmental education, the use of a criteria approach for assessing learning outcomes, the design features of police work programs in the context of the scale of human-dimensional meanings evaluating the quality of higher education. The constructiveness of this perspective is distinguished, first of all, by a *holistic combination* and use as the latest achievements of the psychological, pedagogical, legal, neurophysiological branches of scientific knowledge to explain the newly formed pedagogical phenomena of the modern educational sphere in the aspect of innovativeness of markers for assessing the quality of educational and research activities education; and the understanding that universal human and nation-creating value orientations as a special social basis of the culturological worldview should be extrapo-



lated into the global function of modern education, which should determine and realize its social power that characterizes civilizational development in different historical epochs. In this context, the issues of introducing the axiological essence, designing, implementing and evaluating the relevant educational programs for training officers of the National Police are *specified*.

In general, the developments contained in this collective monograph will be suitable for use in the pedagogical and psychological support of educational activities for the training of police officers both in the framework of formal and non-formal education.

**Keywords:** human rights and freedoms, convention, humanity, courage, honesty, responsibility, justice, respect, trust, police, National Police of Ukraine, personnel policy, reform, law enforcement system, law enforcement agencies, law and order, professional identity, legal and psychological foundations official activities, professional activity, service training, professional training of a police officer, professional selection, training of police officers, professionalization of law enforcement officers, personality of a police officer, value experience, competence, communicative competence, interaction, psychological contact, leader, leadership, self-organization, self-development, narrative professional ethics, moral behavior, legal basis of professional ethics, ethical principles, rules (codes) of ethical behavior, police deontology, police ethics, corruption, child protection, minor, traumatic events events, stress, child-friendly room, psychological safety g compliance, resilience, psychological resources, education, EU educational policy, education applicant, transformational learning, forms and methods of education, education quality, assessment, police performance assessment, departmental assessment , assessment procedure, work



program of the academic discipline, assessment methods, criterion analysis, assessment criteria, learning outcomes, behavioral diagnostics, workshop, psychological training, psycho-pedagogical support, pedagogical skills, pedagogical skills of a higher school teacher, advanced training of scientific and pedagogical personnel.

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## **READERSHIP AND SCOPE OF APPLICATION**

The publication is addressed to students of the faculties of postgraduate education and advanced training of the Ministry of Internal Affairs, graduate students and adjuncts, undergraduates, students and cadets of legal specialties; can be used for self-education by officers of the National Police, scientific and pedagogical workers; practical psychologists, commanders-mentors working in the system of the Ministry of Internal Affairs of Ukraine. The monograph will be of interest to all those involved in the educational sphere, the education of the intellectual and legal elite, the humanization and democratization of the Ukrainian society, those who are interested in the problems of the quality of higher education for officers of the National Police, who are personally and professionally involved in its modernization. The content of the monograph provides the training of highly qualified scientific and pedagogical personnel for the system of departmental education of the Ministry of Internal Affairs with the specification of the relevant specifics of the human dimension of complex non-linear systemic pedagogical objects (environments).

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## FOREWORD

On the way to the development of a democratic, legal state of the European model for Ukraine, one of the priorities is to improve the quality of training of officers of the National Police. Therefore, it is quite logical that the departmental education of police officers is in the center of attention of the public, statesmen and scientists. This is due to the need for the gradual development of a new law enforcement agency that is really, and not declaratively oriented towards cooperation with society and territorial communities. Therefore, among the fundamental ideas of the proposed collective monograph, the key narrative is that there is an urgent need not only to improve the quality parameters of the higher education of National Police officers in a meaningful way, but also to continue reforming the system of the Ministry of Internal Affairs, including the system of departmental education, reflecting the state of development societies and related socio-economic changes in the aspect of human dimension. The peculiarity of the training of police officers is due to the specifics of the official activity itself. After all, the profession of a police officer is classified as one of the professions for which additional regulation has been introduced, and it has been appropriately recreated in the content of educational activities in this area. The specificity of police education is reflected in the general approaches to the organization of the educational process, which are inherent in all institutions of higher education, and in the special means of pedagogical skill, which were formed precisely within the framework of the activities of police educational institutions. Approval of new models of police training requires the study and development of scientifically based conclusions, where the unconditional imperative of the human-dimensional meaning of such activities is at the forefront.



In the context of the full-scale aggression of the Russian Federation on the territory of independent Ukraine, the current requirements for police training require urgent modernization and rethinking. Thus, the introduction of the necessary changes and emphasis, taking into account new challenges in the training of future police officers, was noted by Ihor Klymenko, the Chairman of the National Police of Ukraine (September 25, 2019 – January 20, 2023), during a visit to the de-occupied territories of Donetsk and Kharkiv regions on November 10, 2022, together with the leadership of the Department of Education, Science and Sports of the Ministry of Internal Affairs of Ukraine and the rectors of institutions of higher formation of the MIA system. After February 24, the functionality of the National Police of Ukraine has expanded significantly. Evacuation of people, documentation of war crimes, exhumation, demining, law enforcement in real conditions of active hostilities – these are the daily challenges of our employees. Police officers are the first to return to the liberated settlements and take citizens under protection. Experience in the de-occupied territories will definitely be included in the training program for future police officers. Corresponding changes in the training of cadets are already taking place and, based on scientific professional reflections of positive practical experience, must be strengthened.

The urgent tasks for higher education institutions, formulated by the Ministry of Internal Affairs and the National Police of Ukraine, are the training of highly professional specialists for the National Police, who will qualitatively perform the tasks facing the police in Ukraine in general and in the de-occupied territories in particular. After all, every graduate should know and be able to perform an algorithm of actions related to fire training, medical care, the specifics of documenting and investigating crimes related to violations of the laws and customs of war. Citizens in the de-oc-



cupied territories are in extremely difficult conditions, as are the police, who must not only take care of civilians and provide assistance, but also save them and their own lives.

The monograph proves the position that Ukrainian society needs a holistic strategically balanced educational policy for the training of specialists who must be characterized by appropriate professional and personal moral and managerial qualities, because the main duty of a police officer is to serve a person.

The presented research is both fundamental-theoretical and applied. The actual processes, phenomena and problems of the quality of higher education of officers of the National Police in the conditions of the imperative of human-dimensional meanings are considered. The original views of world and Ukrainian authors on some issues of methodology, theory and practice of organizing the activities of higher educational institutions with special learning conditions are presented and analyzed. The authors tried to outline the strategic guidelines for the quality of training of officers of the National Police in the context of Ukraine's integration into the European educational space, along with the assertion of Ukrainian identity and historical memory in the process of training officers of the National Police, as a synergy of national and universal achievements, modern civilizational achievements and trends of the global world

It should be noted the architectonics of labor. The rationality and consistency of the content of the work is determined by the fact that the object of scientific knowledge is concretized by several subjects of research from the point of view of the theory and practice of psychological and pedagogical activity of training future police officers. So, out of the eleven chapters of the monograph, six are directly devoted to the issues of the content and education system of police officers, two – to their psychological



training, others are in the nature of a symbiosis of psychological, pedagogical and legal factors in this sphere of life. Each chapter has an abstract, keywords, a capacious title of the main part, reflecting the conceptual essence of the chapter, as well as a list of sources used.

The authors pay much attention to the issue of inventing a place in the training of police officers to European standards of such education (Chapter 1) ***“Strategic guidelines for the quality of training of National Police officers in the context of Ukraine’s integration into the European educational space”***. The chapter proves that all the processes associated with reforming the law enforcement industry are not just “technical” external changes in the activities of police institutions, but nurture a deep psychological and pedagogical content. Consequently, the organizational changes in the reform of the National Police of Ukraine should have a positive personally significant meaning for law enforcement officers, which is provided by appropriate programs aimed at creating a sense of psychological security, psychological accessibility of means of adaptation and personal involvement in these changes.

The essence of the phenomenon of the human dimension of science in the historical and philosophical context; at the general theoretical philosophical level is revealed in Chapter 2 ***“Human-scale of education quality: philosophical and methodological dimension of the professional training officers of the National Police of Ukraine”***. The authors analyzed the main concepts of philosophical, educational theory and practice, ideas and positions in the scientific literature on the study of educational phenomena in Ukraine and abroad in their integral connection with the social and cultural context of the philosophical and methodological dimension of national and world transformations of human dimensions.



In Chapter 3 ***“Theories of leadership: personnel work as a mechanism for the protection of rights and freedoms in the activities of law enforcement officers”***, it is proved that the effective fulfillment by the National Police of the tasks of ensuring human rights and freedoms to a certain extent depends on the proper legal regulation of this activity through laws and other regulations. The researchers focus on the fact that, at the same time, the emphasis on the propaedeutics of professional deformation exacerbates the need to develop integral mechanisms that determine the constructiveness of this process in the aspect of the integral theory of leadership. After all, first of all, in order to increase the authority of the National Police among the population, in relations with citizens, it is the police officer who must act as a defender of its people and a representative of law and power, while the very specifics of personnel work should be considered as a sphere of a special “human dimension” of the organization.

The reflection of the essence of axiological approaches to the use of the acquired experience in the process of professional training and the determination of ways for further growth in professional activity is devoted to Chapter 4 ***“The uniqueness of the formation of value experience of the police officer in the process of professional training and ways of further growth in professional activities”***. The authors characterize the conceptual and methodological foundations, define a complex of objective and subjective circumstances that determine the psychological, pedagogical and legal factors in the formation of the value experience of a police officer’s personality in the process of professional training and its development in professional activities; the principles of ensuring the formation of valuable experience of police officers in the process of professional training are formulated; The prospects for the introduction of scientific and methodological support for





the process of formation and development of the valuable experience of police officers in the conditions of professional training in institutions of higher education with specific learning conditions and during the period of assimilation of the instructive requirements of professional activity are determined.

Chapter 5 ***“Reflection of personality self-organization of future police employees as a condition for the development of psychological resilience”*** explores the process of reflection of self-organization as a way of personal organization of the life of future police officers, which will contribute to the development of psychological resilience through the introduction of psychological training methods. The indicators of testometric aggressiveness of police officers are specified; interrelations of testometric and behavioral aggressiveness of police officers were revealed; the factors of manifestation of stress and post-stress response, the behavior of future police officers in the process of performing psycho-training exercises are determined; the principles of psychological assistance were determined in order to restore psychological resources in the aspect of preparation for the professional activities of law enforcement officers; the directions of professional and psychological training of future police officers are determined in terms of developing their resilience.

The authors’ approach to combining the theoretical training of officers of the National Police and its applied projection on solving practical problems of law enforcement is reflected in Chapter 6 ***“Combating violent crimes against children: challenges for Ukraine, international experience, innovative methods of practical learning”***. So, based on the analysis and generalization of the constructive foreign experience and legal practice of Ukraine, the authors outline the key aspects of countering violent crimes against children and, on this basis, specify



innovative methods for training applicants for higher education, practical mastery of the existing elements of the socio-legal mechanism for countering violent crimes against children. for appropriate modifications in the content of police education.

On the basis of a system of methods and techniques of scientific knowledge, the features of the theoretical legal organizational foundations for the implementation of the International Standards of Ethical Conduct in the training of police officers in Ukraine are concretized as prerequisites for preventing the commission of corruption and corruption-related offenses in Chapter 7 ***“Legal aspect of the implementation of international standards of ethical behavior of the police as a prerequisite for the prevention of corruption offenses”***, taking into account the laws of the humanistic approach in vocational education, which is aimed at the priorities of individuality, originality, self-worth of a person, but not abandoning its social determination.

Chapter 8 ***“Psychological and pedagogical content of the implementation of international standards of ethical behavior in the training of police officers in Ukraine”*** specifies the psychological and pedagogical content of the implementation of international standards of moral behavior in the training of police officers in Ukraine on the basis of a humanistic approach, interactive learning technologies and modern didactic principles that should be the basis for the professional training of police officers in their practical orientation in modeling the real process of service activities within the walls of the HEI, with the inclusion of teachers in this process as subjects who own the methods of organizing their own professional activities and analyzing the ways of professional self-development.

The features of the process of designing work programs for educational components of the training of future



police officers in the context of the scale of human-dimensional meanings of assessing the quality of higher education are covered in Chapter 9 ***“Features of designing work programs of educational components of training of future police officers in the context of the scale of human dimensional senses of assessing the quality of higher education”***. The chapter specifies the diagnostic evaluation apparatus for measuring learning outcomes on the basis of criteria analysis. Using the example of developing criteria for assessing the level of educational achievements of the educational component “Legal Psychology”, it is proved that such a description in the future is intended to ensure systematic design of other modules of educational components with the ability to monitor the quality of the educational process and quickly adjust educational programs. It is explained how the use of criteria-based assessment makes this process transparent and understandable for all subjects of education; provides for a comparison of the results of the applicant’s work with the standard and eliminates the subjective comparison of trainees among themselves.

Chapter 10 ***“Psycho-educational support and development of pedagogical skills of teachers in higher education institutions with special learning conditions”*** is devoted to clarifying the provisions that knowledge and consideration of subjective, that is, internal mental and psycho-pedagogical personal characteristics, is of particular importance in the process of professional training of a future police officer. From such positions, the essence and features of psycho-pedagogical support and development of pedagogical skills of teachers of the HEI with special learning conditions are concretized. The analysis of the state of development of methodological principles and methodological specifics of psycho-pedagogical support and development of pedagogical skills of teachers of the



HEI with special learning conditions was carried out; the specifics of the introduction of a psycho-pedagogical workshop for teachers of the HEI with special learning conditions are highlighted; the importance and prospects for the introduction of a system of psycho-pedagogical support and the development of pedagogical skills for teachers of HEI with special learning conditions on the basis of a synergistic approach are determined.

The undoubted advantage of the work is the scientific processing and substantiation of the essence and features of innovative markers for assessing the quality of educational and research activities of students in the HEI with special learning conditions in Chapter 11 ***“Innovation of markers for assessment of the quality of educational and scientific research activities of students in higher education institutions with special learning conditions”*** with special learning conditions. The authors concretized the essence and features of these markers, identified modern approaches to the development of effective educational materials with a rethinking of their psychological, pedagogical, didactic functions, content, forms and stages of creating effective modern educational content in terms of assessing the quality of the educational process from the point of view: “student”, “mentor”, “quality expert – a specialist in the field of educational measurements, quality monitoring” on the example of the educational component “Methodology of scientific knowledge” for the third level of education, it is proved that the evaluation of the effectiveness of the educational process based on learning outcomes is a complex procedure in which the mentor has a clear be aware of the relationship between predicted learning outcomes and how goals are set to achieve them at the time of course development. Thus, the technological cycle from the conception, development, implementation and evaluation of the educational component closes,



noting that the integrated goals of the educational component – the course, which the teacher-mentor must clearly formulate, combine 3 approaches (content, internal and external learning processes – learning, results) it is they that become the basis of the didactic complex of the course of markers for assessing the quality of educational and research activities of students in the HEI with special learning conditions.

Summarizing the above, let's note that the team of authors sought to ensure that the monograph offered to the reader "Quality parameters of higher education officers of the national police in the conditions of imperative human-scale values (theory and practice)" became the basis for further research in the discourses of studying the problem-thematic field of the quality of higher education officers of the National Police and a good, suitable reference point for improving the educational process in institutions of higher education with special learning conditions.

We hope that this collective work will contribute to the quality training of officers of the National Police, taking into account modern challenges, will contribute to the approaching victory of Ukraine and the further restoration and prosperity of the independent Ukrainian state.

Glory to Ukraine! Glory to the heroes!

*Authors*

## CHAPTER 1

# STRATEGIC GUIDELINES FOR THE QUALITY OF TRAINING OF NATIONAL POLICE OFFICERS IN THE CONTEXT OF UKRAINE'S INTEGRATION INTO THE EUROPEAN EDUCATIONAL SPACE

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### **Abstract**

*The Chapter 1 defines the strategic guidelines for the quality of training of the National Police officers in the context of Ukraine's integration into the European educational space. The historical conditions for the emergence and improvement of police bodies in different states are studied. The problems of carrying out reforms in Ukraine are analyzed and the main directions for improving the processes of establishing a new law enforcement system of Ukraine in the context of Ukraine's integration into the European educational space are determined. A clear position has been formulated regarding the fact that, along with the assertion of Ukrainian identity and historical memory in the process of training officers of the National Police as a synergy of national and universal achievements, modern civilizational achievements and global world trends, the vector of Ukraine's development is European integration, the*



*widespread introduction of European and world standards in the field of life and functioning of the state. It has been proved that all the processes associated with reforming the law enforcement industry are not just “technical” external changes in the activities of police institutions, but will have a deep psychological and pedagogical meaning. In the context of reforming the National Police of Ukraine, organizational changes should have a positive personally significant meaning for employees, which is provided by appropriate programs aimed at creating a sense of psychological security, accessibility of means of adaptation and personal involvement in these changes.*

**Keywords:** *reform, law enforcement agencies, police, decentralization, psychology of changes, psychological support, professional identity, psychological security, education quality, EU educational policy.*

## **Introduction**

On the way to the implementation of the strategic course towards European integration proclaimed in Ukraine, the implementation of the guarantees declared in the norms of national and international law of guarantees for the protection of human and civil rights and freedoms, the priority is to improve the activities of the National Police, which is especially acute due to the aggravation of the situation in the state as a result of aggressive military operations of Russian Federation.

Ukraine is a sovereign country that has come a long way towards gaining independence. Since August 24, 1991, since the adoption of the Act of Declaration of Independence of Ukraine, the history of the young Ukrainian state continues. The historical path covered in the last three decades determined the prospects for the develop-



ment and renewal of Ukraine, the direction of building the entire Ukrainian society. Today, the vector of Ukraine's development is European integration, the widespread introduction of European and world standards in all spheres of life and functioning of the state. At the same time, when planning for the future, do not forget about the past. The heroic and tragic pages of our history are a reflection of the events taking place today. The history of the state consists of the history of territorial, power and social structures, the history of individuals and society as a whole. The history of the development and activities of departments and services reflects the changes in the state that took place at a certain historical stage, allows you to trace the development of historical processes and see their basis. The history of the development of police institutions, which ensure the protection of the interests of society and the state, the protection of human rights and freedoms, as well as measures to combat crime and maintain public security and order, deserves special attention. Until 2015, these functions were performed by the police of Ukraine. Today, law enforcement functions are performed by a new central executive body – the National Police of Ukraine [1].

The issue of transformational processes in the law enforcement industry in recent years has attracted increasing attention of researchers in various fields of science. Analyzing the peculiarities of the implementation of law enforcement reforms in different countries, scientists and practitioners try to determine their specifics through the prism of historical factors [2], differences in the stages and steps of reforms [3–5], etc. But almost all authors [6] note significant psychological difficulties of transformations, which are associated with temporal and substantial changes at the stages of professionalization of law enforcement agencies, optimization of regulations for professional activities, with transformations of the regulatory framework, etc.





To a large extent, the final success of the reforms is determined by psychological and pedagogical factors: the ability of workers to overcome their own inertia and learn to work in new conditions, overcoming the limitations of professional motivation, creating conditions for effective entry into professional activities, etc. Also, in the context of the formation of Ukraine as a democratic state, its aspirations to join Euro-Atlantic structures, attempts to become a full member of the EU, the issue of sovereignty, territorial integrity of our state and ensuring national security and protecting its state borders both in military and in the post-war period after our victory. In this regard, the requirements for professional training and activities of police officers are increasing.

On July 2, 2015, the Verkhovna Rada of Ukraine adopted the Law of Ukraine “On the National Police” [7]. The adoption of this normative document witnessed the beginning of a new stage in the development of the Ukrainian law enforcement system. Thanks to this step, the problem of a comprehensive, systemic reform of the entire system of law enforcement agencies, which fully complies with international standards, has come to the fore. In the course of the reforms already carried out, the functions and powers of the police have been significantly revised, the possibilities for police officers to use administrative coercion measures have been clarified, measures have been taken to increase the prestige of police service, recertification of employees, etc. has been carried out.

The Law of Ukraine “On the National Police” emphasizes that the level of confidence of citizens is the main criterion for assessing the effectiveness of the activities of police bodies and units. To study and determine the level of trust, a mechanism was developed, approved by the Resolution of the Cabinet of Ministers dated February 7, 2018 No. 58 “On Approval of the Procedure for Assessing



the Level of Public Trust in the National Police”. According to the Law of Ukraine “On Public Procurement”, the State Institution “Service Center for NPU Units” initiated the procedure for determining a sociological service and prepared tender documentation for the purchase of public opinion survey services in assessing the level of public confidence in the National Police through open tenders. On October 6, 2020, on the website [www.dzo.com.ua](http://www.dzo.com.ua), the National Police announced the procurement of services. The tender was won by Forservice UA Sales LLC, with which a corresponding contract was concluded on November 13, 2020. According to the results of a sociological study conducted by the Ministry of Internal Affairs of Ukraine, the level of citizens’ trust in the Ukrainian police in 2020 was **40.8 %**. For comparison, in European countries this figure at that moment ranged from **39 %** in Hungary to **94 %** in Finland.

According to the Ilko Kucheriv Democratic Initiatives Foundation, which in August 2022 conducted a survey together with the sociological service of the Razumkov Center with grant support from the University of Bremen, compared with the results of the survey in August 2021, as of August 2022 of all state bodies and social institutions currently engaged in the protection of the state: the Ministry of Internal Affairs (**+65 %**) in general and the National Police (**+54 %**) in particular, the Foundation said [8]. According to sociologists, the growth of public trust indicates a high level of social cohesion of citizens. After all, despite all the trials of the war and the efforts of Russian propaganda, Ukrainians’ trust in state and social institutions continues to grow.

The National Police of Ukraine is in a state of further reformation of activities and today, in the special conditions of martial law, it needs comprehensive support for the psychological health of workers. The official activity of police officers traditionally refers to complex types of



professional activity, it is accompanied by significant psycho-physiological and physical stress on employees, many risk factors for their life and health. Difficult conditions can lead to disturbances in the mental activity of police officers, the emergence of post-traumatic disorders, a tendency to deviant behavior and professional deformation [9]. On the way to the development of a democratic and legal state of the European model for Ukraine, one of the priorities is to improve the *quality of training of officers* of the national police [10].

Also important in the context of this problem is the question of the multi-motivation of professional activity, that is, its correspondence to not one, but several motives at the same time. Some motives in this system have a greater motivating force. They have a greater impact on activities and are updated more often. Other motives have a weak motivating force and are at the bottom of the hierarchy of motives [11].

Motivation for professional and service activities has its own specifics and is formed through a number of different socio-psychological circumstances, which, in turn, determines the whole complex of both positive and negative factors of both service and professional activities [12]. Thus, in the structure of the psychological readiness of police officers, the motivational component reflects motivational efforts, the need to successfully implement the task, the desire to best fulfill the tasks of official activity, the desire to succeed, a sense of duty and responsibility, the need for self-improvement, self-knowledge, the basic component of which is their motivational readiness. to perform the tasks of operational activities.

*Motivational readiness* is most often defined as a complex individual psychological formation that combines the individual's awareness of the significance of future professional activity, determined by the development of profes-



sionally significant qualities and values and the presence in the individual's mind of the image of its profession, its own professional behavior [12]. All this, as a rule, is accompanied by the desire to engage in this activity after graduating from higher education.

Among other meaningful characteristics of motivational readiness for professional activity, scientists define [13]:

- a complex of personal and professional characteristics (emotional stability, positive attitude to activity), focus on the field of activity and levels of professional education, value-semantic and life orientations;
- showing interest in novelty, the desire to engage in innovation in activities, experiencing positive emotional states caused by innovation, the desire to evaluate one's professional and personal experience from the standpoint of innovation;
- a positive attitude, the subject's interest in its profession, orientation to the motives and values of the chosen professional activity, the need for it, as well as the need for achievements and self-improvement;
- a conscious and active, activity state that provides personal and professional self-realization and self-actualization in solving professional problems based on psychological and pedagogical competence, personal and professional experience, creative use of individual mental characteristics and intellectual potential in the process of professional activity, satisfaction with the professional choice made, professional self-determination, the desire to work in the future in the specialty, which is motivated by the interest in the content of one's own professional activity;
- an established complex of stable motives.

According to most scientists, it is the motivational



component that is the determinant that combines internal and external factors, and therefore acts as a basic one. That is, generating the interest of police officers in their official activities, the need to successfully perform professional tasks, the desire and desire to achieve success in the professional field, the desire for self-development, self-improvement and self-realization, the desire to demonstrate oneself from the best side, a sense of duty and responsibility to the Motherland, etc.

All this requires the continuation of the implementation of measures aimed at modernizing the national law enforcement system. At the same time, the study of foreign experience in the functioning of police structures is of great importance, especially in countries where the police have a long history and enjoy a well-deserved high reputation. Studying the experience of police activities abroad allows to better understand the problems of the formation of the police in Ukraine and, on the basis of this, develop more effective measures for its development and improvement [14]. Although the police structures of foreign countries have significant differences from domestic ones and function in other realities, it seems that there are still objective prerequisites for constructive understanding and creative application of their experience in our country [6].

So, **the aim** of the study is to determine the strategic guidelines for the quality of training of officers of the National Police in the context of Ukraine's integration into the European educational space, along with the assertion of Ukrainian identity and historical memory in the process of training of officers of the National Police, as a synergy of national and universal achievements, modern civilization- achievements and trends of the global world.

To achieve this aim, the following **tasks** are solved, in particular:



- explore the historical conditions for the emergence and improvement of police agencies in different states;
- analyze the problems of reforms and determine the main directions for improving the processes of establishing a new law enforcement system in Ukraine in the context of Ukraine's integration into the European educational space.

The study used a comparative logical-historical analysis and synthesis of philosophical, psychological and pedagogical works, official and regulatory documents, curricula; analysis of works in the field of the theory of scientific revolutions, concepts of education, philosophy, psychology and pedagogy on the problem under study; study, analysis and generalization of the experience of reforming police training in Ukraine, EU countries, USA, Japan; historical and legal analysis of the formation and transformation of police systems in different countries of the world, as well as the identification of typical psychological and pedagogical problems of their reform.

## **Improving the processes of formation of a new law enforcement system of Ukraine in the context of Ukraine's integration into the European educational space**

The police is one of the most ancient and integral attributes of any state. Modern foreign theory and practice of policing are widely oriented towards national historical traditions embodied in specific legal acts. This is evidenced, in particular, by the practice of preserving the historical names of police agencies in a number of countries: Scotland Yard in the UK, the Sheriff's Institute in the USA, and the Royal Mounted Police in Canada.



The term “police” was introduced into scientific and common usage by the ancient Greek philosopher, scientist-encyclopedist Aristotle (384–322 BC). During this period and in subsequent centuries, the term “police” coincided in its meaning with the state activity (“policing”). In the Middle Ages, in some states of Europe, the word “police” began to acquire a slightly different meaning. In particular, in early German documents, “gute Polizei” meant order (the Nuremberg Decree of 1492), but in general it was a synonym for good condition, public well-being. Only from the end of the XVI century it began to be used in France in a slightly different sense: under the French term “police”, “policite” and the German “polizei”, they gradually began to understand the totality of various elements of the social structure, public welfare, as well as government activities aimed at ensuring it. In Western Europe in the XVIII century the police were entrusted with the responsibility of taking care of schools and the people’s food, caring for the poor and collecting taxes, etc. It got to the point that it was sometimes difficult to distinguish the police from the administration in general. As Deriuzhynskyi, V. noted in this regard [15], the term “police” in this period denoted the entire set of affairs of secular administration, in contrast to church affairs.

As a body that ensures the protection of law and order and the enforcement of the law, the police appeared in ancient Rome. The Roman Empire reached great heights in the development of the law, and this system continued until the collapse of the empire, and its influence was felt even throughout the Middle Ages. From the beginning of the 5<sup>th</sup> century AD police functions in Europe began to rely on governors and local nobles. So, for example, in England, police duties were carried out by the local nobility or their bodyguards. Each householder swore an oath to contribute to the search and punishment of criminals and was obliged to serve a year as a constable [2].



The history of police reforms in Japan is peculiar, where a structure resembling today's police system was first created in the 17<sup>th</sup> century. The first police reform took place in 1874 – it was carried out by Emperor Meiji, who wished to build a police force in Japan on the French model. In 1873, the position of Minister of the Interior was introduced, in charge of the Police Bureau. The new system remained purely centralized and received very wide opportunities. After the Second World War, the imperial police was disbanded, the creation of a new structure was carried out under the control of the American occupation administration and took almost a decade. In 1945, the American government set the task of decentralizing, demilitarizing, and democratizing the political system of defeated Japan. All the armed forces of Japan were demobilized, and the Ministry of Internal Affairs and the secret police were eliminated. In 1947, a new law on the police was adopted, which provided for the decentralization of the internal affairs bodies and the creation of 1,600 independent municipal police departments in all localities of the country where the population exceeded five thousand people. In 1954, another reform was carried out – a new law “On Police” was adopted, which approved the structure that is still working. Today, the Japanese police system is based on a network of departments located in each prefecture (Tokyo has a Special City Department), with broad operational powers, but fully accountable to the National Police Agency. The prefectural police department is responsible for patrolling, road safety, and criminal policing. The prefectures were divided into districts where police departments were established (in total, there are now about 1,250 such departments in the country). The number of patrolmen has been increased – they make up 40 % of the total number of police officers. In Japan, voluntary public formations are widely operating – associations for the pre-





vention of thefts in apartment buildings, the prevention of robbery attacks on financial institutions, and rehabilitation assistance to offenders. The quality of the police is controlled by the National Public Safety Commission. The Japanese police system, even though centralized, has been efficient for decades. The homicide detection rate (96–97 %) in Japan is the highest in the world [16].

One of the first major attempts at police reform can be considered a reform carried out in the state of New York back in 1884. By the middle of the last century, the level of confidence in the police in the United States did not exceed 20 %. In 1970, a Congressional Commission to Investigate Police Corruption in New York (Knapp Commission) was created to expose corruption, trade in positions, and merging of police units with criminal gangs. The Commission sent recommendations to the Department of Justice and the US Attorney General, which became the basis of a nationwide reform of the police forces.

*Firstly*, police bodies were decentralized along territorial lines. Powers were clearly divided between the federal, state and municipal police levels. This not only increased the effectiveness of investigations, but created obstacles to the formation of uniform corruption verticals in law enforcement agencies. The main burden of maintaining law and order has shifted to the state and city police.

*Secondly*, the responsibility of management for the actions of subordinates is legally fixed. In addition, a secret informant appeared in each police station, reporting on all official offenses.

*Thirdly*, the local population was involved in the work of the police. In parallel with the police streets, volunteer police officers began to patrol. Such a technique, according to the authors of the reform, erases the psychological barrier between the police and citizens. In New York alone,



there are now more than 4,000 volunteers for every 40,000 police officers.

*Fourthly*, the professional selection of police units was strengthened. To become a police officer, it is necessary to meet certain requirements, among other things, have a crystal clear biography and graduate from the police academy. To become a detective, it is necessary to work as a patrol officer for at least three years, prove yourself in the service and pass difficult qualifying exams. The requirements for a subsequent upgrade are similar.

*Fifthly*, no achievements allow a career police officer to head the police forces of a large city or state – only civilians are appointed to these positions by the executive bodies of cities.

*Sixthly*, civilian control bodies were created, the activities of which are financed from local budgets and consider citizens' complaints against the police. In New York, a special number 311 has appeared, by calling which you can leave information about the violation of the law by the police.

*Seventhly*, all the innovations were supplemented by an increase in the salaries of police officers. In addition, they have health insurance, mortgage benefits and a high pension: after 20 years of service – 50 % of earnings, after 30 years – in the amount of 75 % of earnings. In 2014, according to nationwide surveys, 73 % of US residents trusted police officers [3, 17].

The issue of organizing the fight against organized crime in the United States was quite thoroughly formulated by Grokholskyi, V. in his monograph "Organizational and legal foundations for the management of special units of the Ministry of Internal Affairs of Ukraine to combat organized crime" [18]. The fight against organized crime in the United States is led by the Department of Justice, which



develops a general strategy and exercises methodical management of all law enforcement agencies. The main department of the ministry, which is directly entrusted with the fight against organized crime, is the Federal Bureau of Investigation (FBI). Along with it, the Drug Enforcement Administration (DEA), which investigates crimes related to the activities of international and national drug trafficking syndicates. As part of the US Department of Justice, three more services have been created that are directly related to the fight against organized crime:

1) immigration and naturalization service (prevention of illegal importation of narcotic drugs into the country);

2) service of judicial executors (protection of witnesses and members of their families during the investigation of cases of organized crime);

3) service of legal assistance, research and statistics (coordination and conduct of scientific research in the field of problems related to organized crime).

The US Department of the Treasury, the Customs Service, the Postal Service, the US Department of Labor, the Securities and Exchange Commission, and the State Department also play a significant role. Under current US law, the responsibility for combating organized crime lies with law enforcement agencies at all levels: federal, state and local authorities. The fight against organized crime in the United States is carried out directly by the federal police units (strike force associations), whose territorial jurisdiction is distributed in such a way that, in aggregate, they cover the entire country with their control. These units, subordinate to the Ministry of Justice, operate in close contact with other law enforcement agencies [19].

The problem of combating organized crime in many countries of the world comes first [20]. It should be noted that for many countries of the world, the allocation of



banditry as a separate offense is atypical. Such crimes are considered as manifestations of organized crime. In the USA, Great Britain and Japan there are various classifications of theoretical approaches and concepts of preventive activity. Due to the fact that there are many theories of the causes of crime, there is no unified theory for preventing illegal behavior [21]. Crime prevention in the UK and America is carried out in three main forms: situational, social prevention with the help of the public [22].

In the context of active transformational processes in the law enforcement industry of Ukraine, the experience of countries that have undergone such transformations not so long ago is of particular importance. So, in the UK in 2011–2014, a phased reform of the police was also carried out, which in many ways contributed to increasing the authority and status of this body. Its legal basis is the Police Reform and Social Responsibility Act 2011 and the Police and Fire Reform (Scotland) Act 2012 of the United Kingdom. Among the most important areas of reform are: a significant increase in funding for the police, a phased reduction in the number of police officers, an increase in the overall “police efficiency” by about 5 % by simplifying certain procedures and actions, minimizing the cases of involving police officers in overtime work. In addition, instead of the territorial police departments, which until then exercised the overall leadership and supervision of each of the territorial police units, the position of the Commissioner for Police and Crime was introduced. In order to ensure public oversight of the activities of the commissioner, as well as to facilitate the effective performance of its tasks in the UK, there are now commissions on police and crime formed by local governments, in [23, 24].

*Let's move on to some European countries.* After conducting a number of studies on the areas of activity of top-level police officers in Germany, the staff of the High-



er School of Police applied a *competency-based* approach to creating an appropriate standard for the professional training of police officers in this category and developed a modular book for their professional training “Modulhandbuch Masterstudiengang: Öffentliche Verwaltung – Polizeimanagement (Public Administration – Police Management)” [25]. So in Germany, it is assumed that after passing the appropriate training, top-level police officers can lead large units and departments, direct the actions of their subordinates in large-scale operations, perform leadership functions in the central police bodies of the federal states and the Federal Police, and lead the units involved in operations within the framework of international cooperation, as well as to fulfill relevant duties in the field of training and advanced training of police officers [26]. In addition to the basic professional and managerial competencies, the following skills and abilities were also identified as necessary for top-level police officers [25]:

- perspective, methodical, analytical thinking, which will provide a better understanding of the relationship and mutual influence of such phenomena as the state, society, politics, law and police;
- performance management of subordinate personnel, which should be focused on meeting the needs of citizens;
- organization of interaction with the police of the federation and the police of the federal states, interaction between police units at the international level, as well as interaction with other institutions and personal responsibility for its quality;
- convincing representation of the police in front of the public, the formation of a positive impression of the police activities among the population;



- development and implementation of economically rational plans for organizing the performance of a subordinate unit;
- prevention of conflict situations and competent resolution of conflicts in case of their occurrence;
- a critical analysis of one's own activities as a police officer and as a leader, in particular from a moral point of view;
- analysis and organization of their own official activities, in particular from the point of view of the objectively correct use of human resources, especially in conditions of heavy workloads;
- assessment of the significance and credibility of scientific information, taking into account the methods used;
- application of scientific methods in order to systematize and analyze the problems of the police department;
- continuous self-improvement of professional knowledge and its application, if necessary.

The training of senior police officers in Germany lasts two years, contains 120 credits – 20 modules. One credit is equal to 30 academic hours, the total amount of training time is 3600, of which 1802 hours are classroom lessons. The modules of the first course of study are mastered by the students on the basis of the corresponding departmental educational institutions, depending on what kind of police the student belongs to. Representatives of the Federal Police study during the first year of the Master's program at the German Federal Police Academy.

After the collapse of the union of the Warsaw Pact countries, the Czech Republic took the path of decentralization and depoliticization of the police. The Ministry of Internal Affairs was demilitarized. The central office



of the Ministry of Internal Affairs in the Czech Republic is now engaged in analytical and expert work, legislative support for police activities, distribution of finances, citizenship and migration issues, crime prevention and is responsible for managing and monitoring the crime situation in the country. All officials are civilians. And the activities of the police were completely separated from the relevant ministry. In addition, internal troops, rapid reaction troops and border guards were liquidated in the Czech Republic. Instead, a common Federal Police Corps was created. The police, as already noted, work independently. The police officers investigating crimes are subordinate only to the prosecutor's office and the court. As in Ukraine, mass lustrations were carried out in the Czech Republic, during which 20 % of the employees of the Ministry of Internal Affairs lost their posts. They were replaced by young specialists trained in police schools abroad. The investigation of the criminal activities of the police is entrusted to the Inspectorate of Internal Affairs, which reports directly to the Minister of Internal Affairs of the country. According to experts, the Czech decentralization of the police is one of the most successful in the post-socialist space. The level of public confidence in the police is 58 % [6].

In Poland, until 1989, the militia was a paramilitary detachment of the Polish United Workers' Party. In 1987, trust in the police was low at 23 %. The reform of the police bodies was carried out in the early 1990s – during the period of shock therapy, when the economic condition of the country was very difficult. The composition of the police within five years after the reform from 1990 to 1995 was updated by 60 %. Today, a third of Polish police officers have higher education. In addition, in Poland the police training system has been reformed in the direction of increasing practical orientation. Psychologists and



specialists in interpersonal communication also work with the police. Basic training for ordinary employees lasts 6.5 months. To be promoted, a career police officer must have a minimum of three years of work as a patrol officer on its record. Corruption in the recruitment of new police officers was reduced to zero through a complex and multi-stage selection process. The country is constantly assessing the work of police units. The crime prevention service is evaluated by the effectiveness of the work of district police officers, the rate of detention in hot pursuit or at the scene of a crime (in Warsaw, the latter figure is 30 %), and the speed of response to offenses. The criminal service is assessed differently: the main commandant's office develops general principles and indicators per year, then the commandant's offices of the voivodeships disclose in more detail to the district departments. In 2014, the level of trust in the police in Poland was 70 % [3].

In the post-Soviet space, the most successful is considered to be the reform of the law enforcement industry in Georgia, which occupied one of the first places in the world in terms of the level of corruption in government. In 2004, immediately after the change of power, the heads of all the power structures of Georgia were fired. 15,000 police officers were dismissed from the bodies of the Ministry of Internal Affairs – this is the entire composition of the Georgian traffic police. For three months the country lived without traffic police, and its new staff was recruited from scratch, on a tough competitive basis – only 650 out of 2,500 applicants were selected. All patrol cars are equipped with computers with Internet access. The contacts of the patrol police with the drivers were minimized. The selection of detectives and operatives was no less rigid than the selection of patrol officers: only 5 % of the personnel retained their posts. All criminal police officers completed an additional three-month training at the police





academy. According to polls in 2014, 87 % of Georgian residents trusted the police [27].

Georgia, the Czech Republic, Japan, and Poland reformed their law enforcement agencies at a time of profound social upheaval and transformation. Analyzing the improvements in the police industry carried out abroad, one can single out their common features: demilitarization, lustration, separation of powers at the central and municipal levels, increased attention to professional selection and preparation for future activities. And all this can be achieved by bringing together police practice and academic research, including psychological research, as evidenced not only by the increase in the weight of behavioral and psychological disciplines in the practice of police training, but also by promoting research work in the field of police science in the context of the above-mentioned reform.

All this necessitates the definition of new relevant content, main directions, mechanisms for forecasting, development and implementation of the state educational policy for the training of police officers in Ukraine, which meets both the needs of the present and future sustainable development of the state. After all, education is a strategic resource for the socio-economic and scientific-technical development of society, ensuring the improvement of people's well-being, national security and interests, strengthening the authority and competitiveness of the state in the international arena [28].

Education is a mechanism for the reproduction of culture at the individual-personal and social levels. However, the individual in a person, as we know, is unique and unrepeatable, the public – by what is “delegated to education” as a requirement of a specific historical type of culture. If pedagogy mainly studies the mechanism of this delegation, then philosophy, first of all, deals with



the ideal – determining the quality and content of a kind of “spirit of the era” on which this type of culture, production, communication is based and which is “delegated” to education as a socially defined requirement, norm, standard or ideal. It is in this dimension (and no more!) that philosophy acts as a theory of education. Since the philosophical exploration of the world unfolds as a comprehension of the universal, it (philosophy) performs a methodological function in education, the definition of the method of implementation of which constitutes the subject field of such a direction of philosophizing as the philosophy of education... [29].

National authorities in EU countries are increasingly demonstrating new ways to reform education policy [30]. Thus, a Swedish researcher [31] notes the importance of control over the results of education, quality control requirements, standardized testing, assessment, and the introduction of national criteria. In addition, national authorities can introduce “soft” forms of control [32, 33]. This may include dissemination of information, collaborative analysis and increased use of assessments and quality control [34]. This trend can influence many aspects of educational practice [35]. In different periods of modern Ukrainian history, the process of reforming education proceeded with different intensity and, to a greater extent, concerned one or another segment of education [36].

In this context, the issues of concretizing the axiological-nation-creative content and developing a methodology for training competent specialists in the field of educational reforms of police training for Ukraine, on the one hand, and personal and professional selection, training personnel for work in the field of departmental educational policy at the state level, on the other hand, are of particular importance [37]. Since the degree of their spiritual, moral and patriotic upbringing, the ability to productively serve



the Motherland, life-creation and self-realization in the society of the 21<sup>st</sup> century depends on the implementation of a wise, scientifically and politically balanced departmental educational policy.

To create new laws regulating the relations of the subjects of the educational process, to learn how to live according to the laws is, perhaps, if it were not for the main task of our entry into the European educational space. Principles and approaches to modern legislation in the field of education are defined by the Declaration on State Sovereignty of Ukraine 1990; The Act of Declaration of Independence in 1991 and documents confirming the European choice of Ukraine as a strategic course for the development of the state and society. The signing of the Lisbon and Bologna conventions by Ukraine is a vivid manifestation of the orientation of Ukrainian education towards European standards and principles. The main ones are democracy and human rights, peacefulness and environmental security, tolerance and solidarity. These values form the second component of the ideology of Ukrainian legislation in the field of education. The optimal combination of the spiritual dominants conditioned by these flows creates the ideological platform on which the law-making practice in the field of Ukrainian education unfolds in the transformational period. It is known that a “spiritual person” turns into a demonic force of history. It stirs up conflicts, draws peoples into the destruction of war, constantly creates and reproduces global threats. Violence and evil are opposed by another person – spiritual, intelligent and fair. In the upbringing of such a person – not only in a single society, but also in a civilizational dimension – this is precisely the new historical mission of education [29].

The spiritual core of the tradition – the Ukrainian national idea acts as the leading ideological dominant of the creation of the state. It is leading both in the education sys-



tem in general and in the training of officers of the National Police of Ukraine in particular. That is why the created legal field of education should unfold on the direct basis of the Ukrainian national idea, with fundamental values integrated with general civilizational spiritual orientations. These spiritual sources, synthesized into a single whole, create a unique ideological basis for the formation of the regulatory and legal field of education as a democratic, integrated into the European and world educational space, an open and tolerant system based on national traditions and universal fundamental values, meets the conditions and urgent needs of practice.

The law enforcement system of Ukraine, which has recently undergone major transformations, has provided teachers and psychologists with an almost unique opportunity to observe live the processes of formation of such phenomena as professional consciousness, professional identity, professional competence among people, a significant part of whom, until recently, had nothing to do with law enforcement system. Among the new police officers are people of different professions. All of them are united by the desire to fight corruption and find themselves in other professional activities. And all of them are in the process of professional development. For most of them, we are talking about secondary professionalization and, accordingly, very complex processes of forming a new professional identity. All these processes require serious scientific psychological and pedagogical comprehension, because awareness of one's professional identity is the key to effective activity and harmony of the specialist's personality. Among the main scientific-methodological and organizational-methodological directions, the following ones require the most attention [38]:

- understanding of professional identity as a complex, multicomponent and integrative characteristic of a person,



the structure of which contains social and personal components, determined by the awareness of one's belonging to a certain profession and a certain professional community, the presence of external and internal factors that contribute to the successful implementation of a specialist in the profession. In the course of the empirical study, the experiences of police officers were analyzed both at the stage of their professional training and during their professional activities, the dominant spheres of personality and types of behavior were determined;

- understanding the formation of the predictive abilities of the future law enforcement officer as a process of mastering intellectual activity, which consists in obtaining, based on actual data, a version of the legal situation based on extrapolation, modeling and expert assessment, integrating the basic forecast (legal knowledge), the forecasting process (actions in the social and legal environment) and forecast selection (professional, social and personal values);

- a scientific position on the place and role of the motivational component in the formation of the personality of a police officer based on an analysis of the functions performed by the motivational sphere of the personality (orienting, motivating, guiding, stimulating, mobilizing, controlling), the stages of deployment of motivational readiness (professional orientation, gnoseological, corrective), as well as main motivators;

- the initial training of a police officer should last at least 1–2 years, and the training of cadets – at least 4 years, because it is a special full legal education that can ensure the formation and development of such competencies necessary for protecting human rights and freedoms, combating crime, and ensuring public security and order at a sufficient professional level.



The departmental education system of the Ministry of Internal Affairs of Ukraine plays the most important role in professional training and professional development of law enforcement officers “in order to prepare personnel for the successful performance of the tasks assigned to them” [39]. In general, almost every person seeks to identify itself with a certain profession, this allows to avoid psychological discomfort and personality destruction. The profession of a police officer is no exception. And among the indicated directions, let's also focus on such a pan-European trend as the preservation of specialized (purely police) training institutions. The reform of sectoral education in the Ministry of Internal Affairs of Ukraine and the functioning of the national police system should take into account the best foreign experience, since, despite the difference in political, legal, cultural traditions, mentality, police activities in European countries and the USA solve identical problems with regard to the provision of police services in ensuring public safety and order; protection of human rights and freedoms, as well as the interests of society and the state; combating crime, modern challenges and threats, crimes of a terrorist and transnational nature, often combining efforts at the international level. It should also be emphasized that in the leading European countries, reforms of police activities were usually carried out in the context of the implementation of the administrative reform of public administration. Therefore, research, borrowing of foreign experience, application of single unified standards of police training is absolutely necessary for its implementation in domestic experience [40].

Taking into account various micro- and macro-social determinants, various models of police education training have been formed in Europe, namely:

- *German*, which requires mandatory practice and advanced training before being appointed to a higher



position. The training of a police officer according to the German model of training at all three levels lasts a total of 7.5 years;

- *French*, which in its concept uses the centralized principle of education management. Duration of study – 4.5 years;
- *British*, which in its concept uses the decentralized principle of education management. This system is characterized by giving the police officer only a narrow specialization.

All analyzed educational systems of police training are characterized by: high professional level of teachers and instructors; high-quality methodological support of applied sense; a rational approach to the study of disciplines of a practical direction, which makes it impossible for cadets to teach subjects that in our system of the educational process are referred to as a normative block; all the necessary conditions are created for cadets to acquire knowledge and skills in a short time (*accomplishments and skills*); application of a wide range of practical (extracurricular) forms (*experiential learning*); strict control over the level of assimilation by cadets of the material; increased requirements for scientific and pedagogical workers, elected only on a competitive basis, with the obligatory consideration of practical experience, and its educational and qualification level. Consequently, the departmental system of training law enforcement officers has its own target orientation, content and characteristics. It is the only system of educational activities with uniform requirements for the formation of the content of education, with a network of educational institutions defined in the prescribed manner and with its own management system. Today, the formation of this system is simultaneously taking place in two directions [40]:



1. *Firstly*, the formation of the professional training system of the Ministry of Internal Affairs is on the path of introducing consistency into the professional and educational process based on the implementation of a unified state policy in the field of law enforcement public service through determining the structure and content of the professional activities of law enforcement officers, the professional and qualification characteristics of the positions of bodies, services and departments of internal affairs, goals, priorities and principles of relevant professional training, the introduction of unified state standards for professional development and criteria for assessing their achievement, taking into account the variety of terms, forms and methods of training. This is what should give the system of departmental vocational training certainty, integrity, and ensure the continuity and consistency of the educational process.

2. *Secondly*, the formation of the professional training system of the Ministry of Internal Affairs of Ukraine is also taking place to strengthen the controllability of the system, integration, interconnection and coordination of the actions of all educational institutions that carry out educational activities in the field of professional development of personnel of bodies, structures and units of law enforcement agencies.

It is logical that the use of new technologies requires the presence of professional qualifications, social competence, civil responsibility from managerial teachers of all levels. In addition, such specialists should be characterized by developed analytical and predictive thinking, possess reflection skills, and, above all, be characterized by appropriate personal moral qualities, be patriots of their country [41]. Therefore, the aforementioned modern features of the police reform processes in Ukraine and the countries of the European Union need an in-depth com-





parative analysis in order to specify the originality of a holistic dynamic model for its further reform in Ukraine based on the creative application of the experience of the European Union countries and determine the prospects for its implementation.

The full development of the Ukrainian state is impossible without the creation of a single stable and functional system of internal affairs as part of the national security and defense sector. The role of the Ministry of Internal Affairs of Ukraine is to create conditions for the development of a safe living environment as the basis for security on the territory of Ukraine, as well as a modern system of internal security as a factor in countering Russian aggression.

In the process of implementing the “Strategy for the Development of the Internal Affairs Bodies of Ukraine”, approved by the Order of the Cabinet of Ministers of Ukraine dated October 22, 2014 No. 1118-r, the Ministry of Internal Affairs of Ukraine was reformed into a management body in the system of central executive authorities, which ensures the formation of state policy in such areas:

- ensuring the protection of human rights and fundamental freedoms, the interests of society and the state;
- combating crime;
- maintaining public safety and order;
- provision of police and administrative services;
- protection of the state border and protection of the sovereign rights of Ukraine;
- organization of civil protection, prevention of emergency situations and elimination of their consequences;
- migration and citizenship.



In general, the strategic directions for the development of the Ministry of Internal Affairs system by the beginning of the full-scale military invasion of the Russian Federation on February 24, 2022 were: creating a safe environment for the existence and development of a free society through the formation and implementation of state policy in the field of internal affairs, strengthening public confidence in the bodies of the Ministry of Internal Affairs system, continuation of the development of Ukraine as a safe European state, based on the interests of its citizens and the high efficiency of all components of the system of the Ministry of Internal Affairs. After all, the sphere of responsibility of the Ministry of Internal Affairs of Ukraine belongs to a complex system of public relations. The Ministry of Internal Affairs forms the state policy and ensures its coordinated implementation by the National Police of Ukraine, the State Emergency Service of Ukraine, the Administration of the State Border Guard Service of Ukraine, the State Migration Service of Ukraine, the National Guard of Ukraine, the Main Service Center of the Ministry of Internal Affairs of Ukraine, as well as territorial bodies, enterprises, institutions and organizations related to the sphere of management of the system of the Ministry of Internal Affairs. The basic needs and proper functioning of the system of the Ministry of Internal Affairs are provided by departmental higher education institutions with specific training conditions, health care, enterprises, research forensic centers and scientific institutions.

The strategic priorities of the system of the Ministry of Internal Affairs of Ukraine for a full-scale military invasion of Russia on February 24, 2022 on the territory of Ukraine were determined in 2020. These priorities concretized the vision of the development of the MIA system as an integral part of the national security and defense sector of Ukraine and determined the priorities of the activity:



- safe environment;
- combating crime;
- observance and provision of human rights by the bodies of the Ministry of Internal Affairs;
- effective integrated border management and balanced migration policy;
- quality and availability of services;
- good governance, transparency and accountability;
- development of personnel potential and social protection of employees.

Achieving the goals of the Strategy for the Development of the Ministry of Internal Affairs consisted of consistent steps based on optimal solutions that take into account the positive experience and best practices of the leading countries of the world.

The key challenges that the bodies of the Ministry of Internal Affairs face today in the conditions of war are directly related to their competence in ensuring the security of citizens and society, the ability to resist crime, and provide transparent and high-quality services for society, but these challenges have spread significantly.

Thus, in the ***“List of priorities of the National Police of Ukraine for 2023”*** the first priority is **“DETERMINATION AND CONTAINMENT OF ARMED AGGRESSION OF RUSSIA, PERFORMANCE OF TERRITORIAL DEFENSE TASKS, MEASURES OF THE LEGAL REGIME OF MARTIAL STATE”**:

**1. *Participation of special police units, combined units in the execution of combat orders of the military command*** – creation, staffing and direct participation in the work of new special units (“Safari”, “Tsunami”, “West”, “Enea” and others) for the purpose of detection and neutralization sabotage and reconnaissance groups in the area



of responsibility of defense forces groups, de-occupation of populated areas and fulfillment of other tasks of the legal regime of martial law.

**2. Organization of police work in the de-occupied territories** – ensuring maximum readiness of the National Police to restore public safety and law and order in the de-occupied territories of Ukraine, detection of sabotage and intelligence groups and collaborators. Creation of reserves of police forces and means, which will be able to perform official tasks in the conditions of a business trip for a specified period.

**3. The implementation of demining is of an operational nature.** Prompt response to events related to explosive materials and training of the population in explosion safety – after the liberation of territories temporarily occupied by the aggressor's armed formations, organizing and conducting surveys of buildings, objects, public places in order to identify and seize weapons and explosive objects. A prompt response to events related to the use of explosive materials allows not only to reduce the threat of injury and death to people, the destruction of buildings, but also provides technical and forensic support for inspections of the scene of the incident to fully and correctly record the facts of the commission of war crimes by the armed forces of the Russian Federation and crimes against humanity – the use of munitions prohibited by international legal norms (cluster, phosphorus, anti-personnel mines, etc.) and the destruction of non-military facilities (schools, hospitals, critical infrastructure, etc.). Education (information) of the population on explosive hazards will allow people to receive information about the most dangerous explosive materials (cluster munitions, anti-personnel mines, trip wires, etc.) and the procedure for detecting such items, which will also reduce the number of cases of injury and death.



4. ***Restoration of administrative buildings and service vehicles of the National Police*** – as a result of the military aggression of the Russian Federation, 185 police administrative buildings in 13 regions were damaged, and 45 were completely destroyed. Significant losses of official police vehicles – almost 1.6 thousand police vehicles were destroyed or seized. It should also be taken into account that the restoration of police premises should be carried out in accordance with international standards (transparent office, accessibility, security), including in terms of their arrangement taking into account the needs of persons with disabilities and other mobile groups, ensuring the requirements for energy efficiency of buildings, the construction of protective structures for civil protection for personnel shelter, etc.

5. ***Documentation of war crimes*** – direct investigation of the most resonant and war crimes.

6. ***Improving the technical and forensic support for forensic specialists of the investigative units of the national police*** – in order to increase the efficiency of conducting inspections of the scene, taking biological samples and performing DNA analysis and registration of genomic identification and searching for matches in DNA profiles, including in the de-occupied territories.

7. ***Organization of work of checkpoints*** – general organization of work (including regulatory support).

8. ***Development of police aviation for rapid response, conducting special police operations*** – supporting a fleet of helicopters, ensuring their participation in the implementation of combat orders by the military command, the use of unmanned aerial vehicles to ensure public security and combat crime.

**The second priority is “SAFE SOCIETY AND CREATING A SAFE ENVIRONMENT”:**



1. ***Building systems for ensuring public security and order on the territory of the state*** – further implementation of the “Safe City”, “Safe Region” projects, distribution in Ukraine of intelligent video surveillance systems with the functions of recognizing faces and vehicles, their numbers, type, model, brand.

2. ***Ensuring the police presence, work with the population*** – further development of the project “Police Officer of the Society”. Together with territorial communities, international organizations, foreign partners, the construction of modern police stations and security centers.

3. ***Safety of the educational environment “Safe School”*** – further development of the “Safety Educator” project, creation of a safe educational environment for children, improvement of partnership and communication between the police, educational institutions, society and parental self-government.

4. ***Automatic recording of traffic violations*** – continuation of the project for automatic recording of traffic violations by installing appropriate cameras (complexes) and using Phantom cars.

5. ***Installation of metal detectors (arched / hand-held)*** – organization of work to identify prohibited items, in particular weapons, explosive objects and edged weapons in public places, primarily at all railway stations, airports, metro stations, and, if necessary, in government bodies, institutions, objects vulnerable in territorial terms, etc.

6. ***Development of a system of electronic recording of actions with detainees “Custody Records”*** – to improve the standards for protecting the rights of detainees through the introduction of electronic recording of information on all actions against persons under police control from the moment of actual arrest and placement in a pre-trial detention center or release from into custody, as



well as the introduction of a mandatory interview (survey) of the detainee and the police officer who carried out the detention.

**The third priority is “DEVELOPMENT OF INFORMATION TECHNOLOGIES, UNIFICATION OF COMMUNICATIONS AND CYBER PROTECTION”:**

1. ***Strengthening cyber security and creating prerequisites for preventing the leakage of service information from the databases of the National Police*** – ensuring the security of information resources, international cooperation, working out cyber incidents, detecting cyber attacks at an early stage, etc.

2. ***Unification of digital radio communication facilities between the units of the National Police of Ukraine (NPU) and the State Emergency Service (SES)*** – the implementation of a universal platform for the exchange of information during daily official activities, emergency response.

3. ***Intelligence-led policing – ILP (Intelligence-Led Policing)*** – support for management and decisions of officials based on the process of analyzing information from internal and external sources. Further development of criminal analysis.

4. ***SOCTA (Serious and Organized Crime Threat Assessment) methodology*** – the use of this methodology allows you to determine the current threats associated with organized crime, its impact on government, self-government and society, as well as factors that cause further activities of organized criminal groups.

**The fourth priority is “PROTECTION AND DEVELOPMENT OF HUMAN RESOURCES”:**

1. ***Medical and psychological rehabilitation, psychological support and socio-psychological support for police officers and their families*** – ensuring



proper psychological support, medical, psychological and psychological rehabilitation of police officers who suffered as a result of the armed aggression of the Russian Federation on the territory of Ukraine. Organization of treatment and rehabilitation in partner countries of injured police officers. Provision of socio-psychological support to the families of the dead, wounded, captured and missing police officers, including the organization of burials, the payment of a one-time allowance, as well as additional remuneration – for wounded police officers, registration of benefits and compensations provided for by law, medical support, etc.

**2. Organization of training, retraining and advanced training of personnel, explosion safety training** – making changes to the training programs (plans) for various categories of police officers, taking into account new challenges and threats. Implementation of a remote (online) training system for police officers into practice.

The **fifth** priority is **“COUNTERACTION TO THE MOST RELEVANT CRIMINAL OFFENSES FOR MILITARY STATE”**:

1. *Countering criminal offenses related to the illegal circulation of weapons, ammunition and explosives.*

2. *Disclosure of crimes committed with the use of weapons and explosives.*

3. *Disclosure of fraud, including those committed using information technology.*

Therefore, taking into account the above, the following should be considered as strategic guidelines for the quality of training of officers of the National Police in the context of Ukraine’s integration into the European educational space:

**1. Observance of human rights and freedoms in police activities.** One of the ways is to continue the im-





plementation of the system of electronic recording of actions with detainees “Custody Records”, starting with the formation and development of relevant competencies in the educational process of cadets within the discipline “Police activity”.

2. **“Dialogue” police.** Partnership of the police with other bodies of public administration and society. Further construction of systems for ensuring public security and order on the territory of the state, ensuring a police presence, working with the population with the peculiarity of introducing police mediation, preparing future police officers for the role of mediators.

3. **Prevention and counteraction to domestic violence.** To train and improve the skills of police officers in mastering practical skills, continue to apply interactive methods in the “Rooms of specialized training grounds”, improving the relevant training methods, taking into account modern challenges.

4. **Ensuring gender equality.** Monitoring of activities by the Ministry of Internal Affairs of Ukraine on the implementation of gender policy to ensure compliance with gender equality, empowerment of women.

5. **Anti-corruption.** Concretization of the features of the theoretical and practical legal organizational foundations for the implementation of the International Standards of Moral Conduct in the training of police officers as a prerequisite for preventing the commission of corruption and corruption-related offenses, carrying out appropriate organizational measures with personnel, mastering by applicants for education in the educational component “Prevention.

6. **Criminal analysis.** Intelligence-led policing – ILP – support for management and decisions of officials based on the process of analyzing information from internal and



external sources. Complementing the relevant chapters of the educational components of the “Criminology” direction.

**7. *Assessment of threats of serious crimes and organized crime according to the SOCTA (Serious and Organized Crime Threat Assessment) methodology.***

Mastering the methodology in the framework of professional training and advanced training through the development and implementation of methods for the relevant educational components “Operative-search activity”, “Legal psychology”.

**8. *Documenting war crimes.*** Deepening professional training for the direct investigation of war crimes within the framework of the disciplines “Criminal Procedure” and “Criminal Law” on the preparation of documentation for the International Courts.

**9. *Opposition to collaboration.*** Identification of sabotage and reconnaissance groups and collaborators. Deepening the training of police officers through the development and implementation of appropriate methodologies for the educational component “Operative and Investigative Activities”.

**10. *Legal regulation of martial law.*** Service under martial law (checkpoints, curfews, participation of special police units, consolidated detachments in the execution of combat orders of the military command).

## **Conclusions to the Chapter 1**

The reform of police bodies and units in different countries testifies to the importance and growing role of the humanities (psychology, pedagogy, sociology) in training personnel and organizing their daily activities. A special role in the formation of the Ukrainian police is played by the success of the formation of the professional identity of the police officer. Interest in the problem of forming the



professional identity of a specialist in modern psychological science is steadily growing and is of particular relevance, since the rapidly changing modern socio-economic conditions dictate new requirements for the level of professional training of specialists.

An analysis of domestic and foreign experience in police training allows to propose such relevant areas of activity aimed at reforming the educational activities of the Ministry of Internal Affairs of Ukraine:

- to scientifically substantiate the concept and strategy of modernizing the system of professional training of police officers, namely: primary professional training; training in institutions of higher education with specific conditions of study, postgraduate education, service training and legislatively determine the subjects of this reform, amend the current legislation;
- in order to form, train highly qualified police officers, form a law enforcement elite while expanding the network of innovation and technology centers based on research institutes of the Ministry of Internal Affairs of Ukraine, which were directly involved in the development of the latest police training technologies;
- to define national quality standards for the educational and staffing of the police training system, which should establish a clear procedure for licensing, attestation, accreditation of all institutions and institutions involved in the professional training of police officers;
- the Ministry of Internal Affairs of Ukraine to carry out a number of scientific studies on the development and implementation of “quality portraits” of police officers depending on the type of activity, structural unit, range of duties in order to improve the qualification requirements for police positions;



- to promote the development of scientific schools in departmental educational institutions of the system of the Ministry of Internal Affairs of Ukraine;
- not to allow a reduction in state funding of educational institutions at various levels, even in times of crisis, in particular scientific research.

All the processes associated with the reform of the law enforcement industry are not just “technical” external changes in the activities of police institutions, but cherish a deep psychological and pedagogical content. In the context of reforming the National Police of Ukraine, organizational changes should have a positive personal and psychological meaning for employees, which is provided by appropriate programs aimed at creating a sense of psychological security, accessibility of means of adaptation and personal involvement in these changes. That is, in the process of implementing the reform, one should take into account not only experience in the field of legal institutional changes, management and logistics, but also psychology and pedagogy.

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## CHAPTER 2

# HUMAN-SCALE OF EDUCATION QUALITY: PHILOSOPHICAL AND METHODOLOGICAL DIMENSION OF THE PROFESSIONAL TRAINING OFFICERS OF THE NATIONAL POLICE OF UKRAINE

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### Abstract

*The Chapter 2 specifies the essence of the human-scale of the quality of education in the philosophical and methodological dimension of the professional training of officers of the National Police of Ukraine; the basic concepts of philosophical, educational theory and practice are analyzed, ideas and positions in the scientific literature on the study of educational phenomena in Ukraine and abroad in their integral connection with the social and cultural context of the philosophical and methodological dimension of national and world transformations of human-scale; the essence of the phenomenon of the human-scale of science in the historical and philosophical context is determined; at the general theoretical philosophical level, the trends of the processes of modern transformations in education are substantiated in a holistic connection with the corresponding concepts of human development; the philosophical and methodological*



*aspect of human-dimensional measurements of the quality of education of police officers in Ukraine is concretized; the necessity and prospects of research and implementation of the concept of Ukrainian general scientific methodology in the theory and practice of education regarding the unity of the formation and development of a Human on the basis of the cognitive-emotional-volitional triad of its components are proved.*

**Keywords:** *human-scale, quality of education, pedagogical skills, transformational education, post-non-classical.*

## **Introduction**

The main way to ensure the quality and efficiency of the activities of the National Police of Ukraine is the systematic improvement of the system of professional training of police officers, focused on training a professional who is ready to perform its functions in modern conditions of the development of society. *The goal of professional police education* is to prepare police professionals of any rank and for any kind of policing. The idea of professionalism of a police officer, although not the only one, most often includes the following standards [1]: respect for the Constitution and laws of Ukraine, legal acts regulating the activities of the National Police of Ukraine; full understanding of the purpose of the police in society; sense of community with colleagues; developed intellect; availability and constant replenishment of knowledge; awareness of the strengths and weaknesses of one's personality; psychological and moral preparedness; possession of a set of methods of professional activity (the ability to translate knowledge into the sphere of practical work); continuous training in new methods of policing, legal training, etc.



Analyzing the professional training of police officers, it should be noted that their *professional development* takes place in stages, penetrating all stages of formation, starting from the pre-university level and ending with professional self-improvement and advanced training in the practical field. It should be noted that the departmental education system, which, first of all, is engaged in the training of future law enforcement officers, is an organic link in the state educational system of Ukraine and is aimed at high-quality staffing for the activities of internal affairs bodies.

Describing the goals of police education, there is a need for a more detailed analysis of one of the most controversial issues regarding the degree and nature of police education. The tasks of the reform of police education, in modern conditions, do not include the provision of higher legal education by special departmental higher educational institutions to as many police officers as possible, but only the definition of mechanisms and methods for transferring specific knowledge, skills and a set of practical skills to police officers for direct use in law enforcement as part of an intensive course of study (or a refresher course). Due to the execution of a wide range of powers (preventive and prophylactic activities; detection, termination, investigation of criminal, administrative offenses; ensuring public safety; traffic regulation and control over compliance with traffic rules), increased requirements are put forward for the police: not only to know and be able to apply the rules of law, but have a special legal education, and at the same time be a highly qualified worker with a high level of legal awareness and legal culture [2].

It should be noted that the problems of forming the personality of a specialist, in particular, a law enforcement officer, in the conditions of professional training and professional activity constantly attract the attention of scien-



tists – lawyers, psychologists, teachers. In many of their aspects, they are covered in the scientific literature of different years. Taking into account the interdisciplinary nature of the problems of its scientific analysis, they are devoted to the work of scientists from other fields of knowledge, in particular sociology, criminology, criminalistics, operational-search activities, management theory and a number of other sciences. But the philosophical and methodological aspect of the human dimension of the quality of professional training of officers of the National Police of Ukraine in today's conditions remains poorly understood.

Therefore, **the aim** of the study is to reveal the essence of the phenomenon of human-scale of the quality of education in the philosophical and methodological dimension of the professional training of officers of the National Police of Ukraine.

To achieve this aim, the following **tasks** are formulated:

- analyze the main concepts of educational theory and practice, ideas and positions in the scientific literature on the study of educational phenomena in Ukraine and abroad in their integral connection with the social and cultural context of the philosophical and methodological dimension of national and world transformations;
- determine the essence of the phenomenon of the human-scale of science in the historical and philosophical context;
- at the metatheoretical philosophical level, to substantiate the tendencies of the processes of modern transformations in education in a holistic connection with the corresponding concepts of human development;
- concretize the philosophical and methodological aspect of human-scale dimensions of police education quality in Ukraine;



- to prove the necessity and prospects of research and implementation of the concept of Ukrainian general scientific methodology in the theory and practice of education regarding the unity of the formation and development of a Human on the basis of the cognitive-emotional-volitional triad of its components.

The methodological basis of the study is determined by: the provision on the general connection, interdependence and integrity of the phenomena and processes of development of society and man, a holistic approach to the social essence of the individual as a subject of development; philosophical ideas of the unity of the world and the unity of scientific knowledge; principles of the relationship between theory and practice. The theoretical basis of the study was a multi-disciplinary multi-aspect characteristic, analysis and evaluation of the main concepts of educational theory and practice, ideas, positions and conclusions in the scientific literature in the following areas: general scientific methodological approaches, methods of comparative pedagogy to the study of educational phenomena abroad and cultural context in the philosophical and methodological dimension of national and world transformations; patterns of formation and development of personality; personal and activity approaches in their organic integrity. The study was based on the philosophical principles of the theory of scientific knowledge as a social, multidimensional, dynamic phenomenon; scientific works of researchers and practitioners on innovative transformations in the education system.

## **Philosophical and methodological aspect of human-scale measurements of the quality of education**

The essence of the phenomenon of the human-scale of science, as well as the procedural aspect in under-



standing scientific objectivity, lies in the removal of the confrontation between the classical reflection of being in consciousness and its non-classical construction: the interaction of the cognizer and the cognizable and evaluated in the perspective of the post-non-classical paradigm. The human-scale of scientific knowledge reflects its irresistible subjectivity, which is not identical to subjectivity as a characteristic that opposes the scientific ideal of objective truth, but focuses on the fact that scientific knowledge is always carried out in a specific *perspective* and from a certain point of view. The science of the classical era claimed knowledge of *sub specie aeternitatis Dei* (lat.). Let's note that the expression "*from the point of view of eternity*" is taken from the work of the philosopher Benedict Spinoza (1632–1677) "Ethics" [3]. The modern interpretation of the expression *sub specie aeternitatis* partially coincides with Ecclesiastes: "*All is in vain! What is the use of a man in all his work that he does under the sun? There is nothing new under the sun! A generation goes, and a generation comes, but the earth stands forever. And the sun rises, and the sun sets, and hurries to its place where it descends*" (Book of Ecclesiastes, ch. 1) [4]. The realization of the unattainability and undesirability of such a position, at least in the field of purely scientific knowledge, led to the formation of a non-classical paradigm with its view *ex nihilo nihil fit* (lat.). "*No thing arises from nothing in a divine way*" – the position of the Epicurean philosophy of Lucretius (99–55 BC) "On the nature of things" (p. I, 251) [5]. Thus, the question of *truth* and objective reality was de facto crossed out on the main topics of philosophical research of scientific knowledge, which reduced objectivity exclusively to intersubjectivity. In contrast to the principles of relativism, post-non-classical science, substantiating its ideal of objective truth, and restoring many ideas of philosophers of the 20<sup>th</sup> century, which have remained irrelevant and even



forgotten, about the mutual involvement of the world and man, a specific human person, as an immanent and full-fledged subject. Scientific knowledge does not eliminate the understanding of the objectivity of science as efficiency and intersubjectivity, but supplements it with evidence from reality [6].

**The human-scale** concept of post-non-classical science is concretized in three main non-identical aspects:

*First*, the simplest interpretation of this phenomenon is **human-commensurability**. Here the world appears as the human world, the horizon of events that are available for comprehension. The ideas of the anthropic principle in cosmology, humanistic economics, or ecologically oriented **human-scale** architecture are just a few examples of how modern scientific practices reproduce the ideas of philosophers and humanists of the past. Post-non-classical science turns out to be not anthropocentric, in the sense of a person's selfish-consumer attitude to the world, but ecological, in the broadest sense – the perception of the whole world as one's home, existentially close and capable of acting as an object of affection and love.

*Secondly*, **human-dimensionality** in the narrower sense of the word, with an emphasis on a person, means the irreducibility of the subjectivity of modern science to understanding a person exclusively as a “subject of knowledge” in the classical interpretation of this concept, as a purely rational being, a kind of “brain in a flask,” but it involves introducing into this status the indivisible fullness of human qualities, including the highest human feelings. From the point of view of the hierarchical structure of goals and values, therefore, *human-dimensionality* means an *orientation towards the universality of the ideals of truth and humanism*, as opposed to the pursuit of the particular interests of individual social groups. The task of the researcher of the situation in such a perspective, say, of a





social conflict, is not to “choose a side”, but to try to understand both opponents, – to consciously overcome the personal preferences of the scientist itself; choosing and formulating common goals and values for all participants in a conflict or situation, without denying the whole variety of positions and alternative approaches, that is, without denying one’s own subjectivity, which in this case can act not as a hindrance, but as a condition for achieving scientific objectivity.

*Thirdly*, the consequence of the recognition of the subjectivity of science is another, no less important aspect of human-scale: *the assertion of a person in the status of a subject that sets values* – not only and not so much through their free construction, but through conscious acceptance and awareness, which is especially important in relation to values. the highest level, such as the ideal of scientific truth, love, goodness and beauty, including the acceptance of personal responsibility for the observance of this ideal – as opposed to the alienation of this ability and this right in the interests of any social group, even in favor of the scientific, educational community.

It should be noted that the problem of the presence of a “human dimension” of science and education, the mutual influence of scientific knowledge and the existence of mankind, was of interest to scientists long before the development of the concept of post-non-classical science. One of the first attempts to comprehend the “human meaning of science” philosophers – researchers of the history and general methodology of education [6, 7] consider the book of the American physicist, Nobel Prize winner *Arthur Holly Compton* (1892–1962) “The human meaning of science” [8] published in 1940. In this work, we are talking about the “hot issue” of the relationship between the laws of physics and the free will of man. According to Compton, A. the problem lies in the fact that the acceptance of the laws



of physics as true statements turns the free will of a person into an illusion, and vice versa, the recognition of the reality of choice implies fluctuations in the reliability of the conclusions of physical science. However, it was the development of the natural sciences of the 20<sup>th</sup> century, as Compton, A. noted, that made it possible to consider this dilemma much more thoroughly than was possible at previous stages in the development of science. "... It is no longer justified to use physical law as evidence against human freedom" [8].

The next step, after the development of science practically confirmed the logical conclusions of Compton, A. gradually the problem began to be considered from the other side: as the influence of purely human factors on scientific and educational activities. So, in 1958, the work of the English physicist of Hungarian origin *Michael Polanyi* (1891–1976) "Personal Knowledge" appeared [9]. According to the researcher, "personal" is a kind of combination of objective and subjective in science, which holistically unites those phenomena that have remained out of the attention of researchers until then – from "implicit" knowledge of "unwritten rules and skills" that are transmitted from teacher to student, and to the so-called "passionate contribution of the person who knows the world", which is present in every act of knowledge.

In 1969, the Soviet biophysicist *Mykhailo Volkenshtein* (1912–1992) devoted attention to the study of the "*human dimension*" of science. The scientist drew attention to the role of personality in scientific creativity. According to him, such a role manifests itself both in moral terms (for example, in the form of a "voice" of morality and conscience, which can rebel against research aimed at creating means that could potentially destroy humanity) and psychologically [10]. This is an illustration of the presence of a specific *paradigm impact* that characterizes the style



of thinking of a particular community of scientists and can significantly affect the results of their scientific activities. It should be noted that, according to the author, the importance of personal *incentives* for the activities of scientists for evaluating their final results was also important. After all, such incentives can include not only the “need for knowledge” or the desire to solve practically important problems of mankind, but also the banal thirst for fame and reward.

In the 1960s–70s, scientific reflections on the problem of the relationship between man, science, and humanistic values were updated. Thus, the German philosopher and sociologist, a representative of the “Frankfurt school” *Jürgen Habermas*, known for his works on social philosophy, noted that the basis of society is communicative interactions in which rational arguments are formulated and rejected. Habermas, J. distinguished two forms of communication: *communicative action*, the purpose of which is the exchange of information, and *discourse*, which helps to come to an agreement, discursive mutual understanding through justifications. At the center of the philosophical reflections of Habermas, J. [11] of that period is the concept of a communicative mind and human interests. The first step in this direction of scientific research was his work “Knowledge and Interest” [12], in which the scientist argued the model of critical dialogue. *Patterns of learning* were the central issue for Habermas, J. In his opinion, not the process of *learning*, but the absence of this process – that is, *not learning* is a phenomenon that requires explanation. Habermas, J. studied adult learning in the aspect of the processes of formation of a democratic society. He called this relationship *the adult learning project* and associated *democracy* with free and relentless *communication* [13]. Postulating the crisis of adult learning in contemporary society, the researcher argued that adults are



not sufficiently prepared for a democratic society, namely, to participate in *public discourse*. It should be noted that Habermas's views that adults should be active citizens diverge from the uncritical version of lifelong learning, where the lack of basic skills combined with employment is the central problem of adult education. The aim of such education is "to fulfill our role as active citizens participating in a democracy" [14].

"The ontological mission of a person" as *Paulo Freire* (1921–1997), an outstanding Brazilian educator and psychologist, called him, "is to be a Subject that acts and transforms its world and, in the process, creates new opportunities for a fuller and richer individual and collective life. This world is not a static and closed system, a reality that a person must accept and adapt to; it is rather a problem that needs to be worked on and addressed. It is the material that man uses to make history, a task that it performs, overcoming that which destroys the human essence at any time and in any place, and strives to create something qualitatively new" [15]. In 1967, Freire, P. published his first book "*Education as the Practice of Freedom*". And next comes his most famous book "Pedagogy of the Oppressed", first published in Portugal in 1968. Freire, P. believed that education cannot be divorced from politics: "the act of teaching and learning is considered a political act in itself". The scientist defined this connection as a fundamental principle of *critical pedagogy*. "Teachers and students need to be aware of the politics that surrounds education. How students are taught and what they are taught is in line with the political agenda. It is the teachers who bring into the audience the political concepts that they have" [16].

The works of *Ivan Frolov* (1929–1999), a philosopher, academician, researcher of the theory of knowledge, philosophy of natural science, were of particular importance



for the establishment of the problematics of human dimensions in Ukrainian philosophical thought of that period; who devoted his life to a comprehensive study of man, socio-ethical and humanistic issues of the development of science and technology, philosophy and history of biology and genetics, problems of the meaning of human life and death. The scientist formulated the idea of “the unity of science and humanism, as a result of which science appears as a humanized doctrine, “containing” a person in its both input and final results, which leads to the study of a person and its development in close interconnection with social practice” [17]. Such an idea is a guide for scientific educational issues – a goal and an ideal, which indicates the prospect of a “new humanism” that does not oppose science, but acts as the spiritual basis of the scientific and technological progress of mankind. Frolov, I. has repeatedly emphasized that it is especially important to note the presence of a *value dimension* in science. “The fact that educational cognitive activity is axiologically oriented does not manifest itself in knowledge as something that deprives it of the attribute of objectivity... The value orientation of science and education is objectively motivated, because it itself also becomes the result of scientific knowledge, and not something extraneous that can only distort the truth” [18].

In Ukrainian philosophy in the 80-90s of the 20<sup>th</sup> century, the question of the human dimension in science, the place of man in the scientific picture of the world, was one of the first to be updated by the physician and philosopher, publicist, public figure *Mykola Ozhevan*. Then, in the early 90s, the ideas and practices of the post-non-classical paradigm were not yet sufficiently widespread, so the researchers formulated the question of “scientific measurements of a person”. Instead, one cannot but agree with the opinions of Ozhevan, M. that the human dimension



of science “is nothing more than a measure of the entry of culture into science and the education of science in culture” [19]. Contrasting modern science (without making a fundamental distinction between non-classical and post-non-classical) and classical science, the Ukrainian researcher defined this latter as axiological nihilism and “non-alternative realism”, which leads to anthropocentrism or human-godism, the ending of which determines *synergetic revolution*.

The American philosopher *Richard Rorty* (1931–2007) distinguished between the question of “how *should I* live *my* life where there is no need for consensus” from the question of “how *should we* live *our* life where there is a need for consensus” and solidarity” [20]. In 1979, Richard Rorty published *Philosophy and the Mirror of Nature*, in which an attempt was made to refute the metaphysical understanding of the world as a mirror of reality... In Rorty’s opinion, *transformation* can be conceptualized as “a *re-description* of people’s appearances about themselves, their personal situation and the foundations of the world” [20]. The scientist observed scientific ethics and sought to discover opportunities for the transformation of the personal “I”. In this aspect, the work of Rorty, R. is especially relevant, since his concept is *based on* the ideas of freedom and change in terms of their *transformation*. It is important to note that, despite the rejection of classical anthropocentrism, the problems of determining the role and significance of man in the scientific activity of that time began to acquire completeness again, echoing to a greater extent with the ideas of anthropocosmism. And the reflections of philosophers-cosmists began to echo both the development of environmental and ecological-philosophical problems in world science, and the ideas of a new dialogue between man and nature, in which any science becomes a humanitarian science – that is, a science created by people and for people.



In the last decade of the 20<sup>th</sup> century– at the beginning of the 21<sup>st</sup> century, the topic of human-scale, along with the development of research in various directions in line with the methodology of post-non-classical science, began to attract even more attention. It became clear that the matter of defining this concept and elucidating its importance in science, correlating it with the ideals of scientific rationality is far from being as unambiguous as it seemed a few decades earlier. In addition, the theme of human-scale was interpreted as a “symptom of the **crisis of science**” [21]; arose on the verge of the possibilities of objectified knowledge and testified to the emergence or growing influence of other regulators of cognition in general and scientific knowledge in particular, alternative to truth, asserting, for example, the dependence of judgments about truth and error, life and non-existence on the pragmatic interest of the researcher.

Thus, in 1991 *Jack Mezirow* (1923–2014) [22], an American educator and specialist in adult education, gained popularity by developing the concept of **Transformative Learning (TL)**, a theory in pedagogy that considers the process of “perspective transformation” of a personality in three dimensions: **psychological** (changes in self-understanding), **value** (viewing the belief system) and **behavioral** (changes in lifestyle); **TL** is the expansion of consciousness through the transformation of the basic picture of the world and the characteristics of one’s own individuality; transformative learning is facilitated by consciously directed processes, such as accessing the symbolic content of the subconscious and critically analyzing the premises hidden in it. Students, in order to change the “meaning schemas” of their own experience (beliefs, attitudes and emotional reactions), “must immerse themselves in a *critical reflection* of their experience, which in turn leads to a perspective transformation” [22]. This



transformation leads to transformative learning and usually does not occur systematically. It begins with a “disorienting dilemma” that is actualized by a life crisis or major life changes – although it can also be caused by changes that accumulate over time in the “meaning schema”. Less dramatic situations of critical reflection of the student’s own experience, which also contribute to transformation, can be created by the teacher. An important component of transformative learning for a person is changing their belief system through critical rethinking of beliefs, as well as the conscious creation and implementation of plans that should lead to new ways of awareness of their own world of being. According to Mezirow, J. [23], this process is *exclusively fundamentally rational and analytical*.

From this point of view, the defining condition of human existence is that a person must comprehend the meaning of its own experience: “For some, any uncritical perception of the explanation of an authority figure is enough. But in society, the individual must learn to create its own interpretations, and not act to realize goals, beliefs, judgments, and other feelings. Facilitating such understanding is a fundamental goal of education” [23]. Mezirow, J. spent two decades developing the **TL** theory, which later turned into a comprehensive description of how students should interpret, verify and rethink the meaning of their experience. But later, according to Mezirow, J. itself (2012), the scientist explained: what the scientist itself called the *frame of reference* or the *perspective of meaning*, “the structure of assumptions and expectations through which a person filters **sensory impressions**, is transformed into **TL**. This system combines **cognitive**, **affective** and **conative** dimensions, selectively forms and differentiates perception, cognition, feeling and disposition, adjusting the intentions of the individual, its expectations and goals” [24].





**Conative** (lat. *conatus* – *attempt, effort, aspiration*) – a term referring to intrapsychic (motivational and volitional) and interpsychic processes of behavior regulation. For example, scientists call “C.” a synonym for the behavioral component of relations; the regulatory function of sign messages is also called “C.”. This term forms a triad along with the terms “cognitive” and “affective”. The noun “conation” is also occasionally used [25].

**TL** theory is a type of learning in which the individual and the social intersect [26]. Therefore, the **TL** theory is not only an individualistic theory, since Mezirow, J. focuses on intersubjective learning through awareness and *discourse* change. “By expanding current perspectives, **TL** helps to live with ambiguity and ambiguity, and promotes a democratic learning culture” [27]. In the context of the transformation of human-dimensional meanings, Mezirow, J. specifies *three ways of interpreting the experience* of a person through reflection [28]:

1. *Content reflection* – the study of content. “What did I do that led to this result?”

2. *Process reflection* contains an examination of the problem solving strategies used in the classroom. “Do I understand the needs of my students?”

3. *Reflection of premises* – the question of the problem itself. “Why do I feel responsible for this situation?”

As evidenced by the analysis of the works of scientists, the scientific views of Jack Mezirow in the development of the **TL** theory were influenced by the work of Paulo Freire, Jurgen Habermas and Richard Rorty. It is the philosophical justification of **TL** in the works of Habermas, J. that gives **TL** a **social** dimension. When others serve as *critical mirrors* [29] in discourse, they allow personal assumptions to be criticized. Based on the interpretation of the concept of *discourse* by Habermas, J. [13], as central to the theory



of Habermas, J., it becomes obvious that the **TL** theory lacks this type of dialogue that would contribute to *the transformation of the perspective in **the moral, cultural and moral growth*** of the personal sphere.

Mezirow's understanding of the interpretation of the *prerequisites* for the transformation of beliefs is close to Rorty's ideas about *redescription*. Rewriting/rethinking incidents, a person can *deconstruct* them and change their own methods of setting and solving problems [30]. "Every time a person is faced with an *experience of crisis* or dilemma, the boundaries of their current vocabulary (frame of reference) change. The integrity of your own deeply fixed assumptions is questioned, and then it is proposed to ask the question: does it prevent you from understanding the essence of using these words when using other words?" [20]. For Rorty, R., the ability to appreciate the power of discourse redescription, the power of language and speech, "which is to make new and different things possible and important," is paramount to the idea that there is no such thing as "the only correct essence" [20]. In the work of Rorty, R., as well as in the **TL** theory by Mezirow, J., both spheres are considered: special and public. However, unlike the **TL** theory, Rorty, R. defines the usefulness of the exchange of arguments in search of *a personal transformation of experience*. The emphasis on the difference in the works of Rorty, R. between *personal and social* vocabularies adds to the human dimension of the **TL** theory. But, according to Eschenbacher, S. [30], the **TL** theory lacks a **philosophical justification**, which at the methodological level will concretize the patterns of both transformation processes and related to them **corresponding concepts** of the development of education at the metatheoretical level.

However, "Living in general is difficult to conceptualize. We do not have a well-established definition of such



fundamental concepts as “living matter”, “living movement”, “living knowledge”, although we rarely make mistakes distinguishing the living from the non-living, the rational from the stupid... We are talking about the expansion of *technocratic thinking* into the sphere of human research, the sphere of education, and finally, into the sphere of the study of man itself,” he wrote in his work “Affect and Intelligence in Education” [31], which, unfortunately, was published in a rather small circulation, yet in 1995, wrote Volodymyr Zinchenko (1931–2014) is a Soviet and Russian psychologist of Ukrainian origin, Doctor of Psychology, academician, honorary member of the American Academy of Arts and Sciences, one of the founders of engineering psychology. “*Technocratic thinking* is a worldview, the essential characteristic of which is the primacy of the means over the end, the end over the meaning and universal values, the meaning over the being and reality of the modern world, technology (including psychotechnics) over man and its values. Technocratic thinking is the rationality of the mind, which does not know wisdom, there is no *morality, conscience, human feelings and dignity*” [31].

An essential feature of *technocratic thinking* is the view of a person not as a person who is inherent in freedom in choosing activities; but as a programmable component of the system, on the one hand, capable of learning, and on the other hand, it is the object of a wide variety of manipulations. Technocratic thinking is very good at programming specific subjectivism, which, in turn, hides outstanding social interests. The connection between the “programming” of behavior and the activities of an unspiritual person was brilliantly demonstrated by the Abkhazian prose writer, journalist, poet and screenwriter, public figure Fazil Iskander (1929–2016) in a short, but so deep and age-old reflection on the subject of Pushkin’s essay



“Mozart and Salieri”: “Salieri’s benefit made him kill his soul because it interfered with this benefit...” [32].

Consequently, “passionate thinking” or “thinking passion” must always have a subject, more precisely, a wise, conscious “I” – not empirical, but the most **conative I** – that is, “**volitional**”. The “empirical I” can be reflexive, but the “conative I” is always reflexive. But, as Merab Mamardashvili (1930–1990), a Georgian philosopher, Doctor of Philosophy, professor, noted: “You can go crazy both on ecstasy, as well as on logic” [33]. Therefore, a real scientist-teacher does not seek to achieve the external goals of spiritual scientific and technological progress, it is not inclined to the instructions of the technocratic era of digitalization – its main goal at all times has been and should remain the transmission and enrichment of cultural and value experience, human-scale values generated both by humanity, and by the scientist-teacher itself, the desire for a holistic vision of Man in the world and Man in itself. Such “integrity” and “whole”, as the theorist of symbolism and modernism, writer, poet, mathematician, literary critic and philosopher Andrei Belyi (1880–1934) precisely formulated 100 years ago, “is captured by vital sensitivity” (Lectures by Andrei Belyi “The Rhythm and reality”, “The Rhythm of Life and Modernity” were read in Kyiv in February 1924). When realizing the importance of technical development – digitalization, globalization – in the creation of reality, we must not forget that it is also, at the same time, a person’s knowledge of itself and the search for a way to itself. A maximalist in his demands on itself, Belyi, A. wrote: “If we do not find a way to ourselves, we will die” [34].

Sharing the opinion of Zinchenko, V. which the author formulated in 1995, we can still assert that we are slowly, even very slowly, moving towards the conclusion that most innovative or alternative educational systems



choose *cognition* from the whole variety of attributes of the soul, moreover after all, not in the fullness of this concept, but in its “active-cognitive” form. Of course, this form can never be “purely culture”, since it is impossible to exclude *the soul and personality* of the teacher from the educational system. It is, of course, about *dominance*. It is also impossible to exclude the *soul and personality of students* from the educational system. Science and education, philosophy and religion do not have a monopoly on the study of the nature of Spirit. Another thing is that in *theology* there is a vast experience in the knowledge of the Spirit and modern science should recognize this! Now there is a real conscious need for a reorientation towards human-dimensional education, which determines not the depths, but the spiritual heights of the personality. After all, the movement to them “from below” only from the side of objective activity or Freud’s “It”, no matter how important their role in human development, is not only useless, but also dangerous. Such a movement will inevitably lead to a “man-machine”, not only artificial intelligence, as the final authority for making final decisions about the fate of a person, but also to “artificial intelligence”. These views are, of course, nothing new. This situation was assumed and described by many thinkers of the past. But *the memory of mankind is short-term, so we have to remind...* [31].

Let’s assume that the “illusory reminiscences” about the Golden Age – the age of an ideal truly free cultural human civilization, including the Golden Age in education, are real. For the first time, the problem of man was put at the center of philosophical reasoning by Socrates. *Socrates* (469–399 BC) is considered one of the founders of Western philosophy – one of the most famous philosophers of Ancient Greece, the first significant thinker who became the founder of *objective idealism*, directed against the materialistic teachings of the Milesian and Ephesian philosoph-



ical schools, the author of the so-called “Socratic method” [35]. The application of the *Socratic dialogue* method really shows decent results. According to Zinchenko, V. this is due to the fact that this method was focused on *the integral human soul* with all its attributes: **knowledge**, **feeling** and **will**.

This understanding of the soul permeates the entire European culture and history. In addition, the ancient soul, according to Mykhailo Bakhtin (1895–1975), a philosopher, literary critic and art critic, was not divided by the inner world of man, its hesitations and tricks. Bakhtin, M. deliberately explored the cultural and historical origins of a person’s *loss of its life integrity*, and possibly its selfhood: “The Greek did not know our distinction between external and internal (obvious and hidden). Our “internal” for the Greek in the form of a man was on the same level with our “external”, that is, it was just as visible and audible and existed from the outside for others, as well as for ourselves. In this sense, all moments of the image were homogeneous. The social essence of ancient man found manifestations in the way it is presented not only in literature, but also in culture: “Everything bodily and external is spiritualized and intensified in it, everything spiritual and internal is bodily and external” [36].

In the further development of European history, man lost its integrity, there was a disintegration of man, its soul, the meanings of being. This is convincingly demonstrated by *Edmund Gustav Albrecht Husserl* (1859–1938) – a German philosopher, known as the father of phenomenology, who at a certain stage of his philosophical and methodological reflections came to the conclusion that follows from the theme of *the crisis of science* (and education) move on to the topic of *the crisis of man*, European humanity. Education often, not only of its own accord and logic, lost the essential



properties of the soul, focusing not on integrity, but on inferiority, changed orientation, and even lost its soul altogether. And “education without a soul devastates the personality” [37].

The analysis of primary sources showed that in the **TL** theory by Mezirow, J. the **conative** (that is, volitional) component appears only in 2012 [24]. In the previous works of the American scientific school of Mezirow, J., the development of the theory, methodology and practice of education took place in two dimensions: *cognitive* and *emotional*. While in the approaches of Soviet scientists on education issues of that period, the emphasis was also placed on two components, but *cognitive* (fundamental knowledge) and *conative* (discipline and the development of volitional qualities take the leading place).

Zinchenko, V. in his work “Affect and Intelligence in Education” writes about the category of “will” in the history of Soviet education as follows: “in the history of education, the will was practically exploited for a long time and stubbornly, often speaking, however, in other persons. Suffice it to recall its long-standing focus on memory, memorization, cramming, while spontaneous – semantic and emotional memory remained in the shadows. Repetition has been seen for centuries as the “mother of learning”. In addition, wise and experienced educators viewed it as a “donkey’s haven.” Let’s note that the will to “learn something” is not the whole will, not even its main part. Going beyond what is learned requires no less will and courage. But the completeness of human-scale in education should be based on **three foundations** in their integral unity: **cognitive, emotional** and **volitional** – conative. Otherwise, the elimination of one, any of the components, destroys the natural spiritual integrity of the person itself.

The issues of transformation of human-dimensional meanings in the post-non-classical era in the philosophi-



cal and methodological aspect of measuring the quality of education in Ukraine are considered in the context of the state policy of innovative development as one of the topical strategic issues of national security.

The education system in general and the police in particular, at all its stages, is faced with the task of focusing on the formation and development of the skills and competencies necessary for innovation. An indicator of the ability to innovate is a high level of *innovative potential* of the individual – an integral systemic characteristic of a person that determines its ability, firstly, to generate new forms of behavior and activity, using the opportunities that open up to it in the complex dynamics of the value-semantic dimensions of its living space, and, secondly, to provide a mode of self-development [2]. A complex and contradictory world requires the formation of a person of freedom, spirituality, deep humanity, aware of its responsibility for every step of its own choice. “The existential value of individual freedom (creative, civil, professional) is combined with its *moral responsibility*” [38]. It forms a *critically thinking, civic, courageous, competent person* who humanizes the world, fertilizing it with intelligence, reverence and nobility. A general, somewhat idealized view of a person, whose qualitative characteristics education should form, is the basis for imagining what education should be like, its philosophy and content [39].

*The philosophical and methodological aspect of the human-dimensional measurements of the quality of education is determined* by the ideas of the unity of the world and the transdisciplinary unity of scientific knowledge; theories of the functioning of paradigms and philosophical theories of the imperative; provisions on the general connection and integrity of the phenomena and processes of development of society; the works of scientists, which present the theory of the study of personality as





an open self-developing system; a synergistic approach based on the ideas of the integrity of the perception of the world, non-linearity, the deep relationship of chaos and order, randomness and necessity; humanistic pedagogy, self-development of the individual in the process of professional activity.

The main issue of defining the essence of philosophical imperatives in terms of measuring the quality of education in Ukraine was the specification of the imperative of paradigms in education, which is of the highest value for those who study and determines their successful *prospects* for the future. *Imperative* (lat. imperativus – imperative) – command, demand, order, law. Even Immanuel Kant (1724–1804), a German philosopher, the founder of German classical philosophy, in his work Critique of Pure Reason [40], first published in 1781, explained that the imperative is a generally valid ethical prescription, as opposed to a personal (maxim). This statement brightly complements the statement of Kant, I.: “Do so that your behavior could be a model”. From these positions, ***the personal-professional paradigm*** is a system of views and ideas within which a person perceives the world around it, realizes itself in society and suggests future changes that have specific logically connected and interdependent components: ontological – imperative and epistemological – innovation, self-improvement, forecasting, and is also characterized by functionality, prevalence, adaptability, dynamism, polyvariance and manageability [41].

In many works known to us by the academician of the National Academy of Pedagogical Sciences of Ukraine, Doctor of Philosophy, Professor Ivan Ziaziun (1938–2014), the fallacy of the idea of “impartiality” of a teacher is thoroughly revealed. Ziaziun, I. [42] reasonably stated that it is teachers who are able to influence future history, explaining the concept of pedagogy of the Good, he said



that education is a “scientific education” of an open type, since a person’s being is stipulated, but not determined by its circumstances. And finally, since teachers are also students, they are not independent of social processes. “In professional activities that directly relate to a person, there are two equivalent subjects in terms of their content essence – Man and Man. They must create for each other a feeling of Peace, Balance, Prosperity and Happiness... These life-giving principles and the final results of human life are in the hands of the Teacher”. The scientist argued that the teacher is a master on an equal footing with the student, constantly participating in the creation of new knowledge, mastering valuable experience.

Institutes for the development of the theory of Mezirow, J. training centers for the development of digital competencies appear all over the world, but none of them considers the philosophical and methodological aspects of practical measurements of the quality of education in a natural-holistic human-scale sense in the post-non-classical modern era of digital transformations. Although “in professional activities that directly relate to a person, there are two equivalent subjects in terms of their content essence – Man and Man. They should create for each other a feeling of Peace, Balance, Prosperity and Happiness... These life-giving principles and final results of human life are in the hands of the teacher. A teacher-trainer, like a teacher-master, teaches unobtrusively, non-tendentially, involuntarily. It teaches with its Behavior, its Status, its Knowledge, its Humanity, its Freedom, its Love, its Happiness, its Talent” wrote Ziaziun, I. [42]. The key idea of pedagogical excellence is that, among other things, the teacher training system is “an exceptionally tangible activity of planning the future world of mankind” holistically combining three inseparable components of human-scale – **“affect, intellect and will”** in their in-



tegral unity: **cognitive, emotional and emotional**. We share the position of scientists that, in general, the modern priority areas of the state policy of Ukraine should be: *focus on the individual* and the preservation and transmission of *national and universal values* by the younger generation; creation of equal opportunities in education; continuous *improvement of the quality* of education, updating the content and forms of organization of the educational process; implementation of relevant *innovations* and information technologies; increasing the social status and *professionalism* of educators; strengthening their state and public support; *development of education as an open state-public system*; *integration* of domestic higher education into the European and world educational spaces [43]. The interpretation of universal human values as a *value-oriented holistic approach to learning*, which provides the meaning of life and human activity, is fixed in historically specific forms of culture and theoretically substantiates the importance of the problem of measuring the quality of higher education from the standpoint of human-scale in general and the professional training of National Police officers in particular.

## **Conclusions to the Chapter 2**

Summarizing the above, we note that universal and nation-creative value orientations, as a special social basis of the philosophical and cultural worldview, should be extrapolated into the global function of modern education, which should determine and realize its social force that characterizes different civilizations.

We believe that a promising direction is the creation in Ukraine of an educational and research laboratory for studying the pedagogical skills of teachers for institutions of higher education with specific learning conditions in a



human-scale holistic unity: *cognitive, emotional and conative* components. After all, it is the implementation of a scientifically and politically balanced educational policy that determines the degree of desire of graduates of the HEI for dynamic civilizational changes, their spiritual, moral and patriotic upbringing, the ability to productively serve the Motherland, create life and self-realization in the society of the 21<sup>st</sup> century [44]. The main goal of such a research laboratory should be aimed at:

- organizing and conducting fundamental and applied scientific research to solve topical methodological and theoretical, methodological and practical problems of ensuring the quality of education in the aspect of interaction in the “Man – Man” system;
- popularization and implementation of the results of scientific research, improvement of the content of education and organization of the educational process in order to develop personal pedagogical skills as an integral system of personal and professional development of teachers;
- assistance to the political, legal, spiritual, cultural and socio-economic development of society through the development and implementation in educational practice of appropriate scientific, methodological, psychological and pedagogical support;
- provision of consulting and scientific and expert support in the field of the quality of education and teaching of educational institutions of the Ministry of Internal Affairs, training of management personnel;
- dissemination of the experience of the Ukrainian scientific school of Pedagogical Excellence in the field of quality of vocational education in the HEI with special learning conditions by improving the pedagogical and managerial qualifications of scientific, scientific-



ic-pedagogical, pedagogical personnel and other educators; organization of conditions for the formation, development and self-development of the pedagogical skills of specialists, the realization of their intellectual, spiritual, cultural potential in the field of scientific and educational activities.

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## CHAPTER 3

### **THEORIES OF LEADERSHIP: PERSONNEL WORK AS A MECHANISM FOR THE PROTECTION OF RIGHTS AND FREEDOMS IN THE ACTIVITIES OF LAW ENFORCEMENT OFFICERS**

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#### **Abstract**

*The Chapter 3 proves that the effective fulfillment by the National Police of the tasks of ensuring human rights and freedoms to a certain extent depends on the proper legal regulation of this activity through laws and other regulations. Attention is focused on the fact that, at the same time, the emphasis on the propaedeutics of professional deformation exacerbates the need to develop integral mechanisms that determine the constructiveness of this process in the aspect of the integral theory of leadership. The mechanisms of organizational and legal support of human rights and freedoms are classified into groups; It has been proved that the practice-oriented mechanism for ensuring human rights and freedoms by the National Police of Ukraine is the only, integral and qualitatively independent phenomenon of the legal system, a set of interrelated and interacting prerequisites, means and conditions that create appropriate legal*



*and factual opportunities for the full implementation of law and freedom. It was found that the trends in reforming the system of the Ministry of Internal Affairs of Ukraine indicate the priority of the human factor over the improvement of the structure and technical modernization. After all, first of all, in order to increase the authority of the National Police among the population, in relations with citizens, it is the police officer who must act as a defender of its people and a representative of law and power, while the very specifics of personnel work should be considered as a sphere of a special “human dimension” of the organization.*

**Keywords:** *human rights and freedoms, leader, leadership, professional selection, personnel policy, professionalization of law enforcement officers.*

## **Introduction**

A priori, the success of any transformations is directly proportional to the efficiency of the administrative apparatus. Thus, the thinker Democritus noted that public affairs are the most important, and therefore expressed reservations about not allowing those who do not have the appropriate knowledge, do not have the appropriate qualities and do not know the business to govern. The Socratic ideal of administration meant the rule of those who knew, that is, it was based on the principle of competence in public administration [1]. The reflections of ancient thinkers are still relevant today, since the protection of fundamental rights and freedoms of man and citizen depends on the employees of the National Police of Ukraine, called to serve the people of Ukraine [2]. An important organizational and legal means of ensuring human rights and freedoms is the law enforcement activities of the state, including the police, whose activities in this area are based on the principles of



the rule of law, legality, recognition of the highest social value, and the priority of its general rights. Bodies of the National Police of Ukraine, in comparison with other law enforcement agencies, solve a wide range of issues related to the protection of human rights, freedoms and legitimate interests. The realization of constitutional rights and freedoms of a person is impossible without ensuring these rights by the *organizational and executive* activities of state bodies and officials, since the latter testify to the reality of individual freedom – a necessary factor in the transition of legal opportunities in the practice of life of every person in our state. Therefore, it is very important to determine the role and importance of the state as a whole, its individual bodies in ensuring the implementation of constitutional human rights and freedoms. The effective work of law enforcement agencies, in particular, the police, plays an important role here. Their functions in the mechanism for the realization of human rights and freedoms are diverse: from creating guaranteed conditions for their implementation in public places to protecting criminals using cruel coercive measures.

The mechanisms of organizational and legal support of human rights and freedoms are classified into groups: *general* rights, for the implementation of which in society, the state already requires general social conditions and means, and *special* ones – these are human rights and freedoms, the implementation of which requires special support, certain social costs, especially material ones, but they require appropriate legal support [3]. The effective fulfillment by the National Police of the task of ensuring human rights and freedoms to a certain extent depends on the proper legal regulation of this activity through laws and other regulations [4]. At the same time, the emphasis on the propaedeutics of professional deformation exacerbates the need to develop integral mechanisms that de-



termine the constructiveness of this process, which was **the aim** of the monographic study. The full achievement of the goal determined the completeness of the research **tasks**:

- determine the range of public relations requiring their provision by the National Police of Ukraine;
- a clear definition of the powers (rights and obligations) of various services of the National Police and their employees while ensuring the implementation of the rights and freedoms of citizens (a clear definition of the rights and obligations of police officers in relation to citizens, state bodies and their representatives, public organizations, a clear legal regulation of precautionary measures, means of persuasion and coercion, grounds, conditions, procedure for their application);
- fixing the types and measures of responsibility of the National Police employees for non-fulfillment or improper fulfillment of certain powers to ensure the rights and freedoms of citizens (the content of this goal is to ensure the principle of legality in the activities of the police);
- specify the mechanisms for protecting human rights and freedoms in the activities of police officers in the context of the needs for professional and job development of law enforcement personnel;
- substantiate the need to apply a general scientific methodological synergistic approach in the aspect of studying the integral theory of leadership;
- determine the specifics of personnel work with specification of the most effective methods of professional and psychological selection and evaluation of candidates for senior positions of the National Police.



Research **methods** and **methodology** are:

- a general scientific *synergetic* approach that holistically covers the universal process of self-organization, the stages of development of open nonlinear systems are applied to reveal the features of the leader's managerial competencies as the ability to act in situations of uncertainty;
- a general scientific *systematic* approach that allows, from the perspective of research, to explore the relationship and interdependence of the components of the “person – profession” system, the professional suitability of a candidate for service as its systemic property, which is formed in the process of attracting its activity, which arises and is evaluated in the process of performing the functions of organization, control, planning, correction, achievement of a given result of activity during service in the system of the Ministry of Internal Affairs of Ukraine [2];
- *personal* approach, allowed to explore the factors of professional suitability of a candidate for service in the National Police of Ukraine in the aspect of the implementation of ideas about the features of the manifestation of internal factors of activity of the role in the regulation of the processes of formation and implementation of the system property of the subject of activity;
- *historical-legal, comparative-legal* and *logical-normative* approaches were used for a retrospective analysis of the state of organization and implementation of various types of police training in Ukraine and abroad;
- *behavioral* approach was used to substantiate the psychological tools of leadership in statics (analysis of leadership traits) and in dynamics (analysis of the activities / behavior of the leader);



- *situational* approach allowed to analyze situational factors in connection between the leader and the situation;
- with the help of a *system-structural* approach, the processes of formation and development of the personality of a police officer in the process of professional formation were studied;
- a set of methods and techniques for the professional and psychological selection of candidates for the positions of heads of bodies and departments of the Ministry of Internal Affairs of Ukraine (method of biographical data; qualifying conversation; testing the development of intellectual abilities, professional suitability, personal qualities; method “assessment center”; method of manifestation of the behavioral reaction “STAR”; qualification cards and competency cards).

### **The specifics of personnel work as a mechanism for protecting human rights and freedoms in the aspect of the integral theory of leadership**

In the context of the formation of a new type of law enforcement specialists, the legal component of the professional training of police officers is one of the main professional requirements for police activities [5]. Without them, it is impossible to observe the principles of police activity (rule of law, respect for human rights and freedoms, legality, presumption of innocence, inevitability of punishment, openness and transparency, police neutrality, interaction with the population on the basis of partnership, etc.) and the following police duties:

- strict observance of the provisions of the Constitution of Ukraine, the laws of Ukraine and other regulatory



- legal acts regulating the activities of the police, and the Oath of a police officer;
- professional performance of their official duties in accordance with the requirements of regulatory legal acts, official (functional) duties, orders of management;
  - respect and observance of human rights and freedoms;
  - preservation of information with restricted access, which became known to them in connection with the performance of official duties (clauses 1–3, 5, part 1, article 18 of the Law of Ukraine “On the National Police”);
  - compliance with the provisions of the Law of Ukraine “On the Protection of Personal Data” [6] in the case of direct operational access to information and information resources of public authorities (part 1 of article 27 of the Law of Ukraine “On the National Police”);
  - informing the person, during the conduct of preventive police measures, about the reasons for applying preventive measures to it, as well as bringing to the attention of the regulatory legal acts on the basis of which such measures are applied (part 2 of article 31 of the Law of Ukraine “On the National Police”).

The issues of the formation of the personnel potential of the police and the professional and psychological training of police officers are traditionally the subject of research in legal psychology. But the activity of a police officer is multifunctional: in its work it uses the skills of legal assessment of people’s actions, the basics of administration, organization of labor and management, maintaining legal documentation using modern information technologies, as well as the ethics of business communication. At the same time, the urgent problems of forming the personality of the





employees of the National Police of Ukraine, as carriers of a new ideology of the service function, require expanding the boundaries of analysis familiar to legal psychology and bringing to the subject of research the achievements of other branches of legal, pedagogical and psychological knowledge in their synergistic combination. That is, the need for professional and job development of law enforcement personnel is not abstract, but specific and is conditioned by real factors [7].

*Firstly*, the professional and official development of personnel is determined by the complication of the content of labor and service in law enforcement agencies. Obviously, the professionalization of the public service in the bodies, structures and divisions of the police as a socio-organizational phenomenon is due to qualitative and quantitative changes in the content and nature of labor and is determined by the emergence of new professions and specialties, professional literature, professional communities, technologies for including a person in professional activities, formation and development it as a law enforcement professional. The concept of “professionalization” reflects the qualitative changes that objectified forms of labor undergo (positions, jobs, requirements for a person, its abilities). “It reveals the degree of maturity of varieties of social practice as professional types of labor, that is, those for the performance of which special qualities are needed in a person – professional abilities. The content of the concept of “professionalization” also reflects the changes that occur in a person in the process of preparing it for professional activity, as well as when it performs special operations (techniques, actions, movements), duties, and peculiarities of its behavior in certain working conditions” [8].

*Secondly*, the professional and official development of personnel is determined by the structure of motivation of private and commanding personnel. For example, some law



enforcement officers seek to realize themselves in the law enforcement activities of the state. Others see this service as the most appropriate way to take their rightful place in society. Still others see an opportunity to solve their material problems, to establish connections with people who are useful for life. These motives are also driving forces in the professional and official development of law enforcement officers, and they should not be neglected.

*Thirdly*, the professional and official development of law enforcement personnel is due to temporary restrictions on the cycle of a person's active professional life and the constant need of bodies, structures and departments to ensure their development. After all, the intensity, rhythm, pace of development of any organization and society as a whole depend not only on the constant influx of people who can fill positions in the organizational structure, but also on the opportunity to do work better than its predecessors did, to increase personal professional experience, and therefore the experience of the organization. The rate of increase in the professional experience of the personnel of bodies, structures and divisions of law enforcement agencies is the most important factor in its stable and dynamic development. Ignoring these circumstances negatively affects the results of law enforcement and the right to security activities, the legal awareness of citizens and, in general, the quality of social development.

A person, its life and health, honor and dignity, inviolability and security are recognized in Ukraine as the highest social value. Ensuring the protection of the rights and freedoms of man and citizen, property, public order, including from criminal encroachments, is one of the main functions of the state. No wonder one of the most authoritative reformers in the world, former Prime Minister of Singapore Lee Kuan Yew said: "Most of all, we need stability, certainty, security, democracy does not work in



chaos, laws do not work when there is no order” [9]. Proclamation in Art. 3 of the Constitution of Ukraine [10] that a person, its life and health, honor and dignity, inviolability and security are recognized in Ukraine as the highest social value, and the assertion and provision of human rights and freedoms is the main duty of the state, requiring the latter to form an appropriate system of organs (subjects), called law enforcement [11]. These include the National Police of Ukraine, which occupies an important place in the system of public authorities, as a result of which their functions and powers differ significantly from others. At the same time, the activities of law enforcement agencies, primarily the National Police, in modern conditions require a fundamentally new approach to their main functions, the conceptual level is the implementation of the main purpose – ensuring reliable protection of the legitimate rights and interests of a person, society and the state [12]. It should be noted that the law enforcement management system is too complex and not always effective. As Kishchenko, S. notes [13] “the main task of the government is not so much to change individual processes and renew personnel – first of all, it is to create a completely new management system”.

The professional activity of a police officer should always be evaluated from at least two sides: *firstly*, taking into account its individual properties and characteristics; *secondly*, taking into account the characteristics and characteristics of the team in which it works. And only with a comprehensive account of both of these components, it will be possible to obtain the most objective idea of the effectiveness of professional activity. Indeed, in the overwhelming majority of cases, a combination of qualities and characteristics of both subjective and objective (group) order operates [14]. In the face of the “danger”, which is now quite high for society, the logic of the functioning of the



police, as well as the judicial system, political and state bodies, is changing. There is a definition of a new “meaning” and identity of the functioning of the police (structural adaptations, professionalization, practice, new equipment, etc.) and the boundaries of the implementation of police functions.

Recently, the ideas of dialogue, cooperation, joint action, the need to understand a different point of view, respect for the individual, and forecasting its development have been discussed more and more intensively. These ideas determine the intensive development of new approaches that have even more acutely outlined the problem of a methodological crisis in education, science, economics, and politics. The 20th century saw many important changes in the methodology of cognition. It was realized that the existing subject structure of knowledge does not allow concretizing a unified approach to solving complex problems related to the activities of systems of the highest level of organization: personality, education, society. This is how the ideas of synergetics, theoretical cybernetics, polyparadigmality, etc. appeared. The urgent need for such (humane, human-oriented) theories in the modern economy, management, education and other areas is determined by the fact that back in the 20<sup>th</sup> century, humanity fell into the area of development *instability* (which continues to this day), when seemingly insignificant actions, the actions of individuals began to lead to catastrophic consequences for society [15]. Therefore, it is fundamentally important to develop a doctrine of *human-dimensional strategies of behavior* that would make it possible to avoid consequences dangerous for society in the information environment.

The methodological advantage of synergetics lies in the fact that its subject covers the entire integrity of the universal process of self-organization as the stages of de-



velopment of an open system – the emergence, change, self-complication in terms of structural ordering. In other words, the *synergetic paradigm* is the most complete, transdisciplinary scientific and methodological theory. After all: it is at the interchapter of modeling interdisciplinary communication, philosophical reflection and collective expertise that a synergistic methodology arises [16]. As Predborska, I. [17] convincingly asserts, specialists consider science, economics, education and law as social forms of manifestation of synergetic principles. In this case, slowly changing order parameters and rapidly changing variables, which in economics, for example, were established by Paul Samuelson as early as the middle of the 20<sup>th</sup> century, serve as an illustration (1947) and described by Weibing Tsang in the early 90s (1991).

In science, the synergistic order parameter from the point of view of Haken, G. (1996/2003) is the concepts of “paradigm” and “paradigm shift”, considered by Kuhn, T. in the 70s. XX century in his famous work “The Structure of Scientific Revolutions” [18]. The founder of the Ukrainian scientific school “Pedagogical Excellence” Ziaziun, I. noted that: “through synergetics, one can achieve a deeper understanding of the most diverse phenomena of nature and the human world. It is quite possible to apply synergetics to understanding the complex phenomena of the human psyche and creativity. It will be useful for removing some psychological barriers, including fear of complex systems, fear of chaos, it will help to see and feel the beauty and duality of nature, the constructiveness and destructiveness of chaos. Synergetics is the aspiration of a person to the depths of the material and spiritual world, the path to the knowledge of the deep layers of the Universe” [19]. In this perspective, Semenova, A. [20] argues that the formation of real systems under certain conditions with the choice of one of the possible variants of self-organization is the sub-



ject of non-linear post-non-classical science. That is, for the nonlinear synthesis of knowledge, the fundamentalism of the previous stages of the methodology of science is unsuitable. After all, the choice of self-organization options can be determined by the external conscious or involuntary influence of *a person* on a self-organizing system. This circumstance is the basis of human freedom and the risks associated with it.

At an active age, adults can influence historical events, guided by the values on which they were formed as individuals. The subject structure of knowledge does not allow concretizing a unified approach to solving complex problems related to the activities of systems of the highest level of organization: personality, education, society. Therefore, the essence of *leadership* is that the followers recognize the leader only when it has proven its competence and value to them. *Chemers, M. [21] interprets the phenomenon of leadership* as a process of social influence, thanks to which the leader receives support from other members of the community to achieve goals. The search for qualities characteristic of leaders has been going on for many centuries. Philosophers from Plato to Plutarch were interested in questions about what distinguishes leaders from ordinary people, thereby arguing that the origins of leadership lie in the individual characteristics of a person.

*Leadership* is key to achieving organizational effectiveness. On the one hand, leadership is seen as the presence of a certain set of qualities characteristic of those who successfully influence others, on the other hand, it is a process of non-forced influence in the direction of achieving the organization's own goals. In order for the organization to effectively perform its tasks, it is necessary to ensure the performance of all management functions [2]. To study the phenomenon of leadership, many researchers turned



back in the 19<sup>th</sup> century. Scientists of those times opposed the leader of the crowd, slaves and tried to find an explanation for this. Thus, one of the most influential theories was formulated by Francis Galton [23], who considered leadership to be a manifestation of natural, hereditary talent. Cecil Rhodes [24], in turn, convinced that a leader can be brought up from a gifted person through appropriate training. For practical support of his theory, Rhodes, S. in 1902 founded a scholarship that allows students with leadership abilities to study at Oxford University.

In the 1920s, when interest in management as a science first began to appear, exploration of leadership theories began. The first thing that the researchers drew attention to was the possible presence of similar character traits in different well-known leaders. This is how the “Theory of traits” or “Theory of great people” appeared. But it turned out that it is very difficult to concretize the universal features. Naturally, there were many similarities. For example, such traits as high intelligence, erudition, bright appearance, self-confidence, etc. However, it was not possible to create a general portrait of the leader. People who did not have the above qualities were also outstanding leaders [25].

In the 1940s–1950s, numerous evaluations of previously put forward theories [26] led to the conclusion that a new approach to the problem of leadership was needed. First of all, I did not find an explanation for the fact that the existing qualities under some conditions made people leaders, but in others they are not needed for leadership. The new theories have shifted towards behaviors that promoted leadership. This approach remained dominant in the psychology of leadership for several decades.

The next step was to develop a *situational theory of leadership*. According to which, the appearance of a leader is determined by the current situation. Depending on the



task, the leader may change. The leader can focus on solving a problem or relationships in a team. F. Fiedler, after conducting a series of studies, found the dependence of leadership style on the situation in the team [27]. If there is a favorable situation in the team, friendly relations and employees perceive the leader, respect and listen to it, the task-oriented leader will be effective. It will be able to set precise goals and be demanding. A well-coordinated team works faster. The same scheme works in an unfavorable ecological situation, where the leader is not perceived and respected. A task-oriented leader will also be effective. In the medium degree of favorableness, where there are problems in the team and employees do not know how to perceive the leader, the leader, who is relationship-oriented, will be more successful. To create a favorable situation, to improve relations in the team is the primary task of the leader. The third step of the researchers is the *systems theory* of leadership. Here leadership and the leader are considered from the point of view of group dynamics. The group is considered as a system, leadership is the organization of relations in the group, the leader is the subject of managing this process [25]. A corporate leader who wants to remain effective for a long time must be able to quickly adapt to changing circumstances and flexibly vary its behavior. Unfortunately, most managers get hung up on one style of behavior, which, for example, proved to be effective during the formation of the organization, but does not at all correspond to a period of intensive growth and holding new positions. As a result, the efficiency of the organization decreases.

The leader receives power and to support it, it must provide subordinates with the opportunity to satisfy their needs. In return, they satisfy the leader's need for power over them and provide it with the necessary support. The ideal option is considered to be a combination of formal





and informal leadership, that is, the official leader is recognized by the members of the group and the leader. In this case, its formal rights are supplemented by the possibility of informal influence on the group [28]. In cases where the manager and the leader do not coincide in one person, there may be dissatisfaction with the work and an increase in conflict.

Consequently, the originality of accents in the interpretation of the phenomenon of leadership is reflected in many theories: situational, functional, behavioral, etc., as well as the *integral theory of leadership* [20]. Of particular importance in the post-non-classical period of science in terms of the development of leadership theories are the ideas of the formation of managerial competencies, as the ability to act in *situations of uncertainty*. The methodological advantage of synergetics is that it offers a new approach to forecasting. This approach is based not only on an analysis of the current situation and immediate development trends, but also on an understanding of individual goals – attractor structures. The implementation of the unity of the non-linear synthesis of knowledge in the aspect of the development of leadership theories based on a synergistic approach will allow a manager of any level to build around one common many more side trajectories (educational development routes), which will demonstrate the nature of the probability of processes, the variety of possibilities of ways to improve the efficiency of systems functioning and the way they are used.

Foreign studies are actively studying professional socialization at the initial stage of a young specialist's immersion in a profession and professional environment. Scientists believe that this process can continue throughout the entire professional path of a person. Most researchers agree with the opinion that entry into a profession is impossible without undergoing professional socialization, especially at



the initial stage of activity. Thus, O'Neill, W. G. [29], using the example of post-conflict countries, notes that, when embarking on police reform, all its participants should understand from the very beginning that its implementation includes much more than just a "technical solution" or external changes in activities of police institutions. Given the complexity of the reform, in the process of its implementation, it is necessary to take into account not only experience in the field of institutional changes, management, logistics, but also psychology. Important in this sense is the experience in the field of "management of changes" and organizational psychology to create a new incentive system, new ethical principles and organizational culture of the police.

Yevdokimova, A. [30] notes that the professional activities of police officers are distinguished by an extraordinary variety of tasks to be solved. So, in the activities of a law enforcement officer, there are: strict legal regulation; emotional stress (negative emotions are oppressed by workers, and discharge is usually significantly delayed); high-ranking professional goals and objectives (aimed at the elimination of crime); the presence of special powers; professional sense of increased responsibility for the consequences of activities (often a determinant of professional burnout and deformations). Law enforcement professional activity requires significant psycho-emotional stress, patience, thorough professional knowledge and high responsibility from police officers.

Managerial competencies, manifested in human behavior, are transformed into its personal properties and characteristics. These competencies are characterized by motivational, semantic, regulatory components along with knowledge and experience. This creates the basis for the conscious choice of human actions, the additional advantage of which is the relatively small energy required for



response actions at bifurcation points. Nonlinear systems at these points are fundamentally open and very sensitive. Therefore, consideration of the theoretical reconstruction of nonlinear phenomena makes sense in the broad context of scientific discourse. This approach is supported by the growing importance of scientific communication in the framework of interdisciplinary projects, typical for complex problems of nonlinear science in the study of complex human-scale systems: pedagogical, environmental, technological, etc. The study of real practice can be considered from the point of view of self-organization in the environment of scientific communication, especially when it comes to multidisciplinary scientific communities. Currently, there is a self-organization of scientific communities. Among the methodological models of science, not models of the growth of knowledge as changes in theories come to the fore, but models of the historical school in the methodology of science. At the same time, the form of a community of representatives of different generations, different professional forms of activity also creates the scope of a real-ideal culture [20].

The development of personnel potential involves the formation of a stable and highly professional staff of the bodies of the Ministry of Internal Affairs, capable of properly responding to challenges and threats in certain areas. Therefore, especially during the period of reforming the law enforcement system of Ukraine, the search for personnel selection tools for the system of the Ministry of Internal Affairs of Ukraine becomes more relevant than ever [31].

The personnel policy in the National Police of Ukraine is an integral element of the state personnel policy. The existing models of “police management” have made a significant evolutionary path – from bureaucratic, “reactive” to modern humanistic ideas. Many police scientists [32–34] emphasize the complexity of professional law enforcement,



point out that “police management” has specific psychological characteristics, in particular:

1) a high level of responsibility and emotional saturation of their professional activities;

2) the lack of predictability of most management decisions made in fleeting conditions with a limited amount of information;

3) a significant number and variety of operational tasks and activities performed;

4) a high level of determination of the performed official actions by time parameters, specific organizational conditions for the activities of law enforcement officers in general;

5) indirectness of the implementation of managerial actions on the specifics of official relations in the police;

6) socio-technical type of managerial actions, which requires taking into account the actual technological conditions, social, service and technical components in the process of making managerial decisions;

7) a certain dependence of the optimality and effectiveness of the manager’s actions on personal individual and psychological characteristics;

8) direct proportional dependence of the results of the manager’s activity on various determinants that are beyond the reach of its managerial influence.

A priori, the success of the implementation of the goal and functions of the “police management” of personnel on the basis of optimization in the conditions of reform changes requires compliance with its general functions, namely:

1) analytical;

2) prognostic;

3) planning;

4) organizational;



5) regulating;

6) controlling.

The structure of the system of work with the personnel of the bodies and units of the National Police consists of four groups of elements:

1) organization of the personnel policy algorithm;

2) work with personnel;

3) vocational training, professionalization of law enforcement officers;

4) social and legal protection of employees of the National Police of Ukraine.

Personnel policy in the bodies and divisions of the National Police of Ukraine is an objectively determined social phenomenon. Fundamental changes in modern social, political, economic conditions, a shift in the focus of law enforcement activities in terms of humanizing their activities determine the goal of the modern personnel policy of the National Police of Ukraine. In addition, in the process of implementing a modern personnel policy in the National Police of Ukraine, the following principles should become dominant: ensuring the priority of human and civil rights and freedoms, respect for the dignity of a person and identifying a humane attitude towards it; observance of the Constitution and laws of Ukraine; protection within the competence defined by law of the rights and freedoms of citizens on the basis of their equality before the law, regardless of national or social origin, attitude to religion, political beliefs, official or property status and other characteristics; observance of the principles and norms of international law, existing international treaties of Ukraine, as well as focusing on European democratic standards implemented in the law enforcement system of Ukraine; interaction of the National Police of Ukraine with other state authorities and local governments. Optimization of



the staffing of the National Police of Ukraine is a difficult process that determines the consistent implementation of a set of research, organizational, managerial, political and legislative actions necessary to ensure the mechanism for the effective functioning of bodies in the field of national security of the country [35].

In fact, recruitment, setting up and maintaining personnel records have been and remain the leading areas of work for any system, organization, enterprise, especially with regard to the recruitment of senior positions that are assigned the management function. It is generally accepted that the success of any enterprise depends on its leader. Not all people can do the same job equally well. Being in a leadership position does not always mean being a real leader. Therefore, candidates for certain activities must be carefully selected.

It should be stated, as noted by Venedyktov, V. [36], that in the scientific literature we find the synonymous use of the concepts “recruitment” and “selection”. This position is erroneous, since the professional *recruitment* of personnel is a process of assessing the professional qualities of a circle of applicants, determining the suitability of each of them to perform their duties, and professional *selection*, in turn, is a system of professional diagnostic examination of a person aimed at determining the degree of its suitability for certain types of professional activity in accordance with regulatory requirements.

In the academic explanatory dictionary of the Ukrainian language, we find another confirmation: selection or action by meaning *to select* – to take, choose, singling out from the general mass according to a certain attribute [37], and recruit or action by meaning to recruit choosing, finding the most suitable, select [38]. Thus, professional recruitment precedes professional psychological selection. It is with the help of recruitment that we choose the best



manager and manager from the selected candidates for the positions of heads of bodies and departments of the Ministry of Internal Affairs of Ukraine.

Speaking about the recruitment of candidates for senior positions in the system of the Ministry of Internal Affairs of Ukraine, it is important to note that the professional managerial activity of a modern manager is multifaceted. It combines activities to determine the main goals of the headed structural unit (this is both the influence on subordinates, and the performance of certain functions both in relation to subordinates and the organization as a whole, and to higher authorities) and necessarily provides for monitoring compliance with the current legislation [39]. The head is at the same time the subject of both intra-organizational and external managerial relations. It must not only organize the work of all structural units, but also ensure its activities as a whole. The objects of influence of the leader are material and financial resources, the labor collective. The head represents the body headed by it and carries out its representation in external relations. The real influence of the leader on the activities of the body (subdivision) is based not only on its official powers, but also on personal authority, that is, it has two components: a formal leader and an informal leader [40]. Therefore, the recruitment of a leader is, in addition to professional, also psychological in nature.

The professional-psychological recruitment of managers of the law enforcement system provides for a prognostic assessment of the mutual consistency of a person and a profession through the correspondence of the personality of the future leader to its potential professional managerial activity; and determines the effectiveness of the system of the Ministry of Internal Affairs of Ukraine by highly professional candidates for senior positions [41]. Based on the analysis of the literature on personnel management [42],



the most effective methods of professional and psychological recruitment of candidates for the positions of heads of bodies and departments of the Ministry of Internal Affairs of Ukraine should be identified:

- method of biographical data – the study of the biography of the candidate in relation to its predictive capabilities of performing managerial functions and suitability for the qualification requirements of the position;
- qualifying conversation – obtaining information through verbal communication, interviews, allows to predict future performance and compare with other candidates [43];
- testing using valid diagnostic tools to identify the level of development of intellectual abilities, professional suitability, personal qualities;
- profile of the profession, which is a list and description of general and special competencies necessary to perform professional management activities;
- the “assessment centre” method, as the involvement of professional experts in combination with the complex use of tests, discussions, situation analysis, simulation and business games, solving complex situational problems;
- the method of manifestation of the behavioral response STAR, in which the candidate for the position solves situational management tasks;
- personnel outsourcing or granting the authority of the selection organization to a third-party organization that has the appropriate permits and programs;
- qualification cards and competence cards, that is, portraits or profiles of successful leaders;
- polygraph as a method of obtaining the necessary indicative information and determining the features of





the candidate's virtue, however, the use of this method is not defined by the legislation of Ukraine.

Let's note that the presented methods do not exhaust the entire palette of possible options for assessing candidates for senior positions. In general, the choice of methods depends on the bodies and departments of the Ministry of Internal Affairs of Ukraine that need a new manager, and the specifics of future professional management activities. At the same time, there is a need for an integrated use of professional psychological selection methods, since no method will provide separate and comprehensive information about the candidate's suitability for the desired position.

We also explored the experiences of future police officers and workers, identified the dominant areas of personality and types of behavior. Proceeding from this, it should be noted that during the training period, the students develop a consciousness of belonging to a new environment, and identification with the profession takes place. For young police officers, adaptation to the profession goes to a different level, namely, for them it is important to have a sense of trust in the profession, awareness of their own participation and the possibility of influencing events, because it is the conviction that the development of events will meet their expectations that will contribute to the harmonious professional development of a law enforcement officer. In parallel, there is the formation of active strategies to counteract stress, which are a necessary condition for personal growth, strengthening stress resistance, as well as increasing the efficiency of a police officer's professional activities.

Selection of candidates as a thorough analysis of questionnaires, interviewing, testing, evaluation of candidates, work of the evaluation center, job offer, receiving recommendations; preparation of an employment con-



tract, only one of the three stages of selection, along with the definition of requirements (preparation of job descriptions and a list of requirements for candidates, deciding on employment conditions) and attracting candidates (review and evaluation of internal and external sources of attracting candidates, placement of recruitment announcements, appeal to agencies and consultants) [44].

Considering that the effectiveness of the recruitment of candidates for senior positions is facilitated by: the relationship between the recruitment process and the general context of programs implemented in the personnel management system; taking into account factors affecting the employee (organizational culture, psychological climate in the team, environment); choice of methods; compliance with the chosen method of the required professional category of the candidate; accounting for the level of costs for the application of the chosen method; taking into account the requirements of labor legislation; ensuring a fair approach to applicants for a position [45], it should be noted the need to detail the requirements for candidates for leadership positions. The more clearly formulated and developed the profile of requirements for the candidate, the easier it is to conduct a high-quality professional and psychological selection.

Therefore, the improvement of personnel work in the bodies and units of the National Police of Ukraine becomes possible through the implementation of a number of the following activities:

- development and improvement of the regulatory framework for the implementation of work with personnel and personnel work in the bodies and divisions of the National Police of Ukraine, in particular, through the development and approval of strategic instructions for the implementation of a unified personnel policy;



- modernization of the integrated personnel management system of the bodies and divisions of the National Police, the introduction of the latest approaches and methods of activity in the work of personnel divisions;
- providing sustainable incentives for the professionalization of the employees of the National Police of Ukraine in accordance with the strategic programs of professional development;
- creation of conditions for the exchange of practical experience with the police of the leading states of the world;
- the use of modern information and communication technologies in the field of staffing, the formation of a transparent and accessible motivational system in the bodies and divisions of the National Police of Ukraine, which will contribute to an accurate assessment of the possibility of career growth for police personnel.

### **Conclusions to the Chapter 3**

The practice-oriented mechanism of organizational and legal support of human rights and freedoms by the National Police of Ukraine is the only, integral and qualitatively independent phenomenon of the legal system, is a set of interrelated and interacting prerequisites, means and conditions that create appropriate legal and factual opportunities for the full implementation of law and freedom [3]. In this perspective [14]:

– the content of primary training for the National Police of Ukraine was determined: on the one hand, this is the professional activity of authorized state bodies and services for the provision of educational services and the inculcation of practical skills that will be used by police officers in practice, on the other hand, professional training



of police officers, which will provide appropriate the level of their professional qualifications, which will be necessary for productive policing in the future;

– a practice-oriented characteristic of the organizational model of police officer training as a system of measures aimed at consolidating and updating the necessary competencies of a police officer, taking into account the operational situation, the specifics and profile of its operational and official activities, is provided.

The effectiveness of the professional-psychological recruitment of leaders in the bodies and divisions of the Ministry of Internal Affairs of Ukraine should take into account the psychological characteristics of the personality of candidates, the specifics of their future professional management activities, labor potential and the requirements of the current legislation. The success of the election of a competent leader depends on the specification of the requirements for the candidate and correctly selected methods of professional and psychological recruitment.

Strengthening the importance of such factors as: satisfaction with one's work, its results, the need to constantly improve one's professional skills and educational level, the desire for improvement, creativity and initiative in work requires an intensive search for a new organization of work activities and new personnel management methods that stimulate high-quality law enforcement activities, taking into account the specifics of personnel work in the aspect of leadership theories. Such trends in reforming the system of the Ministry of Internal Affairs of Ukraine testify to the priority of the human factor over the improvement of the structure and technical modernization. After all, first of all, in order to increase the authority of the National Police among the population, in relations with citizens, it is the police officer who must act as a defender of its people and a representative of



law and power. While the very specifics of personnel work should be considered as a sphere of a special “human dimension” of the organization.

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## CHAPTER 4

# THE UNIQUENESS OF THE FORMATION OF VALUE EXPERIENCE OF THE POLICE OFFICER IN THE PROCESS OF PROFESSIONAL TRAINING AND WAYS OF FURTHER GROWTH IN PROFESSIONAL ACTIVITIES

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### **Abstract**

*The Chapter 4 characterizes the conceptual and methodological principles, defines a set of objective and subjective circumstances that determine the psychological, pedagogical and legal factors in the formation of the value experience of a police officer's personality in the process of professional training and its development in professional activities. The choice of the categorical-conceptual apparatus is substantiated, the features of the formation of the value experience of police officers are concretized; the basic forms of the constructive holistic effect of the development of value experience are determined – introspective and interactive from the standpoint of a holistic post-non-classical approach; the principles of ensuring the formation of valuable experience of police officers in the process of professional training are formulated. The prospects for the introduction of scientific and methodological support for the process of formation and*



*development of the valuable experience of police officers in the conditions of professional training in institutions of higher education with specific learning conditions and during the period of assimilation of the instructive requirements of professional activity are determined.*

**Keywords:** *valuable experience, police officer's personality, legal and psychological principles, professional activity, education, forms and methods of improvement.*

## **Introduction**

The adoption of the Law of Ukraine “On the National Police” at one time testified to the beginning of a new stage in the development of the law enforcement system of Ukraine. According to this Law, the purpose of the activities of the National Police of Ukraine is the implementation of state policy in the field of protection of human rights and freedoms; combating crime; ensuring public safety and order. The National Police of Ukraine is built on the model of the police of the advanced Western European countries. Ukrainian police officers perform official tasks in close cooperation with the population, act on the basis of strict observance of the rule of law and international legal standards.

The official activity of police officers traditionally refers to complex types of professional activity, accompanied by significant psycho-physiological and physical stress on employees, many risk factors for their life and health, characterized by stress, the need to counteract the criminal environment, apply physical measures, weapons, special means, etc. [1]. All processes related to the reform of the law enforcement industry are not just “technical” external changes in the activities of police institutions. They carry a deep legal, psychological, pedagogical moral and



value aspects [2]. The departmental education system is a subsystem of education and an organic link of the state educational system of Ukraine, but in contrast to the orientation towards the training of generalists, it is aimed primarily at high-quality staffing for specific branches of law enforcement: investigative, operational-search, administrative, socio-psychological, analytical-informational, etc. From such positions, Plishkin, V. [4] noted that the higher the civil maturity, professionalism, skill of an employee of the internal affairs bodies, the more effective the consequences of its work, the higher its cultural level. This opinion is continued by Bandurko, O. [5], who notes that: “the purposeful activity of the internal affairs bodies to fulfill the tasks set is possible only if effective management and high professionalism of its employees are ensured”.

However, the current realities put forward new requirements for the modern law enforcement officer, as a progressive lawyer, and the task of higher education is to train competitive specialists who are able not only to think creatively and make the right decisions in a given legal situation, but also, of course, to form its very personality as a person, a professional, a patriot of the state and its representative, authorized to serve its own people. To accomplish this important task, it is necessary to conceptually change the outdated model of training a specialist police officer in the HEI, focusing on methodological approaches and principles of personality formation and development. At the same time, scientists have not yet proposed a unanimously universal approach to determining the methodology for the formation and enrichment of the valuable experience of a police officer in the process of professional training and professional activity.

That is why **the aim** of the work is defined: to characterize the conceptual and methodological principles, to determine the complex of objective and subjective circum-



stances that determine the psychological, pedagogical and legal factors in the formation and development of the value experience of a police officer in the process of professional training and professional activity in Ukraine.

To achieve the aim, the following **tasks** were set:

- justify the choice of the categorical and conceptual apparatus, conduct a structural and functional analysis of the research categories;
- specify the features of the formation and enrichment of the valuable experience of police officers in the process of professional training and professional activities;
- determine the basic forms of a constructive holistic effect of the development of value experience, introspective and interactive from the standpoint of a holistic post-non-classical approach;
- formulate and argue the principles for ensuring the formation and development of the valuable experience of police officers in the process of professional training and professional activities;
- determine the prospects for the introduction of scientific and methodological support for the process of formation and development of the valuable experience of police officers in the context of professional training in higher education institutions with specific learning conditions and during the period of assimilation of the instructive requirements of professional activity.

**Methods and methodology for studying** the process of forming and enriching the value experience of a police officer in the process of professional training and professional activity contains three interrelated concepts – levels that contribute to the implementation of the leading idea: *methodological, theoretical and methodological*.



**The methodological level** connects fundamental philosophical ideas: existentialism, personalism, anthropology, and also demonstrates the relationship of the approaches of the general scientific and scientific methodology to study and solve the problem of the formation and enrichment of the value experience of the police in the process of professional training and professional activity:

- *a holistic* approach – explains the corresponding cognitive-emotional-context triad of the idea of a person and society in their harmonious development and mutual influence;
- *a synergistic* approach – creates an opportunity to consider the interaction of the subjects of professional training and professional activities of police as a complex self-organized biosocial system, which is in non-equilibrium and has great own opportunities for self-development through open interaction with the environment and for which several alternative ways can exist. development;
- *a human-centric* approach, in the context of which the basis for the interaction of subjects of professional training and professional activity of police is respect for a person, trust in it, honesty, focusing attention on personality development; the importance of giving control of a coordinating and motivational nature;
- *an axiological* approach – involves orientation to universal, worldview values and determines the orientation towards the harmonious development of the individual as the highest value of society;
- *an andragogic* approach, the system-forming link of which is the idea of stimulating the internal forces (motivation) of an adult to self-learning; the law of increasing educational needs, human subjectivity, its reflection;



- *a humanistic approach*, within which a person is considered as a unique integrity, which has inexhaustible capabilities of personal development, which can be realized by each subject of professional training and professional activities of police officers.

**Theoretical level:** with the help of a *logical-semantic* approach, a system of ideas, basic definitions is concretized that determine the understanding of the essence and specifics of the foundations for the formation and enrichment of the value experience of a police officer in the process of professional training and professional activity:

- *the system-functional method* is applied to study the problems of the formation and development of the personality of a police officer in the learning process and during practical activities;
- *the structural-prognostic method* was applied to determine the main directions for improving and optimizing the legal, psychological and pedagogical foundations for the formation and enrichment of the valuable experience of a police officer in the process of professional training and professional activity [6];
- *historical-legal, comparative-legal and logical-normative approaches* were used for a retrospective analysis of the state of organization and implementation of various types of police training in Ukraine and abroad;
- *psychological research methods (testing, questioning, survey, etc.)* are used to conduct an experimental verification of the formulated problematic tasks related to the subject and aim of the study.

**The methodological level** involves the development of evidence-based psycho-pedagogical methodological or organizational support for the process of providing the value component of the experience of subjects in the process of professional training and professional activities of po-



lice officers; purposeful, optimally organized interaction of subjects in the educational space, which is characterized by a clearly defined mechanism for the development of this experience of all its subjects, the consistent implementation of interactive techniques, and then allows to get the planned result.

## **Formation and growth of valuable experience of a police officer**

The interpretation of universal human values as *value-oriented sensory knowledge provides* the meaning of being and human activity is fixed in historically specific forms of the culture of life. The crisis of human existence on a global scale, the process of reassessment of values that is now taking place in society, again attracts the attention of philosophers, psychologists, teachers to a number of *axiological* problems. Thus, the phenomenology of universal human values was analyzed in the works of Andrushchenko, V. [7], Shevchenko, G. [8]; was the subject of fundamental study of foreign philosophers: Parsons, G. [9], Fromm, E. [10], Fukuyama, F. [11] and others. Pedagogical aspects of the process of formation of universal human values were studied by Goncharenko, S. and Ziaziun, I. [13] and others. Thus, Heinz, W. in 1998 [14] noted that on the professional path there are changes both in the characteristics of the personality itself and in the characteristics of work. Regarding personality characteristics, the scientist argued that their primary and secondary socialization agencies are family and education, which influence the choice of certain career vectors. That is, if an individual does not acquire specific values, interests and skills for a specific professional area, then this field remains closed. Heinz argued that the primary and secondary processes of socialization are the





main conditions for choosing a profession, with the help of which the individual opens up opportunities for participation in society. Regarding the characteristics of work, Heinz, W. believes that they consist of productive professional *experience* and are characterized by *the attitude* of the individual to his work, working conditions and social assessment of the results of his professional activity. This *experience* affects the whole life of a person and can open up opportunities for further education, professional development and localization of personal deformations. In turn, Dahrendorf, R. [15] emphasizes that professions represent specific social roles. After all, social roles can be defined by a specific set of expectations of behavior from the subject of activity within the social system.

A modern person daily faces a number of stressful situations, in connection with which the load on the mechanisms that allow resolving problem situations, foreseeing their occurrence and relieving mental stress resulting from the impact of various stressors increases [16]. In the real world, it is the professional activities of law enforcement officers that take place in extreme conditions and are influenced by various stress factors. The activity of police officers takes place in conditions of increased danger and is characterized by the negative impact on them of a number of unfavorable, uncomfortable and threatening factors, which, under certain circumstances, provoke not only the development of neuropsychiatric disorders, but also threaten life.

According to Zinchenko, V. [17], consciousness is inertial and does not lend itself to instantaneous changes and transformations. This requires a long-term, purposeful activity to focus and expand it. Without such work, it grows extremely slowly. Even the formation, for example, of ecological or legal consciousness (and self-awareness) outside the expansion of the entire sphere of value ori-



entations is not only futile, but also capable of causing (and self-causing) devastating consequences, depleting the adaptive resources of the individual. In modern conditions, the adaptive resources of the individual play an increasingly important role in the system of formation and development of its professional qualities and abilities.

Today, such personal qualities as: communicative and professional competence, emotional and behavioral flexibility, stress resistance and adaptive potential, the ability to mobile and quickly integrate into the system of new social ties and socio-cultural relations are becoming especially in demand. Policing researchers Darroch, S. and Mazerolle, L. [18] rightly note that the requirements for a police officer in modern conditions require high preparedness for changes from representatives of the police profession at all levels, but such readiness and ability of police organizations to adopt innovative practices is almost never studied, which makes the psychological essence of reorganization processes difficult to understand.

Krappmann, L. [19] in this perspective gives a structural-role model of internalization of norms and values, which, in his opinion, are the core of professional socialization. The scientist points to the self-identification of the individual, which, in turn, forms the “Ego-identity” and is a necessary condition for successful professional activity. According to the results of Krappman’s research, a person faces a number of ambiguous expectations and conflicts that can arise between different roles performed in professional activities. To maintain self-identity, a person must develop the ability to endure the various expectations of the corresponding partners in the interaction and the incomplete satisfaction of their own needs in this context. Krappmann, L. calls this possibility *uncertainty tolerance*. The scientist emphasizes that this is a stabilizing function that helps to endure contradictions and unstructured situ-



ations or various role relationships addressed to a person, in connection with which its personality is strengthened.

Campion, J. in the book “New police risks in the history of modern Europe” [20], published in 2015, writes that the authorities are very often afraid of social changes, because this involves the search for new balances in co-existence with society. And, regardless of whether these changes are determined by economic, political, social or cultural factors, transformations in society are perceived by the authorities as risks that must be formalized and under control. Informally or formally, Campion, J. writes, police systems are forced to adapt their legal frameworks, their structures and practices in order to respond to the new challenges, threats and rules that they face and deal with.

Caveney, N. [21], in a study of the organizational culture of the police in the context of radical changes, proved that in the context of reforming, organizational changes should have a positive psychological content for employees, which is provided by appropriate programs aimed at creating a sense of psychological security, psychological availability of means of adaptation and psychological involvement to these changes. Kratcoski, P. C. and Edelbacher, M. [22] point out that both police practice and police education should now be based on close cooperation between professionals and researchers, which makes it possible to create comprehensive programs for the assessment and analysis of practical, theoretical and psychological problems and developing means to overcome them

Confirmation of the fact that police practice and psychological and pedagogical research are converging is also found in the fact that in the USA the psychology of police and public safety has become a new specialty in the field of psychology [23]. There is no doubt in the local scientific community about the need to train personnel in a new



specialty with an emphasis on the core competencies necessary for basic training and additional functional competencies necessary for effective practice in this specialty, in particular, in four areas of work: assessment, correction, support and organizational consulting [24].

The relationship between higher education and law enforcement, based on evidence, states Sherman, L. [25], provides a platform for agreement on what is the main task of the police and how to solve this task, as well as what benefits to take into account. The requirements for democratic principles of policing (professionalism, responsibility, legality), summarizes Marenin, O. [26], provide a potential basis for understanding how a focus on police education can contribute to the training and development of police officers at all levels of the police hierarchy, and the recognition of practical the usefulness of “values” as drivers of police reform. As Cox, D. [27] admits, reform in police education and police training requires a clear conceptualization of police values, which can manifest themselves in all three ways of the police subculture.

Thus, according to Stratonov, V. [28], *legal and life experience*, knowledge of legal norms, the basics of psychological activity are important in the work of investigators and other subjects of law enforcement. Stratonov, V. defines *professional legal experience* as the ability and ability to qualitatively implement and apply legal principles and norms in the process of professional activity. Indeed, for the effectiveness of the application of the rules of law, an emotional and moral attitude to the law, an assessment of the legal situation, a belief in the need to apply the legal norm, a holistic attitude to the law as a whole are important. A high level of professional legal experience significantly saves the time needed to make a specific decision. Consequently, *the professional experience* of police officers, generalizing their legal knowledge, skills and abil-



ities, helps to navigate the legal information, to select from it what is necessary for the correct resolution of a particular legal situation, taking into account the requirements of substantive and procedural law.

In the “Philosophical Encyclopedic Dictionary” [29], the definition of **“Experience”** is interpreted as: reflection in the human mind of the laws of the objective world and social practice, obtained as a result of active practical knowledge; a set of practically acquired knowledge and life skills, based on the experience, the test subject. This interpretation is explained by the fact that:

*firstly*, experience is a reaction of the human senses to mechanical, physical, etc. the influence of the outside world, as well as everything that happens to a person in the course of its life (attitude, well-being, sensory experience, feeling, etc.);

*secondly*, experience is empirical knowledge obtained in the process of life, practice, production; pre-reflexive basis of knowledge, giving credibility to scientific statements (empirical data, life and practical experience);

*thirdly*, experience is interpreted as intuitively explicated from the practice of knowledge, as a system of skills for a certain activity and the final result of purposeful activity, which is then used as a general worldview-theoretical and methodological basis of subject-object interaction.

Everyday (life) understanding of experience differs significantly from the scientific one. It concerns the process of the formation of a person, its upbringing and education, on the basis of which each person creates its own system of ideas about the world and its place in it. This means that a person fills general concepts with content “passed through” through its experience.

Danchenko, V. in his work “The Psychological Mechanism of Spiritual Development” [30] pointed to the fact



that a person does not have an innate need to develop morally. If ideas are not supported by experience, they remain incomprehensible and unconscious. From such positions, as Semenova, A. rightly notes [31], if the experience does not become emotional, aesthetically and morally significant for the individual, then such experience will *not become **valuable***. In order to achieve an objective, complete “wise professional comprehension”, one must have personal value experience. If the question concerns life, then here personal value experience is also extremely necessary. Without such experience, nothing that is connected with the meanings of life can ever be conscious, correctly understood, extrapolated and then creatively used.

Consequently, the general methodological theory of the formation and enrichment of value experience is based on the understanding that *value experience* is an integral reflective-regulatory characteristic of the interaction of a Man with the World. This thesis is the basis for solving many problems of the relationship between the psychology of learning, didactics, specific scientific methods and practice of teaching and education. The key basis of the theory and practice of the formation of value experience is that, among other things, the education system, which is designed to promote the development of the individual, should be “an exceptionally tangible, humanized activity of planning the future world of mankind” [32]. Therefore, a creative rethinking of the concept of value measurement of the experience of the subjects of pedagogical action in the aspect of the originality of professional training and professional activity of a police officer is an opportunity not only to modernize the attitude to the organization of the professional training process, but through its implementation to change the life of Ukraine for the better.



The leading idea of the concept of the value measurement of the experience of the subjects of pedagogical action [31] is the general methodological provisions on the relationship between the totality of *internal and external functions* of value experience. In general, each of these functions forms a monolithic *emotional-intellectual-volitional* three-component structure and creates an **integral open** and *non-linear synergistic system*, which includes seven function centers. Let's specify them:

1. **The experience of coexistence relations** ("rights and duties") is associated with the fact of human involvement in the structure of objective relations of the natural and social world with the need to comply with the laws of these relations – the sphere of interpersonal legal relations and awareness of "one's" place in the world, including experience relations of subordination and influence.

2. **The experience of relations of mutual complementation** ("partnership") is due to the fundamental fact of the duality of any forms of interaction, the "polarization" of the world, the mode of existence of which is the interaction of its constituent elements – the sphere of communicative relations, the "dialogue" of a person with the world.

3. **The experience of operational-executive** ("effective") relations is associated with the entropic (ordering) nature of human interaction with the world – the sphere of "recombinatory", non-manipulative relations in the process of transforming the world, including economic and legal relations.

4. **The experience of identity relations** ("love and compassion") is due to the natural unity of Man and the World.

5. **The experience of formative** ("creative") relationships is due to the progressive nature of the develop-



ment of “eternally new” relationships between Man and the World.

**6. The experience of the relationship of teaching** (“knowledge and skill”) is associated with the assimilation and use of the personal experience of the relationship of a Person with the World.

**7. The experience of ideological** (“value-oriented”) relations that ensure the life of the individual as an independent autonomous functional element/subsystem of society is due to the historical process of socialization of the experience of relations between a Human and the integral social World.

Finding the fullness of relations with life becomes possible precisely due to the harmonization of functions in the system; and vice versa, work focused on the enrichment/development of one of the functions or on some group of them inevitably limits the holistic experience and will be useful only as a temporary, instrumental technique. If only one (any) of the functions is elevated to the level of a paramount imperative methodological principle, it can become an obstacle to integral holistic development. As a single systemic whole, such an experience, on the one hand, *shows* the systemic integrity of the regulatory aspect of *reflecting social practice*, and on the other hand, it acts as a factor of such integrity – a “*systemic regulatory force*”, which *determines* this integrity.

Such a system is too complex, including in order to linearly manage the process of its formation and development. Everything is interconnected in it. After all, the development of a person is an extremely complex *envoluntary* (lat. *envolutio* – folding) – *evolutionary* (lat. *evolutio* – deployment) movement, during which both progressive and regressive intellectual, personal, behavioral, and active changes occur in the person itself; development can





change not only in direction, but also in intensity, character and quality [33]. Therefore, attempts to develop these parameters linearly (alternately) have the ability to lead to inhibition of the development of others. Awareness of the holistic content of the system, in the cultural and historical dynamics of changes in the paradigms of vocational training and the quality of education, reveals and concretizes its meaning in its two global *meanings*: cultural, ideological and social strength, the nature of which permeates all institutions of the state.

***The constructive holistic effect*** of the development of value experience should be reflected in the mind and manifested in relations with the environment, and the process of development of value experience will be carried out *in two forms* – *introspective* and *interactive*, which are inextricably linked. *The interactive* form of the development of value experience “manifests” the activity of the functions of this system in various external areas of relations, thus providing material for an introspective form. It (the interactive form) makes it possible to realize the nature of the involvement of various *functions* of the system of value experience in relations with the world, thus providing material for introspective intrapersonal practice. Consequently, work on the formation and development of an integral system of value experience is a vital activity, a process of pedagogical action. Finding the completeness of relations becomes possible precisely due to the harmonization of functions in their integrity in the system; and vice versa, work focused on one of the functions or on any group of them inevitably limits the relationship with life and seems useful only as a temporary, instrumental technique. Being reduced to a methodological principle, it becomes an obstacle to integral development.

The features of the formation and enrichment of value experience in the process of professional training and



professional activity as a psychological and pedagogical category of interaction of its subjects are: positive thinking, respect for oneself and others; the power of goodness, freedom, sincerity, friendship, decency, devotion, interest, trust [31]. The importance of the scientific conceptualization of the peculiarities of the formation of the value experience of the personality of a police officer in the post-crisis conditions of the functioning of the Ukrainian state is based on the idea of bringing the characteristics of law enforcement activities closer to the content of social demands. Consequently, modern *trends* in the formation and development of the value experience of a police officer's personality in the conditions of professional training and professional activity are distinguished by certain *features* [34]:

- constant changes and complication of the content of departmental education, raising the level of educational standards; updating the issues of national-patriotic education;
- solution of complex professional and pedagogical tasks that require the integration of knowledge, practical skills and abilities of related sciences – law, psychology, economics, pedagogy, sociology, etc.;
- wide introduction of information technologies in the educational process; taking into account physically applied training as a necessary component of such education.

Concretization of the features of the formation and enrichment of the value experience of a police officer allows to find an answer to the question of using the achievements of psychological theories of personality development, psychopedagogy, modern neuropsychology in the process of professional training and professional activities of a police officer [2]. In this format of educational activity, it is pos-



sible to track psychological changes in the personal structures of a police officer, for example, its true behavior, orientation towards the implementation of social norms and values, conscious discipline, faultless activity, as well as such qualities and personality traits that, during a test psychodiagnostic study during Joining the HEI is impossible to recognize: the quality of actions in extreme conditions, activity, general culture of behavior, productive and timely fulfillment of tasks, resistance to an aggressive environment, reaction to stress and general psychological stability [35]. Thus, the organization of the educational process in higher education with specific learning conditions should be such that graduates can not only adapt to a rapidly changing professionally oriented environment, but are also capable of transforming this environment; possessed not only general and special knowledge, but also knew how to apply them in the course of their professional activities; developed as a socially oriented person, a professional law enforcement officer not only by education, but also by the call of the heart.

In the process of preparing a future law enforcement officer in a higher education institution of the Ministry of Internal Affairs, holistic ideas about a specific professional environment and its components are formed, the motives and goals of future professional activity change and acquire meaningful content, professional identity and coordination of the professional “I image” of the cadet develops. Therefore, the position on the independent and active reproduction of social and professional relations during the professional development of the future law enforcement officer included in the system of professional training is important. It is the subjective nature of the interaction of the individual with professional reality in the context of the creative reconstruction of the subjective perspective of professional and personal growth that determines



the constitution of a person as a professional [36]. The author notes that professional self-realization is not only an attribute of the subjective attitude of the individual to its own professional life, but also a model of professional self-realization of the individual, in which the profession is a source of enrichment of personal potential with the space of life-creation.

Based on the research of Tytarenko, T. [37], we note that life claims as a mechanism for self-deployment of a person during the life and professional self-fulfillment of the future law enforcement officer set relevant spatial and temporal characteristics of its self-development, which, on the one hand, form resistance to difficulties during study at higher educational institution, and on the other hand, they contribute to the rethinking by cadets of their actual present, forming new vectors for changing its quality in the process of professional development, because professional claims are an integral part of life claims. The claim of future law enforcement officers is that link of a purposeful personality system that directs the cadet's activity to the realization of its own life tasks by moving from the internal need-emotional-motivational states of the personality as a target setting to real actions to change life circumstances for successful self-fulfillment in accordance with personal meaning.

The cadet's activity in the implementation of its own life tasks is mediated through its *self-educational* activity – a holistic process of personality improvement, based on the interaction and interpenetration of two equivalent sides (subjective and objective), which are inextricably linked in this activity. The self-regulating nature of self-education is manifested in the fact that a cadet is both an object of guidance and a subject, who independently determines the goals and objectives of its own cognitive activity, carries out and controls it, uses the results obtained in



professional activities, analyzes and evaluates them, and predicts further self-development. In the context of such an understanding of self-education, it is the *subjective* side that determines its qualitative characteristics, contributing to the realization of the independence of a law enforcement officer and being a prerequisite for the awakening and activation of its creative potential. So, in the self-education of a law enforcement officer, two aspects can be distinguished – professional and personal. The professional one is aimed at performing tasks related to official activities, while the personal one covers the range of interests, hobbies and inclinations that are outside of it.

Consequently, the success of the formation and development of the value experience of a police officer becomes productive if:

1. The process of developing value experience is carried out in accordance with scientifically substantiated specific *principles* of this process based on a holistic approach. The peculiarity of the principles of formation and development of value experience is explained by the fact that:

1) “honest self-manifestation” principle is the basis for the improvement of value experience;

2) “responsible self-observation” principle is a requirement for the enrichment of valuable experience;

3) features of the implementation of “complementary motivation” principle in the context of the value *measurement* of the experience of the subjects of pedagogical action are that the actualization of the motives for the development of value experience should be carried out in direct connection with life, with the development/transformation of the content of a person’s actual life relations.

2. Since the “goal” is a certain *qualitatively new level of awareness*, its comprehension/reflection becomes pos-



sible only after it has not only been achieved, but also extrapolated, that is, it has passed into the class of phenomena of some next, “super-new” level of experience.

3. *The constructive holistic effect* of the development of value experience is reflected in *the consciousness* of the personal hierarchy of values and is manifested in *the relationship* of the individual with the environment.

These features are due to the fact that a person is not able to arbitrarily / independently intervene in the hierarchical structure of its own motives that drive it and reorganize them, “wish to make” universal human evolutionary needs dominant. After all, the development of value experience is based not only on knowledge and skills of activity: work with the functions of the system of value experience cannot be reduced only to the so-called “exercises” – the study of artificially created problem situations. *The actualization of the motives* for the development of value experience is carried out in direct connection with the development of the content of a person’s actual life relations. *Introspection* and *interaction* are two different and inherently related *forms of practical* development of value experience based on the principle of *honest self-manifestation*.

Therefore, in group work, the teacher-mentor constantly **reminds** about the efforts *to be honest* (intellectual component of value experience), **encourages** subjects to this (emotional component), **inspires** (volitional component) by its own example, using both external and internal psycho-pedagogical techniques of emotional regulation of emotional-volitional states. Let’s note that mastering the methods of psycho-regulatory training and their regular use can also increase the psychological stability of a police officer in stressful situations. These methods need to be worked out in advance and constantly repeated. Only the regularity of training will automate relaxation exercises and ensure the achievement of a positive effect.



We also note that internal psycho-pedagogical techniques are considered as prerequisites for the formation and development of the value experience of a police officer. Among which the most significant are:

1) improvement of the practice of emotional-volitional self-regulation of the behavior of a teacher-mentor, as the main subject of pedagogical action;

2) auto-training and meditation as practical methods for improving psycho-pedagogical training and self-training.

Among the features of the external pedagogical technique of the teacher as a condition for the development of value experience are considered:

1) suggestion as a method of personal and professional improvement;

2) ability for pedagogically motivated use of multimedia technologies in the modern educational space – a resource for enriching the value experience of its subjects.

Value experience needs purposeful controlled formation and further coordination through educational impact on the individual in order to form and develop the appropriate psychological qualities of a law enforcement specialist. It is directly dependent on the quality of professional training and individual psychological characteristics of the personality of a police officer. A prerequisite for the development of the valuable experience of a police officer is the creation of a proper foundation – the formation of professional reliability [38]. The implementation of this task involves:

1. The orientation of the educational process towards the formation of positive motivation for professional activity through an evaluative analysis of situations and phenomena, appeal to personal values and target designations. Such motivation significantly affects the features of professional



self-realization, therefore, underestimation of this component in the educational activities of the MIA HEI, a decrease in the activating function of motives or their inconsistency with professional orientation can lead to impaired performance and the occurrence of erroneous actions, inability to perform professional duties in a quality manner, despite the received knowledge, skills and abilities.

2. Orientation of the normative disciplines of professional training towards the formation of professional reliability of future police officers, updating and expanding their content in accordance with modern demands (“Legal Psychology”, “Fire Training”, “Tactical and Special Training”, etc.). In this case, when teaching academic disciplines, the implementation of the principle of systematic formation of professional reliability of police officers in accordance with three levels should be ensured: personal (moral, legal and humanistic values that correspond to the ethics of the chosen profession and provide for an awareness of social significance and personal responsibility for the results of social, departmental and group normativity of behavior); activity (infallibility and timeliness in the performance of law enforcement functions in various modes and working conditions by including in the personality structure of a police officer: professional and special competencies; experience in implementing legal norms and ensuring law and order); functional reliability (psychophysiological reserves of personality) [39].

3. Emphasis on the use in the educational process of interactive forms, methods and innovative tools that allow to activate cognitive activity by modeling situations of professional activity, which are the basis for the formation of professional reliability (lectures, dialogues, quests, role-playing games, discussions, analysis of situations, professionally) psychological trainings, etc.). The use of interactive techniques will be most effective in the forma-





tion of such qualities as: the ability to solve professional problems, the ability to work in a group, communication skills, leadership potential, existing skills and hidden opportunities.

The search work carried out allows to divide the factors and prerequisites for the process of professional training of future law enforcement officers in terms of the formation and development of the value experience of a police officer into two groups [40–42]. *The first group* includes factors and prerequisites related to the individual psychological characteristics of future law enforcement officers: general and professional preparedness, legal and patriotic education, personal professionally adaptive potential, neuropsychic stability, communication skills, moral normativity, accent, well-being, activity, mood, health status, age, life experience. *The second group* consists of factors that objectively exist in relation to the individual: the immediate conditions of professional training and activity, tension, monotony, anxiety, unusualness, complexity, suddenness, novelty of the environment of training groups and scientific and pedagogical staff, as well as mentors and leaders in practical units [43].

Taking into account the above factors and prerequisites for professional training, we offer *recommendations for optimizing* the process of professional training of future law enforcement officers in higher education institutions of the Ministry of Internal Affairs of Ukraine, which must be carried out in two stages:

- *Stage I* – preparation for professional activity in special conditions of education in higher education of the Ministry of Internal Affairs of Ukraine and internship in the specialty in the internal affairs bodies [44];

- *Stage II* – arrival at the internal affairs bodies after graduating from a higher education institution of the Min-



istry of Internal Affairs of Ukraine, taking office and its development.

The entire educational process should be aimed at ensuring that knowledge and professional competence are perceived as a value that should be multiplied throughout life. The educational process itself should be built in such a way that there is a gradual reorientation from external to internal motivation, according to the requirements of the leader in discipline to internal discipline. This confirms the integral connection between the motivational-value and reflexive-evaluative spheres. Their similarity is manifested in the inner nature of beliefs and habits, the system of views and aspirations of a young person. This is the most subtle and complex sphere of human existence, and therefore it makes sense to involve full-time psychologists working at the faculty in the formation of motivation, stimulating self-reflection in the educational process. Therefore, when creating an environment conducive to the formation of a conscious attitude to training among future officers of the National Police of Ukraine, it is necessary to unite the efforts of teachers, psychologists and the command staff of the courses and the faculty. We consider this area of work to be especially important due to the fact that thanks to it, at the stage of training, the quality indicators of education are significantly improved, and later, after the cadet graduates from higher education, the police receive a well-formed person who is both a highly qualified specialist and a conscious citizen.

During the second stage, the unit commanders organize the training of future law enforcement officers for police activities. Psychologists in the allotted time (taking into account the results of the first stage) conduct professionally-oriented trainings with future law enforcement officers aimed at improving their individual psychological characteristics. It should be taken into account that



a young law enforcement officer who arrived in practical units after graduating from an institution of higher education of the Ministry of Internal Affairs of Ukraine, having begun to perform functional duties, finds itself in a new environment, in which it adapts, “gets used” to new conditions.

The study of the experience of professional training in higher educational institutions of the Ministry of Internal Affairs of Ukraine and the professional activities of police officers indicates that it is advisable for future law enforcement officers to know the system of methods and techniques for regulating their psychophysiological state. The ability to manage oneself comes down, *firstly*, to the implementation of self-control over external manifestations of negative emotions (in case of excitement, fear), *secondly*, to reducing mental tension, calming down before and during the performance of official duties, *thirdly*, to removing or prevention of fatigue, and *fourthly*, to the normalization of sleep and an increase in its restorative functions [45].

During *the period of direct preparation*, it is necessary to simulate situations leading to partial failure with a subsequent way out of this situation, require an immediate transition from inactivity to high-level activity, causing the manifestation of independence in choosing methods of action to overcome unforeseen obstacles. A detailed analysis of actions in the mentioned and similar situations is also needed.

During *the period of assimilation of the functions* of a police officer, the support of psychological stability and readiness to perform specific job duties with maximum success is of the greatest importance. This is achieved by confident behavior (actions), competence, endurance, courage, sensitive risk, determination. In the course of performing official duties, negative mental states may occur. This can be determined by the following signs: severe



redness or blanching, intonation of the voice, a violation of the normal rhythm of breathing, fussiness of movements or lethargy, apathy. Having noticed excessive excitement, stressful conditions, it is necessary to find the best ways to relieve the load. It can be self-hypnosis, self-persuasion, relaxation, switching attention.

During *the period of assimilation of the instructive requirements* for the position of an employee of the National Police of Ukraine, the future law enforcement officer tests its strength while working with special equipment, serving in daily outfits, patrolling, field training and shooting from firearms. This tension is intensified due to the fact that the future law enforcement officer is responsible not only for itself, but also for its subordinates, for their activities and final results [42]. During this period, mental stress is intensified by the responsibility for making competent decisions, for the company of the activities of subordinates.

Optimization of the professional training of future law enforcement officers and their adaptation to service in practical units is facilitated by:

- a personal example of experienced officers in the line of duty;
- in-depth conversations with the course management, educational department, psychologist in order to identify the problems of future law enforcement officers and assist in their solution;
- creating an environment of goodwill and mutual assistance in officer teams;
- studying the degree of satisfaction of the future law enforcement officer with belonging to its team;
- organization of mentoring activities to assist in mastering service skills;
- training of pedagogical support for the activities of future law enforcement commanders who are in charge



- of future law enforcement officers who are developing in practice;
- holding an educational and methodological meeting with future law enforcement officers;
  - training future law enforcement officers in effective methods of managing subordinates, the mechanism for localizing conflict situations, the optimal procedure for performing tasks assigned to a young law enforcement officer;
  - meetings-conversations between the leadership of the educational institution and future law enforcement officers on the problems of their professional development;
  - creation of modern material and living conditions of life and service;
  - visiting future law enforcement officers at the place of residence, identifying difficult circumstances, taking measures to eliminate them;
  - research and generalization of the results of the process of professional adaptation, the study of professional motivation, the reasons for the low efficiency of professional activity, the receipt of reports on early dismissal from the internal affairs bodies for further work with future law enforcement officers during their professional development.

Therefore, both in the first and second periods of professional training of future law enforcement officers, in terms of the formation and development of value experience, it is advisable to pay due attention to the improvement of such indicators as: developing skills and mastering techniques: reducing the level of situational anxiety, increasing self-confidence and one's own actions, adaptive potential; neuropsychic stability; communication skills; moral maturity; vital activity, etc.



## **Conclusions to the Chapter 4**

Modern realities and trends in the development of vocational education in Ukraine form new demands for the training of police officers at all its levels. In the context of the identified problems, there is a particularly acute need to develop a special system for the formation and enrichment of the valuable experience of police officers in the process of professional training and professional activity, in particular in educational institutions of the Ministry of Internal Affairs of Ukraine, to determine the content components, indicators of the level of development and criteria for evaluating its effectiveness, as well as forecasting behavioral reactions and mental states of a specific specialist and personnel of various units of law enforcement agencies in the event of action under stress factors of a risky environment. From these positions:

- a set of scientific provisions on the content, structure and methodological foundations of police training as a system of organizational measures, the main purpose of which is the formation and enrichment of the value experience of a police officer in Ukraine, was specified; professional orientation, development of police officers as professionals, raising the level of their professional legal awareness and legal culture, obtaining new special competencies that will allow them to clearly, promptly, impartially perform their professional duties in accordance with the norms of current legislation and professional ethics, based on the needs of society and states with respect for the personal dignity of human life;
- an extensive system of measures to improve the educational process in higher education institutions of the Ministry of Internal Affairs of Ukraine, aimed at



the formation of professional competencies of a police officer, is proposed, due to:

1) stimulation of positive motivation for professional activity by evaluative analysis of situations and phenomena, appeal to personal values and goal setting;

2) orientation of the normative disciplines of professional training of future police officers, updating and expanding their content in accordance with modern demands;

3) emphasis on the use of interactive forms, methods and innovative tools to enhance cognitive activity by modeling situations of professional activity;

- the scientific provisions on the place and role of motivation in the formation of the value experience of the personality of a police officer were clarified on the basis of an analysis of the functions performed by the motivational sphere of the personality (orienting, motivating, guiding, stimulating, mobilizing, controlling).

The formation and enrichment of the valuable experience of a police officer in the process of professional training and professional activity involves not only the achievement of the goals of the educational system – the subject learning outcomes, but also the realization of the personal meanings of the subjects of the educational process, their manifestation in public and professional life.

The orientation of the relevant interactive, training methods for the formation and enrichment of the valuable experience of a police officer in the process of professional training and professional activity rushes to the personality of each subject, implies a transition from the philosophy of “influence” to the philosophy of “interaction”. Pedagogical interaction from the position of a teacher, the head of a structural unit is considered as a special form of its “immersion” in life, in its own inner world and the inner world



of cadets, police officers, as a result of which their significant existence and development of the transformation of attitude towards the world takes place, taking into account the value parameter of the development of experience.

The practical significance of the results obtained in the educational process lies in the fact that the research materials can be used in the preparation of textbooks and teaching aids in the disciplines “Psychology”, “Legal Psychology”, “Pedagogy”, etc.; in the process of advanced training courses for the leadership of the national police.

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## CHAPTER 5

# REFLECTION OF PERSONALITY SELF- ORGANIZATION OF FUTURE POLICE EMPLOYEES AS A CONDITION FOR THE DEVELOPMENT OF PSYCHOLOGICAL RESILIENCE

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### **Abstract**

*In the Chapter 5, the process of reflection of self-organization as a way of personal organization of the life of future police officers is studied, which will contribute to the development of psychological resilience through the implementation of psychological training methods. The indicators of testometric aggressiveness of police officers are specified; interrelations of testometric and behavioral aggressiveness of police officers are revealed; the factors of manifestation of stress and post-stress response, the behavior of future police officers in the process of performing psycho-training exercises are determined; the principles of psychological assistance are determined in order to restore psychological resources in the aspect of preparation for the professional activities of law enforcement officers; the directions of professional and psychological training of future police officers are determined in terms of developing their resilience.*



**Keywords:** *behavioral diagnostics, psychological training, narrative, psychological resources, situations, traumatic events, resilience.*

## **Introduction**

A fundamental transformation of the system of law enforcement agencies of Ukraine, in particular, the creation in 2018 of the National Police of Ukraine, the beginning of the functioning of the patrol police, etc., provided psychologists with an almost unique opportunity to observe “online” the processes of formation of such phenomena as professional consciousness, professional identity and professional competence, many of which, until recently, had nothing to do with law enforcement agencies and come from a wide variety of backgrounds. The people who joined the police in 2018 were united by the desire to create a strong system of protection of human rights and freedoms, the desire to fight corruption and crime, because the processes of creating a just postmodern society depend on the success of law enforcement agencies in Ukraine [1].

In turn, the unique pace of organizational and substantive changes actualized the psychological and pedagogical problem of training a police specialist who, on the one hand, would meet the high demands of society for an honest, responsible, self-sacrificing law enforcement officer, and on the other hand, psychological personal qualities that allow these social requirements to be realized. First of all, we are talking about vitality, resilience, physical endurance, stress resilience, the ability to make decisions in difficult conditions, etc., in other words, about the presence and development of a future police officer of an integral system of psychological resources that ensure its successful professional activity.



In the current difficult conditions of the functioning of the police authorities in Ukraine, the leading factor in supporting each police officer's own ability to work at a high level of dedication and ensure active professional growth is the development of a reflexive self-organization of the individual, which today is becoming one of the most important areas for the formation and strengthening of the psychological resilience of police officers and improving their performance

In the psychological dictionary, the concept of self-organization of a person is defined as the activity and ability of a person, manifested in purposefulness, activity, validity, motivation, the ability to plan one's own activity, quick decision-making and responsibility for them, criticality for the results of one's own actions, a sense of duty [2]. Quite often, the concept of self-organization of a person is identified with:

- *self-management*, that is, the ability to manage, acquire, develop, preserve and rationally use one's own resources;
- *self-actualization* – the desire of a person to more fully identify and develop their own personal capabilities [3];
- *self-efficacy* – the ability to actively acquire knowledge or actions that allow to build your own behavior in accordance with the task or conditions of the situation [4].

Self-organization is defined as a way of personal organization of life by expanding the boundaries of one's own initiative and independent activity, self-improvement and self-regulation [5]. The authors note that self-organization necessarily involves the process of self-knowledge, self-determination, self-development and self-realization and has a decisive influence on the formation of a person's worldview and moral beliefs [6].





The trigger mechanisms for the development of self-organization of the individual are both internal and external factors. After all, the self-organization of a person is formed and develops throughout a person's life under the influence of the social environment, the psychological and pedagogical influence of the system of education in the family and social institutions, and one's own activities. The period of study in higher education, where the share of independent work increases in the total volume of the student's educational work, is a very important stage for the formation and development of a person's self-organization.

In addition, there are a number of professions whose representatives are under the influence of an increased likelihood of encountering the aggression of other people or the need to commit aggressive actions themselves. Among them are representatives of power structures and law enforcement agencies, including police officers [7]. They constantly find themselves in situations of aggressive interaction with offenders, often perform the tasks of restricting the rights of law-abiding citizens by using coercion or with the threat of its use, therefore, by law, they are endowed with the appropriate rights and obligations that regulate the lawful behavior of police officers in the plane of relations accompanied by aggression. There is an ambivalence in the requirements for the aggressiveness of police officers: it must be expressed so strongly that it makes it possible to effectively perform security tasks and functions, and at the same time be minimal so as not to cause excessive damage to citizens and organizations. Looking at the performance of the police, we see that maintaining such a balance is a complex matter.

The study of aggressiveness as a personality trait is usually carried out through questionnaires, tests and projective methods of psychological diagnostics [8]. However, along with the typical distortion factors inherent in self-descriptions, the results of the question (criteria) in



the methods of psychological diagnostics of personal parameters are mostly intuitive for respondents, which do not exclude the choice of answers according to the principle of social desirability. The question of the correlation between “real” (behavioral) and “testometric” police characteristics remains open.

**The aim** of the study is to study the process of reflection of self-organization as a way of personal organization of the life of future police officers, which will contribute to the development of psychological resilience through the introduction of psychological training methods.

To achieve this aim, the following series of **tasks** have been gradually solved:

- indicators of testometric aggressiveness of police officers were studied; interrelations of testometric and behavioral aggressiveness of police officers were revealed;
- the factors of manifestation of stress and post-stress response, the behavior of future police officers in the process of performing psycho-training exercises were determined;
- the principles of psychological assistance were concretized in order to restore psychological resources in the aspect of preparation for the professional activities of law enforcement officers;
- the directions of professional and psychological training of future police officers in the aspect of developing their resilience are determined.

Methods and methodology of the study are due to the practical combination of behavioral and testometric approaches to concretize resilience as a multidimensional concept that has a systemic character; using a narrative approach to solving the problem of diagnosing and developing the psychological resources of the personality of law enforcement officers.



## **Self-organization of the personality of the future police officer as a condition for the development of psychological resilience**

The personality of a law enforcement officer has recently become a valuable and important object of study in terms of potential opportunities and resources for *self-development*. The concept of *psychological resources* is the acquisition of a positive approach, it is very broad in content and still does not have an exhaustive interpretation. A theoretical analysis of the problem of the psychological resources of the individual as a conceptual concept has been preliminarily made [9]. Resources contain achievements, connections, relationships that are actually available and potentially achievable by the subject, as well as conscious personal qualities and states. The totality of personal resources is relevant to the psychological potential of the individual, its psychological capital [10, 11]. By “resources” is usually meant the real “reserves, sources” of something or “means” by which changes occur in an object or subject. A resource, in contrast to potential (as a combination of all available opportunities), is always a real asset for the successful achievement of a goal that can be used, spent, accumulated, combined, divided, reproduced, managed, etc. The potential, being a set of possibilities, turns into a resource if the necessary conditions are created for this, without which the achievement and existence of the resource are impossible [12].

To successfully perform their duties, police officers need to constantly maintain their professional skills, as well as provide personal development and growth. Self-motivation, constant self-development and self-organization of the personnel are the decisive factors for the tasks set. Therefore, special attention in the process of professional



training is paid to the formation of self-management skills in cadets [13].

To date, the most capacious definition of self-management or personal self-government is the ability to set goals and systematically achieve them, act on the basis of an analysis of the situation, predict the course of events, adequately respond to changes in the situation, assess one's capabilities, regulate emotions, control the process of achieving goals. In other words, self-management is *the management of one's own resources*, that is, the ability to acquire, preserve, develop and use them rationally in order to be a successful and self-sufficient person.

The problem of psychological resources is especially relevant when performing complex types of professional activity [14], in complex, traumatic life situations [15, 16]. The current state of Ukrainian society can be confidently described as a crisis. The war in Ukraine, dramatic events and losses are factors that lead to traumatization (physical and psychological) of many segments of the population. Empirical studies show that the length of time a person stays in a combat zone is one of the leading factors influencing the dominant mental states of law enforcement officers [17].

In the process of experiencing trauma, traumatic situations, any human reactions are recognized as normal. According to Kolodzin, B., "trauma is a normal reaction to abnormal circumstances" [18]. Ideas about the mechanism of the negative impact of psychotrauma are based on the theory of Selye, G., according to which the successful habitation of stress requires the onset of relaxation (recovery) after the stage of stress and persistent overcoming. This requires the discharge of accumulated excitation, primarily muscle.

Stopping and/or suppressing the normal discharge process results in symptoms of traumatic stress. The poly-



vagal theory of Porges, S. [19] has enriched the concept of stress and post-stress response. Currently, his ideas about neuroception, automatic security system and threat detection, and the work of the social interaction system are widely used.

Traumatic stress after being in dangerous conditions is determined by the functioning of the mechanisms of memory and mental protection. The memories of the traumatic event are painful, painful at the same time, but the situation itself requires a “solution” (real or imagined). This leads to attempts to forget such an experience due to the inability to process it cognitively (traumatic dissociation, splitting, avoidance) and the desire for its bodily and emotional release (symptoms of return, intrusions, flashbacks). Trauma develops as a delayed reaction to an event when it is impossible to change the situation and come to terms with it.

The concepts of experiencing psychotrauma imply a certain staging of this process [20]. In general, the stages of shock, stabilization, recovery (processing) and integration are distinguished. The concept proposed by Afanasiev, N. [21] assumes that the process of natural experience of trauma can be hindered by “fixation” at its certain phases:

1. In the shock phase – fixation in this phase due to unfinished previous traumatic experiences (for example, rejection of the death of a loved one). Evidence of such fixation can be actions indicating a rejection of the fact of a traumatic event (for example, do not touch the things of the deceased), flashbacks, conversations about a traumatic event.

2. In the phase of anger – fixation as a result of prohibitions on manifestations of aggression; uncontrollability of affective outbursts; blocking aggression on the causes and perpetrators of the incident due to the assumption of guilt and responsibility; difficulty in expressing anger



towards oneself; difficulties in expressing anger at the object of loss (for example, due to previous conflicts with it); blocking aggression against the “higher powers”; the predominance of anxiety over aggression as a result of preliminary unresolved problems, which prevents the realization of anger.

3. In the phase of depression, the natural course of post-stress experiences is interfered with by childhood traumatic experience. The main theme of such traumas is rejection. This causes the experience of loneliness, the idea that the traumatic process will never end.

4. In the treatment phase, fixation occurs as a result of idealization (replacing the object of injury with its archetypal image).

The depth of traumatic stress varies individually and also depends on a number of circumstances:

1) perception of the traumatic situation as “impossible”, could never come;

2) inability to counteract, lack of attempts to counteract;

3) motor passivity during the incident (state of immobilization);

4) presence of preliminary traumatization.

The principles of psychological assistance determine the effectiveness of such measures as:

- psychoeducation on the mechanisms of mental trauma, alertness about indicators of stress, excessive anxiety, creating constructive ideas about the “normality” of reactions to psychotraumatic situations;
- training of personnel in the techniques of regulating the mental state, including the management of mental stress (relaxation) and stabilization (breathing, grounding);



- work with images of trauma (bodily, emotionally figurative metaphors);
- restoration of models of bodily experience disturbed by trauma (awareness of bodily boundaries; development of a sense of the body; development of a sense of grounding);
- work with the restoration of the timeline (its image, representation, walking along an imaginary timeline, creating a time perspective; creating stories, narratives, fairy tale therapy, etc.) [22].

The expediency of using the category of psychological resources in terms of preparing for the professional activities of law enforcement officers is due to the fact that:

1) law enforcement is complex in terms of constant intense interpersonal interaction, it objectively requires certain personal contributions (intellectual, emotional-volitional, motivational, and others). Hence the problem of the psychological cost of professional activity, which is a certain balance between procedural (satisfaction, motivation, mental state) and productive characteristics (quality, labor efficiency). The presence and awareness of psychological resources simplifies professional activity, provides a certain level of professional activity and focus [23]. In essence, this is the answer to the question “I can work effectively because I...”;

2) the specified activity is non-algorithmic, in it the need for updating and the contribution of resources arises quite often and unexpectedly. At the same time, employees usually “exploit” a small amount of clearly perceived psychological resources (“As a rule, I cope with difficult situations because I have ...”);

3) the specified category in a certain way connects the personality of the employee (feature-quality) with its behavior, in particular stress-reducing (“In difficult situations,



I do ... because I have ...”). Therefore, psychological resources are a category that is intuitively clear to the workers themselves, which can be used for the purposes of psychoeducation, psychoprophylaxis, and vocational psychological training. The lack of personal potential is clearly recognized by the law enforcement officer, as well as its causes (for example, after being in difficult situations suffered by psychotraumas) [24].

The concept of “resilience” is translated as flexibility, elasticity, resilience, resilience (to external stimuli), in a psychological context – as the ability to quickly restore a healthy state of mind and body [25]. Understanding how and in what way some people are able to survive, recover and even grow psychologically, get stronger after complex life troubles or disasters is relevant for psychologists and psychotherapists, workers in helping professions.

A typical example of the definition of resilience is the definition of Losel, F.: *resilience* is the ability of a person or a social system to build a normal, full life in difficult conditions. The scientist emphasizes that despite the simplicity of the definition of this concept, the concept of resilience is much broader than just the concept of “overcoming”. This concept assumes both *a positive result*, which is achieved despite high risk (for example, when a person has to overcome many factors that cause stress and tension), and the preservation of basic personality traits during danger and full recovery after injury and success afterwards [26]. We add that many scientists consider the process of resilience from this point of view: not only the achievement of homeostatic balance after traumatic events, but also the exit with a certain “increase” – an increase in functional competencies (post-traumatic growth).

Modern scientists have a more comprehensive approach to the study and definition of this phenomenon. Thus, a follower of the constructivist approach to the





study of resilience Hellerstein, D. [27] identifies two of its main components – physical resilience as an indicator of stress resilience and tolerance and psychological resilience, which includes the development and support of social contacts, the use of social support, finding meaning in difficult or situations, raising the educational level and mastering various psychotechnologies that help develop and overcome the negative consequences after stress.

As Lazos, G. rightly notes [28], the study of resilience is important, because understanding the human ability for psychological positive adaptation in adverse circumstances can help mental health professionals develop special psychotechnologies for psychoprophylaxis and the development of resilience, resilience; developing the ability to independently overcome stressful situations, etc. Lazos, G., based on a scientific analysis of the essence of the interpretation of the concept, believes that:

1) resilience is a bio-psycho-social phenomenon that encompasses personal, interpersonal and social experiences and is the natural result of various developmental processes over time;

2) resilience is generally associated with the ability of the psyche to recover from adverse conditions;

3) depending on the focus and subject of research, resilience can be considered both as a certain personality characteristic inherent in a particular person, and as a dynamic process;

4) resilience plays an important role in the ability and formation of post-traumatic stress growth of the individual.

Examples of protective personality factors according to age periodization were specified by Bolton, K. [29] and supplemented by the results of research by other scientists. We consider it appropriate to list these factors for the “adult” category [30]: endurance (hardiness), humor and



repressive coping; the effectiveness of cognitive strategies for regulating emotions: planning, positive reassessment of events, conscious suppression of negative emotions, avoidance of rumination (mental chewing gum, obsessive thoughts); optimism; belief; wisdom; fortitude, strength, virtues, positive qualities.

It is also important to note that the revealed results on protective factors (mechanisms underlying resilience) are of great practical importance. On their basis, many relevant psychotechnologies were created [31] aimed at prevention and development of resilience, as well as directly at recovery from experienced problems, stress, and manifestations of post-traumatic symptoms.

Sashurina, O. and Larionov, S. [32] in this aspect specified the characteristics of psychological resources that distinguish them from other psychological phenomena:

- 1) awareness, accessibility for reflection on their presence, quantity, reach;
- 2) readiness for their use in relevant situations and accumulation in situations that do not require it;
- 3) substitutability, the ability to compensate for the lack of some resources by others;
- 4) conversion, manifested in their conscious social values.

With the development of the concept of resilience, researchers developed diagnostic tools. Scientists have in their arsenal a list of methods that measure different qualities, resilience factors, and also have specific features: methods for all ages of respondents (children, adolescents, adults, the elderly); different categories of patients (for example, students, soldiers, survivors of natural disasters, doctors, etc.) [28]. It is important to note that each technique was created within a certain concept of resilience. In our work, we do not aim to provide a complete overview of



the available tools with a description of the theoretical and methodological basis for their creation.

The psychological resources of law enforcement officers can realistically be identified and diagnosed using a *narrative approach*, their property is specific positions on the life path of an individual. The main significant events in the life of law enforcement officers at the stage of training in the HEI with specific learning conditions can be divided into seven categories, where important events common to cadets are observed: school (graduation); educational and service activities in the HEI (introduction, first session); family (the birth of new family members, the wedding of loved ones, the divorce of parents); difficult life situations; losses; personal relationships (the beginning of a romantic relationship); other.

It is important that among almost 200 different events throughout their lives, cadets note only about 10 that occurred during their studies at the HEI. This indicates that the search for resources in psychological support should be based on the autobiographical narrative of the individual, referring to actual experience. The emotional assessment of life events among cadets is mostly positive, however, there is a large differentiation in the negative emotions of cadets in relation to important events. It was found that the emotional assessment of events changes little under the influence of time, this is more about negative events, the perception of which by cadets somewhat softens with time. The circle of psychological resources of cadets is designated. Thus, the emotional experience of pleasant events, interaction with significant relatives, “adult” reassessment of the situation and the search for positive things in what is happening, the search for new connections and contacts, awareness of the purpose and impact of events on the future are helpful for them [32]. There are almost no obstacles on the way of mastering a crisis / traumatic



situation by cadets of the HEI of the Ministry of Internal Affairs of Ukraine.

Understanding their psychological resources ensures confidence in their abilities, adequate to the perception of certain situations of professional activity as such, which can and should be covered [33], develops stressful resilience. This process begins during the professional training of law enforcement officers in universities in Ukraine, where an appropriate educational environment was created, close to the conditions of future professional activities.

In higher educational institutions with special training conditions to ensure psychological support from the development of the personality of the cadet, they are carried out on the basis of the joint activities of teachers, psychologists, courses, medical services and other specialists. We propose to systematize methods for developing the ability to master stress in three directions: prevention, neutralization and correction of negative stress conditions and the restoration of body resources.

1. *Preventive measures* when working with negative stressful conditions are divided into three levels.

Primary prevention is aimed at identifying the causes and conditions that negatively affect the process of training, maintenance and other cadets. This complex includes the following methods:

- psychological education (in the form of lectures, conversations, distribution of specialized literature, videos) to clarify ways to master complex life situations and accelerate the adaptation of cadets to training and service conditions:
- a) formation of the optimal socio-psychological climate in units (travel, excursions, significant communication, development of social skills, creativity);
- b) optimization of the organizational structure (develop-



- ment of the regime of work and rest, distribution of duties, powers and duties; time management);
- c) the usual and hygienic standards of work and rest (healthy diet, regular physical activity, hardening, communication with nature, books with self-help and web sites against stress);
  - secondary prevention includes release from stressful stereotypes of thinking and behavior, using methods of anti-stress self-equipment, psychological self-equipment and includes the following methods:
    - a) psychodiagnostics and psychological counseling, which provide the earliest manifestation of negative factors in the formation of stress;
    - b) formation of effective communication skills, mental self-regulation, relaxation, positive thinking, preparation and passage of exams methods of group learning;
    - c) conducting trainings to prevent dependence on psychoactive substances, attachment to a healthy lifestyle, management of time, resolution of conflicts, etc.;
  - tertiary prevention is a purposeful activity against a particular person (group of persons) aimed at social and psychological assistance to the cadet with manifestations of stress that may occur during training. One of the methods of tertiary prevention may be an individual psychological consultation as an effect on the cognitive personality processes in order to increase its ability to create constructive solutions in solving problems.

2. *Neutralization of the stress action* is a decrease in the physical effect of stress, active interaction with the stress and a change in the view on the problem (situation) and the attitude to it with the following methods:

- group trainings on multidirectional topics, namely:



- a) communicative trainings – for cadets who have problems in communication, adaptation, are in a depressive state, express their intentions to leave the educational institution;
- b) trainings on the development of leadership and managerial qualities – for cadets who demonstrate leadership abilities and are planned to appoint younger commanders;
- c) trainings on the formation of a team and optimizing the social and psychological climate in the team;
- d) trainings to increase the resilience of the nervous system and optimize performance;
- e) trainings on volitional regulation of behavior, reducing emotional vulnerability and the response of aggressive feelings;
  - individual and group classes (consultations) on topics related to specific teams or certain categories of cadets and on the following topics: removal of psycho -emotional overload and consequences of stressful situations; designing the content and directions of the individual development of an individual and creating on this basis the plans of life plans; resolution and revaluation of internal conflicts;
  - mental self-regulation using NLP methods;
  - self-organization, self-control, dedication.

3. *Correction and restoration of resources* is an active influence aimed at correcting the shortcomings of psychological development or behavior of cadets with the help of special means of psychological influence. Methods of correction of stress and restoration of the resources of the body and psyche of cadets are aimed at: the formation of professionally important personality traits; The development of self-organization skills, setting goals, motivation for a healthy lifestyle, the development of knowledge, skills



and skills necessary for future professional activity, intellectual and strong-willed personality components.

In the direction of professional and psychological training of future police officers, attention is currently paid to measures such as: conducting psychological interruptions [34], psychological information about the characteristics of extreme situations [35], and the reproduction of psychological factors of the extreme situation in the situation of learning. Currently, the principles of professional psychological selection, control of the risk of depression and suicidal behavior of personnel, decomposition, professional training, monitoring of the mental state, command elements, etc. [22].

In higher educational institutions, the system of special professional competencies is created with specific training conditions that are necessary for the effective work of the professional activities of a law enforcement officer. The organization and activation of educational and service activities of cadets are aimed at self-improvement, self-realization and self-development in the development of the profession. This is done during classrooms, the participation of cadets in information, educational, scientific, cultural and sports and mass events and extracurricular classes aimed at acquaintance with the realities of the future profession [36]. The most favorable opportunities for the development of self-organization skills, self-knowledge and personal growth of cadets are provided by interactive teaching methods, including social and psychological training.

Thus, during the first year of study of the Kharkiv National University of Internal Affairs, we offer adaptation training [37]. The purpose of this training is to develop the skills of self-organization of the personality necessary for learning in higher education with specific conditions of training. During this training, participants release the following topics:



1) self-organization of cadets in the process of their vocational education (the principles of independent study, search and processing of information; adaptation to the new environment);

2) planning and structuring time (accounting and calculation of working and free time in accordance with various methods; detection of time absorbers; goals and values in self -organization of time).

For second-year students – «Setting goals» training. Students are acquainted with the algorithms of setting goals; learn to independently determine the goals and conditions for their achievement; develop the ability to act independently and evaluate and anticipate the results of your own actions.

“Self-organization of life” training helps to develop responsibility for personal development among third-year students and contribute to self-realization and the formation of a cadet as a self-sufficient creative personality [37]. As part of this training, third-year students get acquainted with coaching as an instrument of personal and professional development of the individual; to form an understanding that everyone is responsible for the course of their life and overcoming obstacles that arise in the way of achieving goals in training, profession and personal life; to develop determination, self-discipline, the ability to self-esteem, self-control, self-regulation and forecasting.

Indicators of behavioral aggression of police officers are determined during the psycho-training exercise “Chair” developed by Larionov, S. The order of its implementation is as follows: from the training group, “pre-warmed” in the process of class, 6–7 participants who want to participate in the exercise are selected. The coach exhibits them around the empty chair, allows





to look carefully at it and remember it, and then gives the participants the instruction: “Look carefully at this chair, remember it. Imagine it is your favorite chair that you have purchased it personally and it is very expensive. Now you will get out of the audience, you will look at your eyes, you will go one by one. Your chair will be hidden somewhere. You need to find it and sit on it. It is very important – sit on your chair”. A person who will attach the eyes to the participants at the audience door and get them inside.

After the participants have gone out of the door, two people (man and woman) are selected among other listeners, who are given the following instruction: “Once your colleague goes to the audience and start looking for a chair, you should imperceptibly occupy it and, sitting silently, do not give a chair that would not happen”. The person with a participant must sit on a chair. It is not allowed to talk to the person who occupies it, so as not to delay the time of exercise. Thus, during a collision of a participant with a chair, it turns out that it is busy, and in such a situation the uncertainty studies, trying to sit on a chair, demonstrates one or more possible behavior strategies. The repeated repetition of this exercise for several years on a diverse contingent of the subjects made it possible to summarize the basic strategies of behavior used by participants to solve the problem:

1) “objection” – avoidance from exercise in various ways (direct refusal to perform the exercise; reference to moral standards: “I cannot sit down, here is occupied”; prolonged passive wait along with a chair; it, etc.);

2) “substitution” – trying to perform the exercise not quite as necessary (searching for another “same” chair, trying to sit on the back, trying to sit on the knees of the other participant, etc.);



3) “searching for help” – verbalization of uncertainty, additional questions, calls to the audience to advise or help;

4) “recourse” – demonstration of infantile behaviors (inappropriate laughter, children’s speech (words or intonation), childhood facial expressions, crying, etc.);

5) “cooperation”, which is a full attempt to establish verbal contact with a second participant sitting on a chair;

6) “aggression”, mostly physical (attempts to push the second participant from the chair, attempts to make another participant painful or unpleasant, sharp pull-out of the chair from the seated, etc.).

In our opinion, the degree of recourse during the exercise is evidence of the overall level of personality stress, its psychological readiness for actions in situations of uncertainty. Aggression and regression have some inverse interdependence. Of those workers (excluding gender) who confidently used aggressive behavior strategy, only 20.7 % also showed regressive trends. That is, employees are prone or confidently, “adult”, pick up a chair (aggression), or “childish” uncertainly look for other ways. As a result of psycho-training exercise and discussing it with the studied, the peculiarities of using these strategies of behavior were studied [8].

The next step, scientists focused on the study of the processes of acquiring protective factors and began to define resolution as a dynamic and interconnected process between risk factors, protective factors and mechanisms of recovery (reintegration), as well as the process in which the person is moving from disruption (traumatization) to recovery (reintegration). Currently, a sufficiently comprehensive spectrum of research tools has been developed, which makes it possible to identify both the level of resolution and various factors that are included in its structure in accordance with certain groups.



## **Conclusions to the Chapter 5**

Ukrainian researchers have achieved a certain consensus on considering resolution as a multidimensional concept, which is systemic. The psychological resources of law enforcement officers can be realistically detected and diagnosed using a narrative approach. Solving the problem of its diagnosis becomes quite possible in the study of the course “legal psychology” through practical synthesis of behavioral and testometric approaches.

Each of the described training techniques helps cadets at different stages of professiogenesis transition from social control to self-control, from external organization and management of activity to self-organization, as a conditions for the development of psychological resilience.

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## CHAPTER 6

# COMBATING VIOLENT CRIMES AGAINST CHILDREN: CHALLENGES FOR UKRAINE, INTERNATIONAL EXPERIENCE, INNOVATIVE METHODS OF PRACTICAL LEARNING

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### **Abstract**

*The Chapter 6, based on the analysis and generalization of constructive foreign experience and the legal practice of Ukraine, outlines the key aspects of countering violent crimes against children and specifies innovative methods of training students of higher education in this direction in the practice of Ukraine. A comparative analysis of experience in the investigation of violent crimes against children is conducted and the possibilities of its implementation into the legal practice of Ukraine are determined. The peculiarities of the organization of detection of violent crimes against children on the basis of legal knowledge for the purpose of educational work and prevention of countering violent crimes against children are highlighted. In order to improve the quality of the teaching of such academic disciplines as “Criminal Studies”, “Criminology”, “Criminal Law”, “Operative and Investigative Activities” in the training process*





*of legal experts, the methodological features of the use of information and technical support for the detection, investigation and prevention of violent crimes against children in “Child-Friendly Interview Room”. Mechanisms to prevent re-traumatization of the child’s psyche during the interview process are substantiated thanks to special methods and the creation of a psychologically comfortable atmosphere.*

**Keywords:** *minor, child protection, convention, communicative readiness, competence, psychological contact, minor, «Child-Friendly Interview Room».*

## **Introduction**

The war in Ukraine has led to a “crisis for the protection of children of an extraordinary scale” – Aaron Greenberg – UNICEF regional advisor for Europe and Central Asia on child protection issues, said on May 6, 2022 at a press briefing at the Palais des Nations in Geneva regarding the situation of children in Ukraine [1]. Children in Ukraine need the protection and assistance of the state more than ever. The introduction of martial law, as a special regime, introduced on the territory of Ukraine by the Decree of the President of Ukraine dated February 24, 2022 No. 64/2022 due to the act of military aggression of the Russian Federation became a test for the entire people of Ukraine. The tragic events that are happening now affect the increase in cases of children falling into difficult life circumstances, committing cruel treatment and committing violent crimes against children. Therefore, modern legal studies cannot fail to take into account the comparative legal aspect. After all, legal comparative studies is an important factor in improving the law enforcement activities of state authorities, including in the field of law enforcement, in particular, combating violent



crimes against children. “Crimes against minors have recently begun to acquire an international character. Guilty persons can move from state to state, in particular to developing countries, given the less severe punishment” [2], Interpol emphasizes.

It should be noted that borrowing the experience of developed countries, primarily European states, has certain problematic aspects associated with different legislative regulation of relevant social relations in Ukraine.

For a more effective investigation of violent crimes against children, the introduction of positive international experience and the training of specialists for such activities, it is necessary to summarize some modern trends and strategies for combating violent crime against minors, to investigate and summarize the typical problems in crime prevention in this area, which are faced by workers in different states. “For Ukraine, under the current conditions, the foreign experience of both countries with a strong civil society and the rule of law, as well as countries in which democratic institutions are only being formed, requires special attention of scientists and practitioners in this context. The state, with the help of legal norms and the use of power levers, regulates social relations, establishes and maintains the necessary order in the country, but it itself is subordinate to society, called to serve it” [3], A. Dhakal notes. Peculiarities of the investigation of violent crimes against children have their own specificity related to the child’s psychosomatic characteristics.

In general, the practice of investigating such crimes in European countries and the United States of America is carried out within the framework of criminal proceedings, taking into account the child’s psychosomatic characteristics. An extremely important aspect that advanced states take into account in such cases is ensuring the interests of the child and its psychological health. The world commu-



nity is paying more and more attention to the involvement of the public in its various manifestations in the case of combating violent crime, the peculiarities of committing such crime against children.

The progressive international practice of public influence on crime and the activation of its activities in this area shows that the public is most often used to study the state of local crime (Colombia, South Africa); prevention of recidivism (Singapore, Brazil, Uganda, Kenya); protection of public order (USA, Great Britain, Peru, Brazil); financial incentives to the public for their contribution to crime prevention (Australia, Canada); use of communication tools in crime prevention (USA, Great Britain, Australia), etc. The investigation of violent crimes against minors differs from the investigation of violent crimes against adults and partially minors. That is why in European countries, in particular Great Britain, as well as in the United States of America, every criminal proceeding in cases involving minors is carried out by persons who have acquired special skills and received appropriate training [4].

The biggest differences in the investigation of violent crimes against children and adults relate to hearing children as victims. A child under the age of 15 will not be questioned in court, so its testimony at the preliminary investigation stage is part of the trial [5]. The special status of the child must also be taken into account in other procedural procedures. A person under the age of 18 must be treated, undergo an appropriate psychological examination or an appropriate course of treatment in accordance with its age and state of development.

The continuing rise in violent crime against minors is increasing the demand on the public for the services of the police, the Crown Prosecution Service (CPS), local authority children's services departments, criminal and



family courts and specialist community sector services for victims (various community organizations) [6]. As the English researchers emphasize, the police and children's services proceedings about violent behavior against children is life-changing for the victim. When the proceedings last a long time, it causes the risk of increasing the trauma (primarily in the psychological aspect) of children and their families [7].

**The aim** of research: based on the analysis and generalization of constructive foreign experience and the legal practice of Ukraine, outline the key aspects of combating violent crimes against children and specify innovative methods of training students of higher education in this direction in the practice of Ukraine.

The aim is implemented in the following **tasks**:

- describe the international experience in investigating violent crimes against children and determine the possibilities of its implementation in the national legal practice;
- popularize legal knowledge in order to prevent and counter violent crimes against children in educational work, highlight the process of organizing the detection of violent crimes against children;
- improve the quality of teaching such educational disciplines as “Criminal Studies”, “Criminology”, “Criminal Law”, “Operational and investigative activities” in the educational process to characterize the information and technical support for the detection, investigation and prevention of violent crimes against children.

To solve the problems, the research methods and methodology were chosen: the *dialectical method* is the basis of the research, which allows to find out the state and dynamics of committing violent crimes against chil-



dren, the dependence of such crime on various social factors; *logical methods of analysis and synthesis* were used to determine the state of the scientific development of the investigation of violent crimes against children, to carry out classifications, as well as to distinguish the signs of the concepts that make up the subject of the study, formulating definitions, conclusions; *the activity approach* is used to learn about the organization of detection, investigation and prevention of violent crimes against children.

*The comparative legal method* was used to study international experience in the investigation of violent crimes against children; *the legal modeling method* is applied to characterize the personality of criminals and victims. The following scientific methods were also used: *the historical-legal method* was applied to find out the historical origins, prerequisites and determinants of the development of violence against children, as well as legal means of combating it; *the method of comparative analysis* – for the analysis of the current state of the tactics of conducting investigative (search) actions and covert investigative (search) actions in combating violent crimes against children and foreign experience in this regard; to analyze the forms and directions of international cooperation in the investigation of violent crimes against children; to analyze directions for improving the legislation of Ukraine to ensure effective countermeasures against violent crimes against children; *legal-technical (formal-dogmatic) method* – to determine the legal nature of the circumstances that make up the specifics of the subject of evidence in the investigation of violent crimes against children. *Forecasting and modeling methods* were used to develop proposals for improving the professional training of national police officers and improving its quality.



## **Combating violent crimes against children**

The issue of combating crime is characterized by its permanent relevance, which is determined, first of all, by the state and dynamics of crime in Ukraine in general, “underage” crime, in particular. At the same time, the number of crimes, the victims of which are children, is systematically increasing (at the same time, these crimes are mostly violent).

Violent crime is a heterogeneous social phenomenon. Thus, in the scientific literature of criminology and criminal law, the opinion is expressed that violent crime and self-serving violent crime, violent crime and aggressive crime do not completely coincide. The understanding of the content of violence changed during the historical and legal development of counteraction to this phenomenon. Together with the transformation of society, there is also a change in the psychological influence and violence of one person on another. Today, there is a need to rethink the essence and content of psychological coercion, in particular, such forms as *bullying* and *stalking*, which should become the subject of a separate complex interdisciplinary study (within pedagogy, legal psychology, criminology and criminal law).

It is expedient to consider the normative and legal regulation of combating violence against children at several levels: *international* (which includes universal and regional levels) and *national* (which combines common law and criminal law levels). International acts (both hard law and soft law) enshrine the positive obligations of states, according to which national authorities must normatively regulate relations regarding the provision of children’s rights, create appropriate state bodies, including bodies for combating violent crime against children.



Thus, it should be determined that a crime against children in the criminal legislation of Ukraine, where the norm of the article directly uses the definition “minor”, consists of 29 articles. These articles can be grouped by generic object, where the victim is defined in the disposition of the article as a minor. *Depending on the generic object of crimes*, the following can be distinguished: crimes against the life and health of a minor; crimes against the will, honor and dignity of a minor; crimes against the sexual integrity of a minor; crimes against labor and other personal rights and freedoms of minors; crimes against public morality against a minor; crimes in the sphere of trafficking in narcotic drugs, psychotropic substances, their analogues or precursors and other crimes against public health against minors. The organization of the detection of violent crimes against children is closely related to activities related to the prevention of such crimes and involves the interaction of law enforcement officers both among themselves and with teachers of general educational institutions, social workers who can detect indicators of violence against a child.

Today, the issue of protecting children’s rights is extremely relevant for society, given the prevalence of crimes against children and the consequences of such offenses for future generations. Children sometimes suffer from the abuse of adults (usually close relatives) and they can and should be protected primarily by the state in the form of law enforcement agencies and state social protection services. The representative of law enforcement agencies, who constantly communicates with citizens in the service territory, is the precinct police officer. It is he/she, who is able to detect and stop all illegal actions against the child at the initial stage. However, taking into account the peculiarities of the victims, in particular their psychosomatic characteristics, the main



role in combating violent crimes against children should be carried out by the juvenile prevention units of the National Police, whose employees have the appropriate knowledge, competencies and skills in dealing with children, including those who commit administrative and criminal offenses [7].

Proceedings related to violence against children, as practice shows, last longer than all other types of crimes. Therefore, the police and other law enforcement agencies must explore ways to operate more efficiently to minimize delays and increase the speed of decision-making. The UK Children's Commissioner proposed the implementation of three measures to improve the quality and speed of decision-making in criminal investigations of violent crimes against minors [6]:

- licensing the practice of specialists, who work in cases of violent crimes against minors to improve the decision-making process during investigations; the introduction of specialists who will cooperate with the police into police teams investigating violent crimes against minors;
- creation and deployment of “children's houses”, child-friendly places where victims of violent crimes against minors participate in police interviews and receive therapeutic support.

Previous findings from the UK Children's Commissioner have revealed the prevalence and high latency of violent crime against minors, as well as the barriers and challenges to identifying children who have been victims of violence. Addressing such barriers and challenges can improve the identification of victims of violent crime. However, greater identification of victims will increase the demand on resources between agencies, and there is a risk that cases will be delayed.





Given the social negative impact of violent crimes against minors on victims and the growing demand for appropriate protection services, it is critical to regularly report on the timeliness of the investigation and prosecution process to ensure effectiveness is reviewed. In particular, data on the results of the investigation and the timeliness of court proceedings should be divided into published data on victimized children and victimized adults in order to ensure control over the prevention of violent crimes against minors [6].

One cannot ignore the positive experience in combating violent crimes against minors in the United States of America. According to the Federal Bureau of Investigation [8], thousands of children are victims of violent crimes in the United States every year, such as sexual assault and kidnapping. The Federal Bureau of Investigation is the main agency of the United States Department of Justice responsible for investigating crimes against children. The Ministry of Justice has made child protection a priority, as reflected in the Strategic Plan, which includes preventing, stopping and investigating crimes against children and describes its strategies to achieve this goal.

Priorities in the investigation of violent crimes against children for the FBI are child abductions, including parental and parental abductions; sexual exploitation of children – organizations engaged in child trafficking; Internet networks and enterprises engaged in the production, trade, distribution and/or sale of child pornography; child sex tourism (international travel for sexual activities involving children); production of child pornography, including coercion/luring of a minor; trade in child pornography and distribution of child pornography; possession of child pornography.

During investigations of violent crimes against children, evidence and information about the crime is gathered



mainly from three sources: the victim; the suspect; crime scene (including other witnesses). Staff should carefully examine all three sources and any other available sources of evidence or information. However, investigations can be successful even if evidence is not available from all three sources. In response to complaints of abuse, every effort should be made to relieve the victim of feelings of shame and/or suicide. In order for victims to be able to provide the clearest and most complete information about the crime, efforts must be made to ensure that all activities are conducted in a professional and dignified manner [9]. Violent crimes against children are investigated by branches of the FBI, including the Child Exploitation Task Force (CETF), which combines FBI resources with other federal, state, and local law enforcement agencies. Special training is provided to all law enforcement officers involved in these investigations, including federal, state, local and foreign law enforcement agencies. According to American law, a criminal arrest warrant can be issued for one of the parents who took a minor under the age of 16 outside the United States without the permission of the other parent [10].

The investigative survey protocol of the National Institute of Child Health and Human Development (NICHD) study [11] was designed to address the pitfalls that abound when interviewing children. It is designed to take into account issues of child development, language skills, memory, suggestibility, forensic needs, demeanor of the interviewer, effects of stress and trauma. It is the product of an interdisciplinary team of researchers, interviewers, police officers, and legal professionals who follow an evidence-based approach to criminal interviewing. The protocol is effective when used with child victims of sexual and/or physical abuse.

*A child investigative interview* is a developmentally sensitive and legally sound way to gather factual infor-



mation about a criminal allegation. This interview is conducted by a properly trained, neutral professional (for example, a professional psychologist (specialist mediator)), who uses practice-based research methods as part of the investigative process. Unlike a clinical interview (for example, an interview conducted by a psychotherapist, social worker, or counselor that seeks to identify and assess the victim's physical and psychological needs and offer treatment for those needs), an investigative interview aims to obtain accurate facts that will be acceptable in to the court as evidence. This means that the interview must be conducted in such a way as to obtain a complete and accurate account of the events from the victim.

The use of the NICHD Protocol has a positive impact not only on the quality of interviewer questions and children's statements, but also improves the ability of professionals to distinguish between plausible and implausible statements and to assess the credibility of statements. One of the main aspects of the Protocol is that it is flexible enough to allow the procedures to be changed according to the child's characteristics. Interviewers create a relaxed, supportive environment while trying to assess children's social status and emotional needs. Establishing and maintaining rapport can be critical to a child's readiness to speak at an interview and is further developed during the so-called practice interview. In the practical interview, children are asked to describe a real episodic experience in detail in response to open-ended prompts. Thus, they practice the required level of detail.

The protocol also focuses children's attention on real events because they are asked to provide specific details about things that actually happened, rather than what others have told them, for example. In addition, the protocol is based on the principle of the best interests of the child. In the context of an investigative interview, the emphasis



on the best interests of the child involves preventing secondary victimization through interviews and obtaining the best evidence to ensure the best justice for the child victim. It is important that the principle of the best interests of the child serves as a yardstick for those conducting the survey, regardless of its stage.

The state legal basis of international cooperation primarily includes the Constitution of Ukraine, which contains a provision that defines international treaties of Ukraine as part of its legal system (Article 9) and notes that Ukraine's foreign policy activities are aimed at ensuring its national interests and security by maintaining peaceful and mutually beneficial cooperation with members of the international community according to generally recognized principles and norms of international law (Article 18).

In order to study the state and trends of crime in certain regions of the world, every five years, starting from 1955, scientific and practical events organized by the United Nations and called "UN Congresses on Crime Prevention and Criminal Justice" are held [12]. The results of the 13th Congress are reflected in the Doha Declaration, in which the main problems in the field of crime prevention and criminal justice are indicated.

At the 13th Congress, UN experts gave additional arguments regarding the connection between the increased level of murders and other violent crimes, including those committed against children, with socio-economic development in various countries of the world [13]. UN experts point out that at the current stage of society's development, one of the most common forms of transnational organized crime recently is the sexual exploitation of children.

Globalization, social inequality, the imbalance of the law enforcement system, and the development of modern



information technologies are considered to be the root causes of the listed forms of crime. These criminogenic factors contribute to the transformation of once local crimes into global negative phenomena of social reality. The spread of modern challenges to the world community in the form of various crimes is facilitated by the possibility of obtaining illegal excess profits. Among the main areas of prevention of transnational organized crime are the development of national legislation in the field of prevention of these crimes, strengthening of international cooperation and improvement of the activities of criminal justice bodies [14].

It is possible to distinguish typical problems of cooperation with the public in the world in the prevention of crime against children. First of all, this is limited knowledge about the procedure and conditions for applying the strategy of public influence; lack of cooperation between the police and citizens; lack of political determination on the part of the authorities; lack of control over persons released from prisons and others [15].

The generalization of modern trends and strategies for combating violent crime against minors in different countries of the world gives reason to assert that modern global violent crimes against children are characterized by relative constancy of quantitative indicators for most property and violent crimes; the most common profitable types of transnational organized crime against minors are crime in the sphere of child trafficking; sexual exploitation; use in porn business; removal of organs, conducting experiments on children; successful prevention of most crimes is not possible without broad public participation; the strategy of public influence on crime consists in the involvement of individual citizens, public law enforcement organizations focused on the protection of law and order, participation in programs for the prevention of violent crime against mi-



nors, providing information about committed crimes with mandatory material encouragement of these areas of work by the state and private business.

One of the important aspects of the effective investigation of violent crimes in the countries of Europe and the United States of America is significant attention to the initial phase of the investigation. At the same time, the main priority is to ensure the child's psychological health. Therefore, the time of conducting, the order of conducting investigative actions is largely determined by this factor.

International cooperation in criminal proceedings is an integral part of the proper implementation of its tasks. The importance of such cooperation is difficult to overestimate, because it is with the help of joint actions of various member states of the international community that effectively ensures the inevitability of punishment of a person who has committed a criminal offense, including violent crimes against a child.

International cooperation of states in this area is based on a system of certain criteria, standards, that is, international principles that determine the essence of the organization and activity of states, as well as international organizations in the field of combating violent crimes. The basis of international legislation on these issues is multilateral (conventions and additional protocols to them) and bilateral treaties. Bilateral acts establish more specific forms of cooperation in the fight against certain types of crimes, in particular, in relation to the investigation of violent crimes against children.

One of the Guiding Principles of the Committee of Ministers of the Council of Europe states that in all proceedings children should be treated taking into account their age, special needs, maturity and level of understanding, and taking into account any communication difficulties they may have.



Cases involving children should be handled in a non-intimidating and child-sensitive environment [16]. Thus, V. Shepitko [17] defines that *psychological contact* is the most favorable psychological atmosphere of interrogation, which promotes interaction and mutual relations between its participants, it is a certain setting for communication.

Tactical techniques aimed at establishing psychological contact with the interrogated are based on the use of data from psychology, logic and other sciences. As noted by L Udalova [18], in the process of verbal (speech) contact, trust, mutual understanding, and the desire of the participants of the interrogation (the investigator and the interrogated) to exchange information are largely determined by the individual's personal characteristics, its typology, life and social experience, the position and role of the interrogated in the event of the crime.

The ability of the investigator to understand the psychology of persons, to analyze their behavior, to possess tactical methods of logical and psychological influence, to correctly interpret testimony during interrogation in order to establish their reliability, truthfulness, completeness, to determine the positions of the interrogated – all this is far from a complete list of the necessary requirements for conducting an interrogation as a method of obtaining verbal information [19].

According to T. Shmygol [20], interrogation of minors is one of the most difficult investigative (search) activities. This difficulty is caused by a number of factors: those that determine the difficulty of any interrogation (difficulties in establishing contact, the need to obtain full and truthful testimony about events that have long passed, lack of goodwill, etc.); peculiarities of the psychology of minors prone to fantasizing, self-suggestion; the need to interrogate a minor suspect, the accused with the participation of a lawyer, legal representatives and a teacher (psychologist), who



have the right to ask questions. In practice, these issues are resolved ambiguously.

K. Pleva and G. Stepanova [21] emphasize that the characteristics of the psyche characteristic of minors undoubtedly affect the process of forming and giving testimony, but they are not obstacles to their interrogation related to mental or physical disabilities. Scientists emphasize that in the practice of investigating crimes, there are many examples when children aged 3-5 years reported data during interrogation that contributed to the establishment of the objective truth in criminal proceedings.

At the same time, it is recommended to interrogate children only in extreme cases, because the interrogation (both the process itself, the information discussed during it, and its environment) can negatively (traumatically) affect their psyche. The peculiarity of taking into account physiological and psychological changes during the child's development is an important criterion for the investigator, since knowledge of the stages and crises of personality formation can affect the tactics of questioning a minor, therefore, having also psychological competence in the aspect of age characteristics is a key basis for the success of the investigator's communicative readiness to interrogation of the child.

Among the age-related features of the psyche of children of transitional age is the tendency to fantasize, which the investigator must always remember when evaluating the results of investigative actions involving minors. Their emotional life is quite unstable, which can be explained by the temporary disharmony between the functions of the cortex and subcortex of the brain, the first and second signaling systems, which is characteristic of the period of puberty. Often, teenagers perceive many events incompletely and inaccurately, but very often such details remain in their memory that adults do not even pay attention to.





The personality of a minor suspect is endowed with some specific features, which in their totality act as the psychological basis of illegal actions. Minors are often characterized by suggestiveness, excessive credulity, and a tendency to imitate. Increased activity, mobility, initiative, excess energy, caused by a general increase in vital activity, growth of vital forces are also characteristic.

Minors especially want active activities, unusual adventures, acute conflict situations. Adolescents are prone to stubbornness, irritability, resistance, criticality, aggressiveness, hatred, isolation, indifference. The main root of stubbornness is the desire for liberation, a strong need for freedom and independence. The teenager internally distances itself from its parents, becomes indifferent to family and school life. Therefore, negativism, the need for prestige, freedom and independence occupy an important place among the age characteristics of a teenager.

The specifics of the interrogation are determined depending on the person being interrogated. Depending on this, the investigator needs to build a certain line of communication. An important aspect when interrogating a minor or a minor is taking into account the child's age and tendency to fantasize and the possibility of misperception of information.

If a child has suffered as a result of a crime or has witnessed sexual violence or exploitation, other crimes, or is suspected of committing crimes, that is, the child has come into contact with the law, then the investigator and other procedural persons must conduct the interrogation exclusively in the "Child Friendly Interview Room".

Thus, the team of Ukrainian scientists D. Puras, O. Kalashnyk, O. Kochemyrovska, T. Tsiuman [23] determine that the organization of such work is carried out on the basis of an individual approach to each child, taking into



account its age and psychological characteristics. “Green room” helps children to feel a home atmosphere, promotes trustful communication with adults.

Let’s note that the conditions of the “Green Room” allow taking into account all the main psychological features of the interrogation of minors:

- duration of interrogation – no more than 1 hour;
- demonstration of objectivity, which contributes to the establishment of psychological contact;
- finding out which of the adults communicated with the child on the merits of the case and about what specifically (to identify persons who could influence the testimony);
- inadmissibility of leading questions;
- choosing the right tone of interrogation (inadmissibility of both harshness, dryness, and pandering or condescension);
- conducting the introductory part of the interrogation in the form of a conversation;
- maximum simplification, detailing of questions, dis-chapter of events into a number of components;
- use of audio and video recordings;
- involving, if necessary, a specialist, parents or other authoritative persons for the teenager;
- recording of the testimony after the teenager’s story is finished (so that interruptions in the testimony do not interfere with the reproduction).

Therefore, the organized system of work in “green rooms” takes into account the age and psychological characteristics of both those children who are in conflict (committed offenses or crimes), and those who are in contact with the law (became victims or witnesses of a crime or offense). These children require special legal procedures,



social support, psychological assistance and rehabilitation services compared to adults. Such procedures should be carried out in specially equipped rooms.

Taking into account the needs of the above-mentioned groups of children is evidence of the humanity of the state, a manifestation of its social and legal nature, focus on helping and taking into account the needs and interests of each child. Work on the creation of “green rooms” will also contribute to the improvement of the professional level of specialists, will provide an opportunity to conduct effective complex and systematic work with children, to achieve appropriate results in it.

Thus, the Odesa State University of Internal Affairs created a dual purpose training ground “Child-Friendly Interview Room” and “Recognition beyond visual and audio observation”, which meets the requirements of all international standards [24].

Also, in order to operate and use the “Child-Friendly Interview Room”, which will ensure social and legal protection of children, detection and documentation of criminal activities directed at children or with the participation of children, a Memorandum of Cooperation was concluded between the Odesa State University of Internal Affairs and Odesa Research Institute of Forensic Expertise of the Ministry of Justice of Ukraine.

This room is equipped with comfortable furniture adapted to the child’s height, the necessary video and audio recording equipment, as well as methodical materials for working with children in accordance with the requirements of international standards. The “Child-Friendly Interview Room” consists of two adjoining rooms: the first is a therapeutic room, in which there is a specialist who works directly with the child (police officer, psychologist, specialist in pediatrics, children’s gynecology, psychiatry, peda-



gogy, etc.) and the second is a room for observation, i.e. a workplace for the police and involved specialists, in which the child's behavior and reactions are observed. Therefore, the "Child-Friendly Interview Room" is as comfortable as possible for both the child and the people watching. After all, the communicative readiness of the investigator during the interrogation of a minor is determined by the integral state and the ability to effectively interact socially with the child [19].

The success of this investigative (search) action is determined not only by knowledge of the age characteristics of the child's development, but also by taking into account the location of the interrogation. This room claims the title of the best project, which has great prospects for the need for its use during investigative actions and practical classes in educational disciplines.

For the sake of a systematic and coherent approach to the prevention of negative phenomena in the educational environment, direct participation in the educational process of the employees of the National Police of Ukraine is necessary.

Thus, an example of effective cooperation between the police and educators is the security project **"School Resource Officer"**, which was developed to solve the problem of juvenile and child crime. Police officers focus their work on conducting educational and preventive classes with students under the **"School and the Police"** program, which was approved for implementation in educational institutions (letter of the State Scientific Institution "Institute of Modernization of the Content of Education" No. 2.1/12-Г-159 dated 18.04. 2016).

The aim of the "School Resource Officer" model cooperation program is to create a harmonious (safe) environment in general education institutions, which will contrib-



ute to a more effective educational process, resolution of conflicts in schools, safety of students, teachers and other employees, and prevention of antisocial behavior of students.

The main *task* of the project is to ensure the implementation of effective prevention of offenses among students, the use of restorative practices in order to prevent conflicts, offenses and other negative phenomena.

The program defines *the duties and powers of the school police officer*, namely:

- cooperation in partnership with students, teachers, parents, school administration, social community to create and support a healthy and safe school team;
- conducting educational and preventive classes with students under the “School and the Police” program;
- conducting individual meetings with children, school youth, their parents or guardians;
- participation in meetings of crime prevention councils, if necessary, in meetings of parents’ committees and pedagogical meetings in an educational institution;
- participation in parent meetings and parent meetings; carrying out informational and explanatory work among parents and pedagogical workers regarding the prevention of negative phenomena in the student environment; ensuring effective and timely response to the challenges of heads of educational institutions.

This program combines the efforts of two organizations due to their unique mandates – the police, who are responsible for crime prevention, and schools, who are responsible for educating children where they spend most of their time. *School resource officer (SRO)* is a model of cooperation between general educational institutions and the Patrol Police Departments of the Patrol Police Department of Ukraine. The implementation of the project took place



gradually. The normative basis was the orders of the National Police and the Department of Patrol Police, as well as memoranda between the Ministry of Internal Affairs and the Ministry of Education and Science of Ukraine.

Secondary education institutions join the program only at their own request. Cooperation is carried out on the principles of legality, taking into account the student's interests, the fastest response, proportionality and expediency, confidentiality of private information about the child, proper use of information.

Classes with children are structured in such a way that after a short theoretical part, students have the opportunity to test these or other theses in practice. For students of junior grades, classes are held in the form of a game, with middle and senior grades, various practical situations are worked out during group work. Since the classes are held simultaneously for groups of up to thirty children, each student joins the game or the discussion, which, in fact, contributes to better learning of the material.

A separate area of work of school officers is establishing interaction with parents. In general, parents have a positive attitude towards school officers, but there are also cases when adults, unfortunately, do not understand that it is they who bear full responsibility for the health and well-being of their child, and some of the parenting methods they use are not always effective for today's youth. Therefore, police officers who have undergone special training and are appointed as school police officers are involved in this activity. Officers to work in schools are selected on a voluntary basis, giving preference to persons with pedagogical or legal education. A school police officer is assigned to two to five general educational institutions of the district in which it carries out patrol duty, taking into account the knowledge of the specifics of the district,



the possibility of frequent visits to schools even outside of lessons or educational activities. Cooperation with school police officers is reflected in the work plans of general education institutions for the academic year. Each institution appoints a person responsible for the implementation of the project (as a rule, the deputy director of the educational institution for educational work or a social pedagogue).

On November 4, 2021, during the “Ukraine 30. Safe Community” forum, the Ministry of Internal Affairs of Ukraine launched a large-scale and multi-component project **“Safe Childhood”**, which aims to confront the threats facing children in the family, on the street, and in social networks and school. The improvement of trends in this area lies precisely in the cooperation and coordinated work of various institutions. A school and other institutions where children and young people study should be a safe space. For this purpose, within the framework of the “Safe Childhood” project, one of the components of achieving the goals of ensuring a safe educational environment was the “Safety Educator” project, which became relevant and was implemented as early as 2022 by the Ministry of Internal Affairs in cooperation with the Ministry of Education and Science, the Ministry of Development of Communities and Territories, the Educational Ombudsman, the Association of Cities of Ukraine, the Association of United Territorial Communities, the United Nations Children’s Fund (UNICEF), the Department of Preventive Activities and the communities themselves during the period of martial law on the territory of Ukraine.

The project aims to help communities build an environment for children free from bullying, drugs and violence. **“The security educator** is a civilian who will undergo selection and training. And its main task is to identify and stop offenses within the educational institution, participate in preventive measures and make proposals



to strengthen the safe educational environment,” Deputy Minister of Internal Affairs of Ukraine Kateryna Pavlichenko said during the forum “Ukraine 30 “.

The competence of the “*Safety Educator*” includes:

- prevention of bullying (harassment) of participants in the educational process;
- detection and termination within the scope of competence of offenses in the premises of the educational institution and in its adjacent territory;
- communication with the administration of the educational institution, representatives of the police and the children’s service regarding manifestations of suicidal behavior among children;
- implementation of activities related to ensuring the child’s right to education;
- participation in conducting individual preventive work with students who are on internal school records and on preventive records in the National Police of Ukraine;
- prevention of offenses in the student environment (conducting individual discussions, lectures, interactive classes, etc.);
- implementation of best practices and innovative techniques in organizing the safety of participants in the educational process, increasing the level of protection of children, countering the commission of offenses by children and in relation to them, etc.;
- combating tobacco smoking, consumption of alcoholic beverages among children, illegal circulation of narcotic drugs on the territory of the educational institution and the surrounding territory;
- creation of safe infrastructure on the territory adjacent to schools, etc.





Subjects of interaction on issues of student safety in the educational environment are: specialists in the safety of the educational environment; village, settlement, city (district) councils; territorial (separate) units of the National Police of Ukraine; territorial subdivisions of the State Emergency Service of Ukraine; managers and other employees of general secondary education institutions; bodies of parental self-government. The position of “*Safety Educator*” is introduced under the program initiated by the National Police. The position is financed by local self-government funds.

Interaction between the security specialist and territorial (separate) units of the National Police of Ukraine (juvenile prevention units, community police officers and precinct police officers of the National Police of Ukraine) is organized in the following directions:

1) exchange of information related to criminal and administrative offenses committed in educational institutions and in the territory adjacent to them, cases of injury or death of children and other events related to ensuring the safety of children;

2) development and implementation of agreed measures aimed at preventing, detecting and stopping offenses committed in educational institutions and in the territory adjacent to them, protecting the property of the educational institution and participants in the educational process from illegal encroachments;

3) summarizing the results of joint work, holding joint meetings and working meetings.

On December 8, 2022, an extended meeting of the Interdepartmental Coordination Council (ICC) on issues of mental health protection and provision of psychological assistance to persons who suffered as a result of the armed aggression of the Russian Federation against Ukraine was



held (Decree on the formation of the ICC of the Cabinet of Ministers of Ukraine dated May 7, 2022, No. 539), chaired by Prime Minister Denys Shmyhal and First Lady Olena Zelenska. The “Road Map” developed within the framework of the National Mental Health Program, which defines the list of psychosocial support measures for Ukrainians, is presented. An operational Roadmap will allow to quickly respond to “Here and Now” challenges. It defines the priorities on which everyone who works in the field of mental health in the conditions of a humanitarian crisis should orientate themselves. This strategy singles out internally displaced persons, military and veterans, elderly people, teenagers, and citizens in the de-occupied territories. A separate task is psychological support, mastering the skills of psychological first aid and stress management for first contact specialists, including the National Police of Ukraine and the State Emergency Service of Ukraine.

“Live a difficult situation with everyone and strengthen the vital energy of everyone” – this is the principle of psychotherapeutic groups of police officers. They were introduced by specialists of the psychological service of the National State University of Ukraine in the Odesa region as part of the National Program of Mental Health and Psychosocial Support, initiated by First Lady Olena Zelenska. “This kind of practice gives an opportunity to get acquainted with the experience of others, to try a new way of responding to challenges, which significantly strengthens the vital energy of everyone,” explains the head of the department of psychological support of the HONP in the Odesa region, police lieutenant colonel Andriy Kostiuk, who notes that the forms and methods of work that psychologists use quite a variety of methods, but psychotherapeutic groups, in contrast to individual consultations, have shown their effectiveness and efficiency in dealing with various types of problems that most police officers face. The psychologi-



cal stability of law enforcement officers plays an important role in their daily official activities. Therefore, psychologists constantly familiarize them with the latest psychological technologies of self-regulation, providing psychological help to themselves and others.

With the assistance of the office of the European Union advisory mission in Odesa, psychologists of HONP in Odesa region conduct training sessions on the topic: “Communication between police officers and combatants. Algorithms of effective communication”. It is the representatives of preventive communication management who most often feel the need for the skills of correct and effective communication with various categories of social groups. Today, issues related to the social rehabilitation of people who went through the ordeal of war are very important for Ukrainian society. Representatives of the preventive communication police will learn from psychologists about the peculiarities of interaction with people who took a direct part in hostilities. After all, it is necessary to know how strong is the traumatization of the psyche of a person who saw the horrors of war with its own eyes, received psychological, social, and physical injuries. The trainings also take place within the framework of the National Program of Mental Health and Psychosocial Support, initiated by First Lady Olena Zelenska, which aims to help citizens overcome stress related to war and the consequences of experienced traumatic events, and prevent the development of mental disorders. The development and implementation of the program is coordinated by the Ministry of Health of Ukraine in close cooperation with Ukrainian and foreign specialists. The initiative is implemented with the support of the World Health Organization (WHO).

“We don’t just believe that children are our future, but we prove it every day with our struggle. Today, we stand for a common cause – the well-being of our children. We are



fighting not only for those who live now, but also for future generations,” emphasized the Minister of Internal Affairs of Ukraine Denys Monastyrskyi during the announcement of the children’s drawing competition on the theme “I am safe with the Internal Affairs Ministry” for St. Nicholas Day by the Ministry of Internal Affairs of Ukraine, which was held from December 1 to 19. The participants of the competition were children under the age of 14 inclusive. According to the head of the Ministry of Internal Affairs, constant power outages and destruction of infrastructure facilities on the territory of the state require an appropriate response from the Ministry of Internal Affairs. “We must do everything to ensure that the security situation is stable and under control. Therefore, we have already developed all the necessary algorithms so that our employees know how to act in a situation of a long-term absence of heat, electricity or communication. Also, we are already involving almost five thousand cadets of higher educational institutions of the Ministry of Internal Affairs system, who are undergoing practical training in police units, and representatives of voluntary formations of territorial communities, to the intensified service and patrolling. Routes of orders are as close as possible to social and critical infrastructure facilities, as well as to Points of Invincibility. In addition, in the event of a traffic light shutdown, patrol officers regulate traffic at all the most difficult interchapters” said Denys Monastyrskyi.

“Measures taken in time had a positive effect on the state of the criminogenic situation in the country. A 16 % decrease in crime is observed: in 11 months of 2022, 255,100 criminal offenses were entered into the Unified Register of Pretrial Investigations (URPI), and 305,000 criminal offenses in the same period last year. “There is a decrease in the number of certain types of criminal offenses committed against life and health of people, as well



as against property, in particular, theft – by 1.7 times, robberies – by 2.2 times, robbery attacks – by two times, etc. The reasons for the positive dynamics can be called the introduction of a curfew in all regions of the state, an increase in the presence of police officers, servicemen of the Armed Forces of Ukraine, the National Guard and Voluntary Formations of Territorial Communities (VFTC), as well as restrictions on the sale of alcoholic products on the streets of populated areas” added Denys Monastyrskiy.

Since the safety of children is very important, “Safety Classes” are being created in schools – a pilot project that is implemented as part of the initiative of the Ministry of Internal Affairs, the National Police, the State Emergency Service and the Ministry of Education and Culture of Ukraine. The functioning of such classes is aimed at teaching children caution, prudence, correct behavior in various dangerous situations, in particular those in which Ukrainians found themselves due to the war. In November 2022, the project was implemented in three educational institutions of the Odesa region: Berezhivska, Yuzhnenska, and Velykodolynska schools. The premises have all the necessary equipment and educational materials for studying the rules of behavior in everyday life, on the street, during study and recreation, familiarization with the algorithms of actions in case of emergency situations, detection of explosive objects, formation of skills in providing first aid, etc.

Lessons with children are conducted by pedagogic and medical workers, employees of the National Police, State Emergency Service and other specialists. The police conducted the first educational event together with the rescuers, during which the children received not only new knowledge, but also positive emotions. So, schoolchildren studied safety rules in modern society with law enforcement officers. Juvenile police officers talked with



children about behavior during an air raid signal, being on the streets at night, dangerous finds, communication on the Internet. Juvenile police officers help children become visible in the dark. Law enforcement officers explain to children: in order for drivers to see them from afar in the dark, it is necessary to wear reflective accessories on their outer clothing. Young pedestrians are given flickers and taught to make them themselves. "It is nice to note that our children are well acquainted with the rules of life safety and they say that they always follow them," the police emphasize and urge: "Citizens, take care of the safety of your children. Attach sparklers to their clothes, shoes and backpack. And use them yourself!"

Law enforcement officers give lectures to youth, communicate with adults and children on the streets, specially equipped information platforms and interactive installations, conduct themed games in quest rooms, visit families that have already come into view due to family troubles, and conduct other activities to attract attention citizens to the problem of domestic violence, from which anyone can suffer. Employees of all Odesa police departments tell people about each type of violence, how to recognize it, how to protect yourself, who to turn to for help, because domestic violence is not a "family matter", but a crime for which the person who committed it must be punished suffer punishment. Adults focus on conflicts within the family, and children are also told about the differences between jokes and bullying among peers. So, the police in the city of Odesa simply placed informational posters on the streets of the regional center with advice, addresses of institutions where you can go for shelter and support, and emergency service phone numbers. In general, the meetings are held in schools, public libraries, humanitarian centers and in the open air, in parks and squares, and in addition to the police, workers from free



legal aid centers, social services, youth activists and educators join them.

“More than once there have been cases when the victims feel sorry for the offender and do not report cases of abuse, or already at the stage of drafting the protocol or pre-trial investigation of the proceedings, they withdraw their statements and forgive the insults, threats, and beatings. We urge everyone who has witnessed or suffered from domestic violence not to be ashamed, not to sympathize with the offender and not to remain silent. As the experience of law enforcement officers shows, without punishment the domestic tyrant will continue to commit violent acts. Take a step towards your freedom from bullying and the police and social services will help and protect you along the way,” the police urge.

Even war will not prevent law enforcement officers from informing people about types of domestic violence, ways to prevent and counter it. After all, personal safety is always on time. Police officers organize lectures and viewings of thematic films with schoolchildren; preventive conversations with families who have fallen into difficult life circumstances; street actions in which citizens are persuaded not to keep silent about the facts of violence and to report them to the law enforcement officers.

In November 2022, the worldwide action “16 days of activism against gender-based violence” started. This is an annual international action that begins on November 25, the International Day for the Elimination of Violence against Women, and continues until December 10, the Human Rights Day. The Anti-Violence Campaign was launched in 1991 by activists from the first Women’s Global Leadership Institute and is coordinated annually by the Center for Women’s Global Leadership. The campaign consolidates people and organizations around the world and calls for the prevention and eradication of violence against



women and girls. Ukraine joins this movement every year, because it has a well-developed system of preventing and countering violence. But this year, these 16 days are another reason for Ukrainians to remind the world about the total Russian violence under which Ukraine lives. In 60 cities and communities of Ukraine, symbolic events on the topic of domestic violence were held under the slogan “Deconstructing domestic violence.”

“Combating gender-based violence is one of the values for which we are fighting today and for which we will win tomorrow” Minister of Internal Affairs Denys Monastyrskyi said on November 25, 2022, during the official opening of the mosaic on the occasion of the start of the national campaign “16 days of activism against of gender-based violence” together with the Ministry of Social Policy and international partners at the Art Arsenal in Kyiv. “Despite the challenges of war, Ukrainians do not silence violence, and the state continues to develop countermeasures” said Deputy Minister of Internal Affairs of Ukraine Kateryna Pavlichenko during a panel discussion at the Ukraine-Ukrinform Media Center on November 25, 2022. Together with the Minister of Social Policy of Ukraine Oksana Zholnovych, the deputy representative of the UN Population Fund in Ukraine (UNFPA) Pavlo Zamostian, the representative of the Ombudsmen’s Office Olena Vykhov and deputy Maryna Bardina, the panelists discussed the impact of the war on Ukrainians.

The deputy minister emphasized that among the more than 45,000 war crimes committed by the Russian Federation, sexual violence perpetrated by the occupiers against women, underage girls and older women is not uncommon. As of today, the police have initiated 46 criminal proceedings based on such facts. It is important to understand that this number does not reflect the full picture, because there may be several victims in one proceeding.





In addition, in addition to the police, other law enforcement officers record sexual crimes. Kateryna Pavlichenko also spoke about new trends in combating domestic and gender-based violence. If since the beginning of the full-scale invasion in Ukraine, there has been a sharp decline in calls about domestic violence, now the police are recording a significant increase in the number of statements and reports. So, in the first six months of 2022, the number of requests decreased by almost 50 %, compared to the same period in 2021, and today this figure has decreased to 24 %. Kateryna Pavlichenko informed that in 10 months of 2022, law enforcement officers received more than 200,000 complaints about offenses related to domestic violence. At the same time, statistics are increasing in some regions. According to her, this means that people are not silent, do not tolerate and are ready to fight. “Ukrainian men and women will never allow violence to become the norm. We will eradicate this shameful phenomenon, which is not characteristic of our society” the deputy head of the Ministry of Internal Affairs stressed.

## **Conclusions to the Chapter 6**

It is worth noting that modern best international experience in preventing violent crime against children should be taken into account by the state bodies of Ukraine when developing and implementing strategies to combat such crime in our country. Analysis of foreign experience in this area indicates both the problems faced by foreign law enforcement officers and individual measures that can be introduced into the national legal system [4].

Based on the importance of improving the system of protection of children from violent crimes, the subjects of such protection need to promote effective interaction of services for children, centers of social services for families,



children and youth, the National Police, educational and health authorities and institutions in prevention child abuse, physical, sexual, psychological, social violence, providing emergency aid to children, who have suffered from abuse.

The full-scale war that is currently ongoing in Ukraine requires enhanced training of qualified law enforcement officers in the aspect of countering violent crimes against children. Odesa State University of Internal Affairs is a leading institution of higher education that trains personnel for the Ministry of Internal Affairs of Ukraine and the National Police of Ukraine.

Teachers use educational training grounds (interactive rooms) as innovative training methods to conduct relevant classes with students of higher education, aimed at improving the effectiveness of information perception and checking the level of competences formed in practice: “Interactive room for practicing the skills of responding police officers to cases of domestic violence”, “Child-Friendly Interview Room”.

The main purpose of conducting an interview in the “Child-Friendly Interview Room” is to prevent re-traumatization of the child’s psyche during the interview, both thanks to special methods and a psychologically comfortable atmosphere, and thanks to the technical equipment that makes it possible to correctly record the interview and use this video in the future to conduct the investigation without conducting repeated interrogations.

The direction of establishing international cooperation of the University with foreign institutions of higher education, international institutions, and organizations is an integral and extremely important part of the University’s activities in order to improve the quality of training of national police specialists, a peaceful future in the state, and the earliest possible Victory for Ukraine!



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## CHAPTER 7

# LEGAL ASPECT OF THE IMPLEMENTATION OF INTERNATIONAL STANDARDS OF ETHICAL BEHAVIOR OF THE POLICE AS A PREREQUISITE FOR THE PREVENTION OF CORRUPTION OFFENSES

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### **Abstract**

*The Chapter 7 specifies the peculiarities of the theoretical legal organizational foundations of the implementation of the International Standards of Ethical Behavior in the training of police officers in Ukraine, as prerequisites for preventing the commission of corruption and corruption-related offenses. The legal aspect of the implementation of international standards of ethical behavior of police officers is determined on the basis of the system of methods and techniques of scientific knowledge, namely comparative-implementation and retrospective methods; taking into account the regularities of the humanistic approach in professional education, which is aimed at the priorities of individuality, originality, self-worth of a person, but such that does not renounce its social determination.*



**Keywords:** *ethical behavior, police ethics, police deontology, ethical principles, legal basis of professional ethics, law enforcement system, corruption.*

## Introduction

The development of certain requirements for certain types of professional activity is carried out taking into account the role of representatives of this profession in society, the peculiarities of their social and legal situation. The international community through its bodies (the UN, the Council of Europe, the International Association of Lawyers and others) has developed and adopted a number of documents regulating professional activity and setting requirements for the conduct of lawyers. Among the basic international documents, we should single out [1]: Code of Conduct for Law Enforcement Officials (1979); Basic principles of police ethics (1979); Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (1985); Standards for the Independence of the Legal Profession of the International Bar Association (1990). *The Standards of independence of the legal profession of the International Bar Association*, adopted in September 1990 by the International Bar Association, deserve special attention. This document emphasizes that a fair system of the organization of justice, which guarantees the independence of lawyers in the performance of their professional duty without any unreasonable restrictions, direct or indirect pressure or interference, is absolutely necessary for the construction and functioning of the legal state [2]. After all, one of the most important deontological requirements of legal activity, which has become an international standard, is *the independence of the legal profession* as a guarantee for the protection of human rights and the provision of legal assistance. The European Code of Police Ethics was adopted by the Committee of Ministers of the Council of Europe



on September 19, 2001. The purpose of the development and adoption of the Code was to define common European directions and principles in the field of general goals, functioning and responsibility of the police to ensure security and respect for human rights in democratic societies governed by the rule of law [3]. The Code stipulates that the main goals of the police in a democratic society are: ensuring public peace, compliance with law and order in society; protection and observance of basic human rights and freedoms as enshrined, in particular, in the European Convention on Human Rights; crime prevention and fight against it; detection of crime; providing assistance and services to the population. It was emphasized that the main indicator of the quality of police functioning is the trust of the population.

In turn, the public's trust in the police is closely related to the position and behavior of the police in relation to this population, and especially to the police's observance of human *dignity* and fundamental *freedoms* and *human rights*. Separately, the European Code of Police Ethics contains provisions on the selection and training of personnel for the police. It is noted that police officers, regardless of their level, should be recruited on the basis of their competence and professional experience, which should be oriented towards the goals of the police. In their activities, the police must respect the right to life of any person; must not under any circumstances carry out, encourage or allow any torture, any inhuman or degrading treatment or punishment. When performing their functions, the police must always remember basic human rights, such as freedom of thought, conscience, religion, peaceful assembly, movement, etc. It is noted that the police must be accountable to the state, citizens and their representatives. It should be subject to effective external control. At the same time, state control over the police should be distributed between





the legislative, executive and judicial branches of government [4]. It should be noted that the European Code of Police Ethics is a basic document, the provisions of which have been implemented into the national legislation of all EU countries. In addition, they were reflected in the Law of Ukraine “On the National Police”.

On the basis of these international acts, normative acts were developed regarding the moral and ethical side of the work of law enforcement officers. Some countries perceived them as laws of direct effect, the other – as having a recommendatory nature. National acts on ethics regulated both purely ethical and legal issues. It is also worth adding that these acts are developed in some cases within the walls of the police services by special units, in others – scientists, the public, etc. are involved in the development.

Let's analyze some of them.

The Charter of Values of the Grand-Ducal Police [5] was developed by the police department and adopted in Luxembourg in 2000. The purpose of this document is to inform employees of the rules of high moral behavior, motivation to perform their duties professionally, and norms of respectful treatment of citizens. The main moral values of the Charter are defined as: incorruptibility, objectivity, impartiality, faithfulness to duty, subordination of personal interests to official ones, creative initiative, desire to provide assistance, desire to defend law and order [6]. At the same time, the police officer is guaranteed education and advanced training at the expense of the state, free expression of its opinion, provided professional secrecy is preserved.

The Royal Police of Northern Ireland Police Code of Conduct came into force in 2001. The purpose of the Code: to show the honorable status of a law enforcement officer, to explain to police officers their duties. Special attention



is paid to the formation of the principles of social partnership with the population. Along with the traditional norms for such acts, this document contains provisions on the rights of police officers and their working conditions. The Code requires creating working conditions that are free from pressure, discrimination, tension, and anxiety. It is important to note that with the adoption of the code in Northern Ireland, quite serious outreach work was carried out. In 2008, a new version of this document came into force.

The Code of Ethics of the Police Services of the Kingdom of Belgium was developed by the police department with the involvement of the Council of Mayors of the Kingdom and the public and was approved in 2006. According to the provisions of the Code, police officers must treat their public and official duties responsibly, honestly, impartially in accordance with the law and the powers granted, to respect the right and basic freedoms of citizens, their human dignity. Not for the first time, the Code separately requires respectful treatment of the most vulnerable chapters of the population. The Code emphasizes the role of management in shaping the moral and ethical values of subordinates, the importance of constant communication with subordinates in order to create a creative and competitive environment in the unit. An original form of control over the quality of the law enforcement officer's work has been established: the manager and subordinate discuss this issue with the involvement of all representatives of the unit and listening to their opinions. If the worker is rated well for the work done, it can be encouraged and rewarded at the decision of the management.

The Code of Professional Ethics of the Netherlands Police [7] entered into force in 2013. It is somewhat different from other similar documents. Firstly, its content is aimed not only at police officers, but also at ordinary citizens,



secondly, a specific speech construction is used: it is spoken in the first person (police officer). A law enforcement officer seems to communicate with citizens, is proud of its status and reveals the content of the main ethical values of a police officer: honesty, reliability, courage, obligation, independence in its actions, professionalism.

France and Germany have interesting experience in the field under study.

The formation of German police deontology began after the World War II during the division of the country into occupation zones. The first norms of professional ethics were formulated by the British government and were implemented in the area of influence of this country in Germany. They were called “Seven Commandments for the Police officers” (1945). Let’s consider them [6]: The *first* commandment declares that public service is a manifestation of special trust of the Government. The official must justify this trust by fulfilling its duties. The *second* draws attention to the publicity of the position of a police officer, which automatically makes it a person who is highly criticized. Therefore, with its behavior and the behavior of its family, it should do everything to prevent criticism. The *third* commandment says that broad powers do not raise the status of a police officer, but make it an employee in the eyes of the citizens. The *fourth* explains professional and moral qualities. The *fifth* commandment states that: “A police officer should be proud of the fact that it belongs to the police. This is manifested (in addition to the above qualities) in posture, personal hygiene, and harmony”. The *sixth* commandment formulates the rules of behavior of workers in the collective and gives the concept of discipline. The *seventh* requires the police officer not to stop in professional and personal development: “A police officer must voluntarily increase its general educational training, professional knowledge and physical fitness. It should not



be a careerist, but it must do everything to become a good police officer” [8]. Thus, it can be seen that these small norms cover virtually all aspects of a police officer’s life and work. Subsequently, with the adoption of the UN Code of Conduct for Law Enforcement Officials, Germany recognized its direct effect on its territory. Also, some of its norms were included in various normative legal acts that regulated the activities of the police.

The code of ethics of the French police was the result of two reforms of the French police in 1966 and 1986. It regulates not only ethical, but also purely legal issues. The Code contains 3 parts and 20 articles. The Code stipulates that the performance of police functions is based on strict compliance with the Declaration of Human and Citizen Rights, the Constitution, international conventions and laws. Its purpose is to strengthen the ties between the internal security forces and the population by placing the police and gendarmes at the center of civil problems. The Code provides police officers and gendarmes with the necessary guidelines for their actions and operations, and also reveals the main values of official duties: loyalty to republican institutions, honesty, impartiality, assistance to citizens during duty and during off-duty hours, the duty of constant readiness to serve, compliance and preservation of professional secrecy, etc. Violation of these values is the responsibility of the violator. The Code emphasizes the duty of the state and management to protect the life and health of police officers and their families. Law enforcement officers and members of their families enjoy legal protection against actions committed against them in the course of or in connection with the performance of official duties, as well as in the event of a court hearing arising from the performance of official duties. The role of the Minister of Internal Affairs is especially emphasized (Article 12): “The Minister of Internal Affairs protects the



employees of the National Police from threats, violence, self-righteousness, insults, slander and injustice, which they may become victims of while performing official duties" [9]. Thus, the French act is the most structured and formal.

The sign of formality is actually completely absent in the US Police Code of Ethics, which has the form of a first-person declaration and is *the shortest*. To quote it: *"As a police officer, I consider it my primary duty to serve **man**: to protect the life and property of my fellow citizens, to protect the trusting from deception, the weak from oppression and intimidation, peaceful citizens from violence and disorder, to respect the constitutional rights of all people to freedom, equality and justice. In my personal life, I promise to be an example to others: I will be courageous and calm in the face of danger, I will try to control my senses and constantly take care of the welfare of others. Being honest in thought and action, personal and official affairs, I will unquestioningly obey the laws of my country and the official instructions. All information of a confidential nature that I may come across or that will be communicated to me in the performance of official duties, I will keep secret for the rest of my days, unless disclosure of such information is necessary in the course of service. I promise not to meddle in other people's affairs and will never allow personal sympathies, prejudices, malice or friendly feelings to influence my decisions. Being uncompromising towards criminals and unyielding in the pursuit of criminals, I will serve in good faith and politely without flattery and favors, malice or other intentions, never use unnecessary force and never take bribes. I accept the insignia of my department as a symbol of the public trust, which I will use as long as I uphold the ethics of the police service. I will constantly strive to achieve these goals and ideals, devoting myself to my chosen profession – police service"* [10].



Analysis of the text of this document confirms that: the first paragraph establishes the main duties of a police officer (to protect, protect, respect constitutional rights), the second paragraph shows that a police officer must always be an example in everything, the third paragraph establishes the duty to comply with legal norms, the fourth paragraph is devoted to a problem that exists in virtually all codes – confidential information. The last paragraph is devoted to the honorable status of the police officer as a person, who serves the people. Thus, this laconic text establishes the main thing on which the work of a police officer is based.

Summarizing the review of deontological (moral) codes and rules, Trofymenko, V. [6] emphasizes the following main aspects:

- 1) all codes and rules require respect and observance of human and citizen rights and freedoms;
- 2) deontological acts establish the respectable status of a law enforcement officer and emphasize its official relationship with the population;
- 3) the question of handling confidential information obtained during the performance of official duties is raised;
- 4) acts require the police officer to be an example in everything, regardless of whether it is on duty or not;
- 5) the codes require constant improvement of the professional training and physical condition of the law enforcement officer;
- 6) the majority of the considered acts regulate the interaction of the police officer, the police unit and the management, emphasizing the duty of the management to protect the rights of workers and create decent working conditions for law enforcement officers.

International documents are a very important part of the legal basis of the professional ethics of police officers



in Ukraine. Some of them were ratified during the times of Soviet Ukraine, and the obligations under which were transferred to Ukraine through legal succession, while others Ukraine already signed, being an independent state. All international legal acts that form the legal basis of the professional ethics of police officers in Ukraine can be conditionally divided into 2 groups:

The *first* group contains international legal acts that declare human rights and freedoms, including those that may be violated by the unethical behavior of law enforcement officers. For example, the International Covenant on Civil and Political Rights (ratified by Ukraine in 1973), the Convention on Human Rights and Fundamental Freedoms (ratified by Ukraine in 1997), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (ratified by Ukraine in full in 1984), etc.

The *second* group includes international legal standards of professional ethics of police officers, the norms of which indicate the proper behavior of law enforcement officers. These standards include: Code of Conduct for Law Enforcement Officials (1979), Basic Principles of Police Ethics (1979), Declaration on the Police (1979), Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990), the European Code of Police Ethics (2001), etc. These international documents can be called deontological principles of police ethics, as they contain, among other things, directly ethical norms, that is, norms of moral behavior of law enforcement officers.

Let's note that the most important difference between these two groups is that the legal norms of the first group of international legal acts are mandatory for implementation, while the norms of the second group are of a recommendatory nature and are aimed primarily at the legislator, who must take these norms into account in the domestic legislation. By themselves, such international



norms do not have legal force, and their main prescriptions suggest that states implement them into their own legislation. Thus, the Code of Conduct of Officials in Maintaining Law and Order [11] contains a direct indication that the effective maintenance of ethical norms among officials in maintaining law and order depends on the existence of a well-thought-out, generally accepted and humane system of laws. Violation of the legal norms contained in the first group of international legal acts entails legal responsibility. Thus, the Law of Ukraine “On the Ratification of the Convention for the Protection of Human Rights and Fundamental Freedoms of 1950, the First Protocol and Protocols Nos. 2, 4, 7 and 11 to the Convention” of 1997 explicitly states that Ukraine fully recognizes the effect of the Article of the Convention on its territory on the protection of human rights and fundamental freedoms of 1950 regarding the recognition of the jurisdiction of the European Court of Human Rights as mandatory and without the conclusion of a special agreement in all matters related to the interpretation and application of the Convention [12]. Thus, the state guarantees to every person under its jurisdiction the rights established by the Convention. Violation of these rights leads to prosecution of the person who violated them, within the framework of national legislation, and in necessary cases, the state itself, if it has not provided all the guarantees of human rights established by the Convention.

*As one of the founding countries of the United Nations, Ukraine declared its desire to build and develop its relations with other countries on the basis of the UN Charter, the Final Act of the Helsinki Conference, the Paris Charter for a New Europe, and the documents of the OSCE [4]. Ukraine, due to a number of objective reasons, aware of its role in the world, strives to take its rightful place among other European states. It is the European choice of Ukraine that plays a*





*decisive role in the new geostrategy. Ukraine's rapprochement with the world community has become an integral part of the country's political image.*

The legal regulation of the professional ethics of police officers in Ukraine is a system of legal acts that regulate the official activities of such persons. If we consolidate these normative legal acts according to their legal force, it can be determined that the legal basis of the professional ethics of police officers in Ukraine consists of:

- 1) Constitution of Ukraine;
- 2) International legal acts ratified by Ukraine;
- 3) Laws of Ukraine;
- 4) Regulatory and legal acts of central state bodies (resolutions of the Verkhovna Rada of Ukraine, decrees of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine);
- 5) Departmental regulatory acts (orders, instructions, orders of the Ministry of Internal Affairs of Ukraine).

Article 3 of the Constitution of Ukraine, which declares that a person, its life and health, honor and dignity, inviolability and safety are recognized as the highest social value in Ukraine [13]. When performing their functional duties, police officers must strictly adhere to this article, not forgetting that they have a duty to communicate with the population in a way that does not violate people's dignity. The second part of Article 3 of the Constitution of Ukraine, which contains the thesis on the responsibility of the state to a person for its activities, can be called a very important asset and manifestation of the rule of law in the state.

Article 28 of the Constitution of Ukraine establishes that everyone has the right to respect for its dignity; no one shall be subjected to torture, cruel, inhuman or degrading treatment or punishment. That is, no police officer has the



right to humiliate people in one way or another, to speak offensively or to insult people in any other way. This article is a reflection of Article 3 of the Convention for the Protection of Human Rights and Fundamental Freedoms, which states that no one may be subjected to torture or to inhuman or degrading treatment or punishment [14]. As noted by experts in international law [15], in comparison with the wording in other international treaties, in Article 3 of this Convention very succinctly and succinctly, but in a clear passive form, the absolute prohibition of torture and ill-treatment is set out, but it has an extremely wide meaning and significance, because it is about the inalienable rights of a person's physical and moral integrity. All this allows to interpret the content of this article very broadly, because degrading treatment is a subjective category, in which the same actions, depending on the circumstances, can be viewed from different points of view and, as a result, have different legal consequences. Therefore, this norm has a clearly expressed ethical character.

In the list of constitutional principles of professional ethics of police officers, there is also a provision on exemption from liability of a person for refusing to testify about itself, its family members and close relatives, which was enshrined in Article 63 of the Constitution of Ukraine. By the way, the presence of such a thesis indicates the state's respect for human rights, since it is enough to recall the Soviet past, when a person had a difficult choice: either to be an honest citizen and testify against its relatives, or to put itself in danger by refusing to testify against its loved ones [16]. Above all, it was a difficult moral choice, and law enforcement officers often used such information to their advantage. Today, thanks to the considered constitutional norm, police officers are strictly prohibited from demanding a person to testify against itself or its relatives.



After the adoption of the new Law of Ukraine “On the National Police”, the order of the Minister of Internal Affairs on November 9, 2016 approved the “Rules of Ethical Behavior of Police Officers” [17], which emphasize the observance of human rights, the creation of a number of barriers, in particular ethical, against arbitrariness and abuse of official powers by “law enforcement officials”. They consist of five chapters:

1. General provisions.
2. Basic requirements for the behavior of a police officer.
3. Behavior of the police with detained persons.
4. Interaction of the police with the public and other state bodies.
5. Control of police chiefs over the observance of ethics by police officers.

The general provisions contain the purpose of the Rules: *“...regulating the behavior of police officers in compliance with ethical standards, forming in police officers a sense of responsibility before society and the law for their actions and inactions, as well as promoting the strengthening of the authority and trust of citizens in the police”*. A separate paragraph establishes the fundamental principles of police work: the rule of law; observance of human rights and freedoms, legality, openness and transparency, political neutrality, interaction with the population on the basis of partnership, continuity, justice, impartiality and equality. The shortcomings include the lack of regulations on the working conditions of law enforcement officers, no attention paid to their rights, no measures of encouragement and responsibility [6]. But, despite the shortcomings, in general, it can be stated that the content of the “Rules of Ethical Behavior of Police Officers” is close to European models. Here, according to the authors, it would be appropriate to take into account the experience of Belgium



and introduce as a form of evaluation of the work of the police officer, its communication with the leader in front of the whole team. In this perspective, the legal aspect of the implementation of international standards of ethical behavior of police officers is outlined by the aspects of thorough theoretical training of law enforcement officers and the education of certain *competencies* in them, the formation of which in turn determines the prophylactic measures and prevention of the commission of corruption and corruption-related offenses, which determined **the aim** of the work: to specify peculiarities of the theoretical legal organizational foundations of the implementation of the International Standards of Ethical Behavior in the training of police officers as a prerequisite for preventing the commission of corruption and corruption-related offenses.

The **methodological basis** is defined as a system of methods and techniques of scientific knowledge, namely: system analysis, comparative-implementation and retrospective methods; *a humanistic approach in professional education* aimed at the priorities of individuality, identity, self-worth of a person, but one that does not renounce its social determination.

## **The legal aspect of the implementation of international standards of ethical behavior of police officers**

The moral potential of universal human values accumulated over millennia and served as a motivational basis that regulated interaction between people and human behavior. Moreover, for each people, this process had national characteristics, traditions that related to the ways of socialization of the individual and were reflected in culture [18]. Non-governmental organizations in EU and NATO member countries control security and defense bodies through the



dissemination of independent analytical studies and information, monitoring attitudes to the protection of human rights and respect for the rule of law, increasing parliamentary competence and efficiency by conducting courses and seminars, conducting alternative expert evaluations government security policy, defense budget, resource and supply issues, encouraging public debate and formulating possible policy options [19].

The need to ensure compliance by police officers with the rules of ethical behavior during the performance of operational-service and service-combat tasks, in general, does not raise doubts, which is emphasized in their research by Ukrainian scientists [16], suggesting that this should also be attributed to organizational and management measures to prevent the commission of *corruption* and corruption-related offenses [20]. After all, police activity is related to the need to resolve various conflict situations, concerns the most important interests of people, their welfare, and sometimes their fate. All this imposes a special burden of moral responsibility on the police officer for the results of its activities, and requires it to have special moral, psychological and willpower qualities. It should also be taken into account that high moral requirements are placed on police officers, who are empowered with authority, as well as on representatives of the state, bearers of authority, guardians of the law.

Therefore, the police must be organized in such a way that its employees enjoy the respect of the population as professionals entrusted with the enforcement of the law and as persons who provide services to the population.

Johannes, W., Taha, Y., Balázs, L., János, K. [21] rightly point out that corruption is a “social plague” when small groups receive profits and everyone bears its costs. The authors claim that significant differences in its level between and within countries indicate a relationship be-



tween the social structure and the prevalence of corruption. According to scholars, corruption is interrelated with such social aspects of society as segregation, interpersonal trust, civic consciousness and community involvement, since corruption is a collective result of a community formed by interaction between people.

Bader, M., Huss, O., Meleshevych, A., Nesterenko, O. [22] believe that the factors associated with success in anti-corruption activities “...are divided into three broad categories: environmental factors, advocacy strategies of civil society organizations and their organizational characteristics”. According to the authors, “...all anti-corruption initiatives come into conflict with two key dilemmas: insufficient potential in terms of financial and human resources and the lack of a reliable base of support”. Researchers recognize that the most effective organizations are those that are able to solve one of these dilemmas, and also believe that the political will of local authorities is an important factor in anti-corruption activities. The authors’ position regarding the need to implement international experience in terms of “...*transferring knowledge and skills* from anti-corruption organizations with greater potential to organizations with less potential” is correct.

To date, manifestations of corruption have become a phenomenon that poses a real global threat not only to the national security and democratic development of each country, but also negatively affects public life as a whole. This suggests that the problem of corruption has a global scale. Undoubtedly, the state of corruption in European countries differs from one another, and the methods of combating it are even more so. There is a change in international political and social life, views on the problem of corruption are constantly changing [23]. However, the international community has long since tested the studied factors of combating corruption. Ilyenok, T. notes that



these are, first of all, openness of government, transparency and clarity of state decision-making procedures, effective mechanisms of control over the activities of state bodies by civil society, freedom of speech, freedom and independence of mass media [24].

To fight corruption, European countries take measures of an organizational nature by creating specialized institutions and organizations. Development of appropriate strategy and tactics, as well as development of preventive measures of normative and functional content is the main vector of these states. Great Britain has the oldest anti-corruption tradition, which is known for its high standards of civil conduct, which is the result of political and legislative measures, moral changes and more effective social control over civil servants. During the study of problematic issues of the fight against corruption, Kovalenko, A. [25] notes that Great Britain is among the ten least corrupt countries in the world. Investigating corruption in Great Britain is carried out by Public Sector Corruption – a special police unit in the field of combating corruption in the public sector. In the case of particularly large-scale corruption (£2 million) or if the crime is very complex, it will be investigated by the Serious Fraud Office. The second feature is the extremely high role of public opinion, it monitors the dynamics of negative phenomena in society. For the most part, public debate revolves around issues related to lobbying and buying political influence, problems created by changing the boundaries of private and state property, moral climate, bribery, abuses by local government officials, police, customs service, etc. [26].

To fight corruption in Belgium, there is a division of the federal police called the “Central Office for the Fight against Corruption” (Police Fédérale) [27]. Management is a central service with functional competence. Employees of the department can conduct investigations both inde-



pendently and with the support or together with judicial police departments, which are distributed in districts [28].

One of the most corruption-free countries is Sweden. In Sweden, the mechanism for preventing and combating corruption is built on four main principles:

- 1) prohibition of personal contacts between an official and a citizen;
- 2) mandatory income declaration;
- 3) restrictions on cash payments (it is forbidden to accept cash payments for more than 5–6 thousand EUR;
- 4) full openness of government activity [29].

Romania is characterized by the most aggressive anti-corruption policy in the European Union. In 2002, the National Anti-corruption Directorate of Romania was established on the model of Italy, designed to expose and investigate corruption offences. The jurisdiction of this body includes financial fraud with EU funds, abuse of official duties, etc. In 2014, after the Anti-Corruption Directorate repeated its appeal to the Parliament of Romania, the immunity of one senator, six deputies, one minister and ten former ministers was lifted [30].

In our opinion, domestic legislators need to pay attention to the anti-corruption policy in Germany. Thus, the basis of Germany's struggle is the task of destroying the material, primarily financial base of criminal groups. This is achieved in two ways: by confiscation (confiscation of property) and by creating an appropriate legal framework to prevent the "laundering" of "dirty" money. The general line of the German government in the field of corruption prevention is to make it impossible for a civil servant to abuse its official position as a result of legislative, organizational, personnel and other measures [31].

The effectiveness of the state anti-corruption policy in European countries is highly effective, first of all, because





it is built on the basis of the strong political will of the state leadership to combat corruption. The effectiveness of the corruption prevention mechanism also depends on constant monitoring of potentially dangerous factors that create prerequisites for corruption offenses. Given the presence of large-scale corruption, priority is given to measures to eliminate its *causes*, and only then to combat specific manifestations. Moreover, for the legal systems of some developed countries, the use of the term “struggle” in the legislation is not characteristic; there are numerous enshrining in the normative legal act (often codified) principles of crime prevention [32].

Thus, the conducted analysis of individual European countries regarding the overcoming of corruption manifestations makes it possible to conclude that the implementation of effective measures to fight in Ukraine requires increased attention and refinement, and especially the development of its own national anti-corruption strategy, which is extremely necessary today.

The USA as a state has one of the most developed legal systems in the fight against corruption. In the Criminal Code of the United States, the concept of criminally punishable corruption has a broader interpretation than in European countries. For example, according to US law, civil servants in various departments cannot receive gifts that cost more than the established value. The peculiarities of the fight against corruption in the USA are the diversity and unevenness of regulatory acts, where decision-making is centralized. The first regulatory legal act of the USA aimed at combating and preventing corruption is the US Constitution adopted in 1787. It establishes the norm according to which receiving a bribe (illegal benefit) belongs to the category of serious crimes. According to the US Constitution, the president of the US can be impeached for this crime. In 1970, the United States adopt-



ed a law to control organized crime in the United States. Chapter IX of this law “Organizations related to racketeering and corruption” provided for measures to prevent and counter corruption. The key feature of the said law is that it is aimed at the criminal organization in general, and not at individual corrupt individuals. In 1977, the US adopted the Foreign Corrupt Practices Act, the provisions of which prohibited the bribery of foreign officials by American citizens and companies [33].

The main anti-corruption legislation is included in the US Code. However, they may not be valid in all states. For example, bribery of officials of private organizations is officially prohibited by criminal law in only 37 states. In other states, in the case of commercial bribery, it is possible to open criminal proceedings for fraud. That is, the same actions are subject to different laws, different formulations. At the same time, states can adopt their own laws. Among other legislative acts, the Code of Ethics of the Government Service, adopted as early as 1958, supplemented by the law “On Ethics of Government Officials” of 1978 with amendments and additions of 1998, should be singled out. In addition, the executive order of the President of the USA No. 12731 “Principles of ethical behavior of officials and employees of the state apparatus” is in force in the country. All these acts are relevant to this day and are an important guide for civil servants to prevent corruption. Another feature of anti-corruption in the USA is the broad interpretation of the concepts of “corruption” and “bribery”, as well as the severity of punishment for corruption crimes. The US Criminal Code provides for the following corruption crimes:

- 1) bribery;
- 2) giving a bribe (illegal benefit);
- 3) receiving a bribe (illegal benefit).



According to Article 201 of title 18 of the US Code, the amount of the fine for giving and receiving a bribe (illegal benefit) is three times the amount of the bribe (illegal benefit), or imprisonment for a term of up to 15 years (under aggravating circumstances – imprisonment for a term of up to 20 years). The US authorities have created such conditions in the country that corruption starting from the lowest level (for ordinary civil servants, police officer, judges) becomes unprofitable. In the USA, social services in the field of education and medicine are too expensive, and US civil servants are entitled to certain benefits both for themselves and for their family members in these areas. However, in the event that such a civil servant commits any act related to corruption, the state cancels all the benefits it granted when she held the relevant position. Achieving high results in the fight against corruption in certain areas does not mean that corruption in the United States has been completely eliminated as a phenomenon. According to the Rating of Corruption Perception compiled by Transparency International in 2019, the USA ranks 16th in the world, while, for comparison, Ukraine ranks 126<sup>th</sup> [34].

Despite the wide range of anti-corruption measures in the USA, it can be argued that the authorities in this country adhere to a single strategy in the methods of combating corruption, using generally accepted mechanisms, in particular:

- 1) simplification of bureaucratic mechanisms and other administrative procedures;
- 2) improvement of anti-corruption legislation;
- 3) strengthening punishment for corruption both at the legislative level and at the level of public condemnation (for example, publication of lists of corrupt persons);



4) increasing the level of independence of the judicial system during the administration of justice against corrupt persons;

5) change of personnel policy in the civil service;

6) separation of powers of civil servants;

7) strengthening audit and regulatory measures to combat corruption, etc.

Thus, it can be stated that, despite all measures to prevent and combat corruption, corruption has not been eliminated in the USA, it still exists. However, compared to the level of corruption in Ukraine, the USA has made significant progress in this direction. That is why the higher state authorities of Ukraine should take into account the positive aspects of combating corruption in the USA and adopt their experience to improve the mechanisms for preventing corruption in the country [35].

The international experience of corruption prevention shows that, in general, there are no universal algorithms for corruption prevention. The application and implementation in Ukraine of a number of anti-corruption measures of European countries [36–38], which have positively positioned a high level of efficiency, is unthinkable to implement by simply tracing certain components of state or municipal administration. Thus, in Ukraine, norms regarding society's participation in public control over the activities of law enforcement agencies are also provided for in a number of specialized laws and by-laws. In particular, the Law of Ukraine “On the National Anti-Corruption Bureau of Ukraine” [39], “On Prevention of Corruption” [40]. The Law of Ukraine “On the National Police” [41] provides for the formation of police commissions to ensure transparent selection (competition) and promotion, which include public representatives appointed by the Minister of Internal Affairs of Ukraine, recommended



by the VRU Commissioner for Human Rights, elected by the relevant local body municipality. Also, public control over the activities of the National Police bodies is carried out through local self-government bodies, which have the right, based on the results of the evaluation of the activities of the police body in the relevant administrative territory, to adopt a resolution of no confidence in the head of the corresponding body (unit) of the police, which is the basis for its dismissal. As for the Law of Ukraine “On Prevention of Corruption”, its role in the formation of professional ethics is difficult to overestimate.

A thorough analysis of corruption prevention models and strategies makes it possible to state that focusing only on a repressive approach during the implementation of anti-corruption activities by strengthening measures of criminal-legal or administrative-legal influence is an extremely unjustified and one-sided approach, and the implementation of preventive administrative-legal and organizational measures is more optimal and effective [42]. Taking into account international experience, Ukraine needs to choose its own way of preventing corruption on the basis of domestic legislation, traditions, mentality, etc. The organization of the police should be aimed at developing normal relations with the population, and if necessary, at real cooperation with other organizations, local self-government bodies, non-governmental organizations and other representatives of the population, including ethnic minorities. It is clearly stated that effective measures to prevent and fight corruption should be in place at all levels of police services.

Today, the operational situation in the state requires law enforcement officers to improve new forms and methods of management activities and take effective measures to ensure the proper functioning of operational units and strict compliance with the law [43,



44]. Units of the Department of Internal Security of the Ministry of Internal Affairs of Ukraine, taking an active part in the development of civil society, see the main tasks of their activities as: prevention, prevention and termination of offenses among police officers, exposure of the guilty, establishment of the objective truth [45]. It is characteristic of police officers to direct efforts to identify the causes and conditions that contribute to the commission of crimes, to emphasize efforts to prevent violations of the rights and freedoms of citizens and legal entities by the police, i.e., *preventive activities* regarding crimes committed by employees of the Ministry of Internal Affairs are a priority [46].

In order to strengthen discipline and legality among employees, unconditionally ensure the rights and freedoms of citizens, comply with standards of ethical behavior, *integrity* and prevent conflicts of interest in the activities of employees of the National Police of Ukraine at the legislative level, the order of the Ministry of Internal Affairs of Ukraine dated April 28, 2016 No. 326 1950 “Rules of Ethical behavior of employees of the Ministry of Internal Affairs of Ukraine, territorial bodies, institutions, institutions and enterprises belonging to the sphere of the Ministry of Internal Affairs” was taken [47]. These Rules consist of two chapters. The first chapter “General Provisions” contains a clear indication that compliance with the norms of behavior established by these Rules is a moral obligation of every employee of the Ministry of Internal Affairs, which also includes employees of the National Police of Ukraine. The second chapter defines the principles of ethics for employees of the Ministry of Internal Affairs of Ukraine. Thus, the principles of ethics of police officers are determined: *service to the state and society; decent behavior; integrity; loyalty; political neutrality; transparency and accountability; conscientiousness.*



Critically analyzing the existing legal basis of the professional ethics of police officers, which consists of an extensive system of normative legal acts of different legal force, Ukrainian researchers note that no law of Ukraine contains rules for the interaction of police officers with other law enforcement agencies. The Disciplinary Statute of the National Police of Ukraine also lacks norms regulating the basics of interaction between police officers and other law enforcement agencies. For example, the Ukrainian researcher Revak, I. [48] draws attention to the fact that the above-mentioned acts contain norms that have a *declarative* nature to some extent and suggests supplementing the Rules of ethical behavior of police officers with separate chapters: regarding the basics of interaction with other law enforcement agencies; norms that regulate the behavior of police officers in off-duty hours, considering the lack of proper regulation of issues of police officers' behavior in off-duty hours as a significant gap in the legislation that requires proper legal regulation. But the theoretical and legal comparative analysis of legal sources on issues of prevention of corruption and professional ethics of police officers, self-reflection of the authors' many years of professional experience in the system of departmental education of the Ministry of Internal Affairs, allow the authors of this monograph to assert with full conviction that the implementation of International Standards of Ethical Behavior as a prerequisite for preventing the commission of corrupt and "corruption-related offenses in the training of police officers should take place not only as a process of formal study of legal norms, but should be evidenced by the principled life activity of all participants in the educational process.

Promoting fundamental moral values, integrity, requires a certain balance between high standards of integrity, professional mission, and commitment and interest.



## **Conclusions to the Chapter 7**

The rules of ethical behavior of police officers are enshrined in the documents of the leading countries of the world. Most of the principles of the European Code of Police Ethics are also reflected in national codes, including [20]:

- respect for the right to life;
- recognition of the fundamental rights and freedoms of the individual;
- principle of separation of powers in the system of punishments;
- principle of presumption of innocence;
- principles of impartiality, transparency, honesty, courtesy, justice, responsibility, prudence, obedience to the law;
- principles of equality before the law, objectivity, necessity, prudence, incorruptibility and respect for society.

Adherence to the standards of police ethics is one of the priorities of the professional education of police officers in Europe, the main trends of which are currently the following:

- in training police ethics, special attention is paid to human rights and cooperation of police officers with many human rights organizations;
- training in police ethics takes place together with management training, i.e. with the acquisition of managerial knowledge and skills;
- development of computer technologies and the Internet, the possibility of remote training of police officers, in particular, mastering police ethics, appeared.

Therefore, it can be stated that Ukraine has created a proper legal basis for the professional ethics of police officers, which consists of an extensive system of normative legal acts of different legal force, which are in a clear





hierarchy. Compliance with the specified legal norms is the duty of every police officer and indicates the humane orientation of state policy. But, professional activity, professionalism is not only knowledge about the procedure/certain algorithm of actions, but also awareness and competence regarding the implementation of ethical norms and prescriptions regarding the implementation of professional activity **as a prerequisite for the prevention of corruption offenses.**

These norms and prescriptions are derived from the basic principles of professional ethics. Any professional activity, without exception, is an activity within the principles and norms of professional ethics. Modern society is dynamic, in a process of constant change, and each new generation puts forward new demands and requirements for professional activity.

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## CHAPTER 8

# PSYCHOLOGICAL AND PEDAGOGICAL CONTENT OF THE IMPLEMENTATION OF INTERNATIONAL STANDARDS OF ETHICAL BEHAVIOR IN THE TRAINING OF POLICE OFFICERS IN UKRAINE

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### **Abstract**

*The Chapter 8 specifies the psychological and pedagogical content of the implementation of international standards of ethical behavior in the training of police officers in Ukraine on the basis of the methodological principles of the humanistic approach, interactive learning technologies and modern didactic principles, which should be the basis of the professional training of police officers in their practical orientation while modeling the real process of official activity within the walls of HEI, with the inclusion of teachers in this process as subjects who have the techniques of organizing their own professional activities and analyze the ways of professional self-development. Methodical and practical psychological and pedagogical directions for the implementation of the ideas of humanistic pedagogy are presented, as well as the development of methodological foundations for the implementation of international standards of ethical*





*behavior in the training of police officers in Ukraine on the basis of a general scientific holistic approach, which is an objective need of the modern national education system in general and the training of police officers in particular. It has been proven that Ukrainian society needs a comprehensive strategic and balanced educational policy for the training of specialists who should be characterized by appropriate professional and personal moral and managerial qualities, because the main duty of a police officer is to serve people, to respect the constitutional rights of freedom, equality and justice. It is substantiated that in such a context, the issue of concretizing the axiological and nation-building content and developing the methodology for preparing and evaluating relevant programs, training of scientific and pedagogical personnel acquire special significance.*

**Keywords:** *professional ethics, rules (codes) of ethical behavior, honesty, trust, justice, respect, responsibility, courage, police training.*

## **Introduction**

Democracy implies liberalism, which is understood as a set of philosophical, political and legal views based on the maximum limitation of state intervention in economic activity and protection of the individual, its rights and freedoms from the dictates of state power [1]. With the development of society, a tendency to narrow the boundaries of legal regulation of social relations and reduce the influence of the state on the regulation of personal relations of the population with the help of law due to the regulation of such relations by other social norms, in particular moral norms, is clearly visible. At the same time, some moral norms receive their legal confirmation and automatically become legal. This also applies to the



ethical rules of conduct of some professions, which together constitute *professional ethics*. Professional ethics is especially relevant for socially oriented professions, i.e. such activities, the object of which is a person – doctors, teachers, lecturers, law enforcement officers, etc. [2]. It is the professions that are aimed at ensuring the normal functioning of the population, for the realization of human needs in certain spheres of life, that require specialists to possess high *integrities*.

The formation and functioning of the modern National Police of Ukraine is based on global, in particular European, experience. In this context, first of all, it is appropriate to refer to the international legal acts that concern police activities in democratic states. One of these is the European Code of Police Ethics, which was adopted by the Committee of Ministers of the Council of Europe on September 19, 2001. Structurally, the European Code of Police Ethics consists of seven main chapters:

1. POLICE goals.
2. Legal basis of police activity.
3. Police and the criminal justice system.
4. Organization of police structures.
5. Guiding principles of police activities/operations.
6. Responsibility of the police and control over its activities.
7. Research and cooperation on an international scale [3].

The rules of ethical behavior of law enforcement officers are an important normative step in changing the law enforcement officer's attitude to its status. On the basis of such acts, the law enforcement officer gets the opportunity to show society its non-force, official status in relation to society. After all, the representative of the National Police is the mediator, the speaker, who conveys the state's pol-



icy in the security sphere through its actions. A police officer often meets with citizens in person and represents the state and its institutions. Therefore, the moral and ethical aspect of the work of a law enforcement officer acquires a new meaning. At the national level, ethical requirements for certain types of legal professions are established in the codes or rules of ethics of a certain professional direction, which state that *the independence* of the legal profession consists in the fact that, in the performance of their official duties, lawyers must always act freely, without any interference or pressure from the authorities or society, based on the law and subject only to the law. The independence of a lawyer should guarantee respect for human rights and, as a result, build public trust in representatives of the legal profession. *Neutrality, impartiality* are the basic requirements in legal activity and the basis for the formation of respect for the law in society.

*Since the declaration of Ukraine's independence on August 24, 1991, the basic principle of political strategy formation has been the principle of ensuring state sovereignty.* The most important official source of professional ethics is the Constitution of Ukraine [4]. This provides that anyone who sees a violation of ethical rules by police officers has the right to an appropriate response, starting with contacting the manager of the person who committed the violation and ending with a lawsuit, including an appeal to the European Court of Human Rights. The above determined **the aim** of the work: to characterize the psychological and pedagogical content of the practical implementation of international standards of ethical behavior in the training of police officers in Ukraine on the basis of emotional-volitional and behavioral-emotional criterion taxonomies.

**Methodological** foundations were the implementation of the ideas of comparative studies, humanistic pedagogy, as well as the development of methodological



foundations for the implementation of international standards of ethical behavior in the training of police officers in Ukraine on the basis of a general scientific holistic approach, which is an objective need of the modern domestic education system in general and the training of police officers in particular. the statement that Ukrainian society needs a comprehensive strategic and balanced educational policy for the training of specialists who should be characterized by appropriate professional and personal moral and managerial qualities, because the main duty of a police officer is to serve people, to respect the constitutional rights to freedom, equality and justice. In this context, the issues of concretizing the axiological and nation-building content and developing the methodology for preparing and evaluating relevant programs, training scientific and pedagogical personnel, are of particular importance.

### **Psychological and pedagogical content of the implementation of international standards of ethical behavior in the training of police officers**

The valuable foundation of the personality is laid in childhood, but the development and formation of its main structures is facilitated by purposeful professional training and practical training in a specialized institution of higher education. Therefore, studying the peculiarities of the value orientations of future law enforcement officers is necessary and appropriate in the modern conditions of the development of the law enforcement sphere of the Ukrainian state [5]. Among universal human values, progressive thinkers, philosophers, and educators have always singled out human rights, their will, and appropriate upbringing and education. The establishment of universal moral and ethical values in the lives of peoples is a natural result of



their historical development. Ethical values as a product of life activities of society and social groups occupy a special place in the personality structure of each individual subject.

Acting as independent sources of meaning in relation to needs, they “connect” individual life activities to the life activities of society, “illuminate the vital meaning of objects and phenomena of reality from the point of view of sustainable interests in the development of the social whole, refracted and understood by the subject as valuable guidelines for its life, are formulated as ideals, models of the proper, setting the spectrum of invariant boundary parameters of the desired transformations of reality” [6]. The role of values in the process of acquiring professional skills and abilities of a police officer consists in providing a rational, systemic unity to the ideological construct of professional activity. Thus, each of the values is realized through a number of principles of professional activity recorded in normative and legal acts. It is the combination and implementation of the values and principles of the police officer’s professional activity in the worldview of the professional that contributes to the perfection and purposefulness of the police officer’s personality, and allows it to resist professional moral deformation. Therefore, the basic principles of the professional ethics of a police officer are fundamental ideas, guiding principles laid down as a basis for the professional activity of police officers, in which the value and ideological foundations of the public life of society are fixed [7]. Failure to comply with these requirements calls into question the legitimacy of professional activity, undermines confidence in professionalism as a certain qualification of a person, threatens general distrust of *the public* in public management programs and, in its extreme manifestations, social unrest.



Investigating the psychological aspects of corruption in public administration, Dragan, O., Yermakova, G., Chvaliuk, A., Kurchin, O., Karagodin, O. [8] emphasize that "... the ambitions of civil servants to get rich quickly, their low self-esteem, psychological dependence, perceived in public image, a sense of impunity are the main psychological aspects that push people to corruption". The authors believe that one's own sense of impunity should be considered the main influencing factor that stimulates the actions of public officials. In general, by its very nature, *corruption* is a purely ethical issue, and the role of the state is to reduce the manifestations of this negative phenomenon in official activities, that is, to establish responsibility for violations, first of all, of moral norms, when personal benefit comes first [2]. But, in our opinion, it is more of a moral choice – to commit corrupt acts or not, and the main efforts of state bodies should be aimed at making people ***experience of virtuous behavior***. In this aspect, many Ukrainian scientists devoted their work to the study of the theory, methodology and practice of crime prevention in general, to the training of law enforcement personnel: Antonov, K., Bandurka, O., Golin, V., Zelenetskyi, V., Zelinskyi, A. and others [9]. After all, the training of law enforcement personnel is *a learning process* aimed at the formation and development of professionalism. Professionalism in this aspect is characterized by:

- special knowledge of a specific official activity, which is based on general ideological, legal, psychological, managerial, tactical and other skills;
- professional and business qualities and availability of experience in practical activities, which determine the ability of law enforcement personnel to perform tasks;
- ability and skills to correctly and quickly solve assigned tasks and perform corresponding functions; psychological state and behavior in the existing con-



ditions: the readiness of personnel to act in emergency situations or when the operational situation is complicated.

At the same time, the readiness of law enforcement forces is achieved due to:

- carrying out systematic, purposeful, complex training of personnel;
- early preparation of a standard (operational) plan;
- support in proper condition of material and technical means;
- formation of psychological stability of personnel;
- constant improvement of the interaction of the forces of various state bodies both among themselves and with the population and mass media.

And therefore, every police officer, in any position, must testify to the values of virtuous ethical behavior at the individual and personal level, the level of family relations, the social environment and the state level in their integrity.

Let's explain this position:

1. Many Ukrainian scientists (Ziazun, I. [10] Vasianovych, G. [11], Filipchuk, H. [12] and others) noted that the formation of an ethical educational paradigm without a philosophical understanding of problems and a retrospective analysis of the historical existence of previous eras is simply impossible. In these and other works of the authors, education is considered as the main mechanism for a person to master fundamentally new forms of life and thus overcome the modern civilizational crisis, which, on the other hand, presupposes the formation of a new model of education. The analysis of the works shows the increase in the number and diversity of pedagogical sciences, the increase in the worldview, methodological, heuristic and value potential of pedagogy in the system of



material and spiritual culture of society, the establishment of a value-humanistic orientation of education. The need to modernize the existing model of the educational space of higher education institutions in one way or another dominates the opinions and assessments of the majority of authors who study education in the context of modern civilizational processes. The natural-historical relationship between educational theory and practice reveals the deep social meaning of pedagogical action.

The modern strategic doctrines of progress of the world's leading countries are based on the principles of harmonious development of human potential, as a result of which the role of education is continuously growing and becoming dominant in all spheres of social life. From the position of inductive methods of cognition, the functioning of the educational space is based on experience, observations and reflection on the central topics of the entire issue of specialist training. As a result, *an interdisciplinary educational space* is formed. It is obvious that in the field of educational space of higher education institutions with special learning conditions, this space requires a deep understanding as *a phenomenological subjective orientation* (study, diagnosis, forecasting, design) *and the choice of the most successful paradigms in the open system of social space*. After all, real life problems that are solved with the help of education stimulate further educational activities. The above is a guarantee that the educational space of higher education institutions with special study conditions in Ukraine, despite all financial, material, social, and legal difficulties, is developing and will continue to develop.

In general, the basic principles of *the humanistic approach in professional education*, which is aimed at the priorities of individuality, identity, and self-worth of a person, but one that does not renounce its social determination, are as follows [13]:





- principle of *integrity and flexibility of the educational environment* – the goals, content and technologies of education are determined on the basis of the self-expertise of the future specialist, and are developed jointly by all subjects of the educational space;
- *activity and internal motivation of subjects* – recognition of the needs and interests of a future specialist who is able to realize its own professional self-development trajectories in the educational space of a higher education institution (on its educational route);
- *personal self-determination* – creation of conditions for future specialists to understand their own position, to make value choices;
- *focus on the personal growth of the subjects of the educational space* – constant stimulation and involvement of future specialists in the process of self-development;
- *orientation to the activity approach* – maximum involvement of education seekers in innovative practical activities, which allows in the course of direct life activities in the educational space of the higher education institution to master new methods of professional activity.

It is clear that personal contact between team members creates appropriate relationships between them. At the same time, interaction in the educational environment becomes an important element of the professional training of future specialists, sharply increasing the intensity and duration of professional contacts of applicants with each other, between teachers (diversifying options for interaction), due to which their activity increases. The interaction of all subjects of the educational environment mediates the processes of intra-group dynamics: the subjects' perception of each other, the formation of group norms and



values, forms of cooperation and mutual responsibility. Therefore, the relationships formed in the educational environment affect the effectiveness of the professional training of future police officers in the educational space of the institution of higher education of the Ministry of Internal Affairs.

In addition to the exchange of information, the organization of systematic management of the quality of training of future police officers in the educational space, each subject has a need for self-expression, receiving *emotional support* and recognition of its personality. Consideration of these needs is very important for the professional training of police officers and is due to:

1) establishing a relationship of trust based on the recognition of another person as a person;

2) showing understanding and sympathy for another person;

3) frankness, sincerity of the subjects' own behavior, correspondence of thoughts – feelings, words – non-verbal actions – to a specific situation;

4) granting subjects freedom of expression of thoughts, feelings, participation in decision-making, etc.

Also, we note that the educational space of higher education institutions, like any social system, can be considered at different *levels* of its *hierarchy*: from the macro level of standardized management of the quality of training of future police officers to the micro level of the personal and professional paradigm of a separate subject of the educational space – the cadet. Thus, each level shows *the fractality* (similarity of hierarchical levels) of the structure of professional training of police officers in the educational space of the educational institution. *Where the system-forming factor* (fractal) of such a system is *the idealized standardized structure* of ethical, virtuous behavior of the



police officer at *the individual-personal level*, at the level of *family relations, social environment* and *state levels* in their integrity.

In the study guide for the specialty “Law” [14] it is stated that on the one hand: *integrity* includes such categories as “*good*” and “*honesty*”. *Good* is an ethical category by which a certain behavior, phenomenon or event is positively evaluated; it is a good, moral, correct, affirmative, positive beginning; *good* is meant to oppose evil, bad, destructive and negative. *Honesty* is understood as one of the main facets of human integrities, which reflects one of the most important requirements of morality; *honesty* is the ability to admit wrong, the ability to never make excuses, to be sincere in any situation. On the other hand, *integrity*, as a legal category, is understudied and needs a detailed and uniform description in order to use it as an element of the ethical and legal component of the professional and social training for the activities of future police officers.

Reference sources define *integrity* as a positive moral quality of a person, as a good deed, charity; as high morality; as a positive moral quality of a person who adorns it; as a character trait that determines the permanent moral image of a person’s actions; as high moral purity, honesty [15]. The essence of the phenomenon “honesty of the individual” in a holistic systemic aspect from a psychological and pedagogical standpoint is that the concept of “honesty” must be understood in the broad sense of a phenomenon that is determined by social existence, the economic basis and directly depends on the system of values offered by society, on conditions of social communication, ways of functioning of public opinion, social regulation (legal, state-administrative and others). In the scientific literature [16], *integrity* is studied in the following aspects:



- *formation / model that exists as an ideal in society, a social group, but at the same time has a universal character;*
- *an external regulator of behavior/interaction of an individual in society, which belongs to those eternal and obligatory phenomena that arise with the emergence of human society and permeate its entire history;*
- *an integral quality, a form of consciousness, a system of value orientations of an individual, which performs certain tasks to ensure the existence, life and activity of individuals and their relationships in the conditions of a certain society [17];*
- *a phenomenon that is determined by social existence, the economic basis and directly depends on the system of values offered by society, on the conditions of social communication, on the ways of functioning of public opinion, on the ways of social regulation (legal, state-administrative, and others).*

The determination of *the methodological concept* of the psychological and pedagogical training of professional judges in the system of judicial education on the basis of *systemic, human-centered, axiological and acmeological approaches* allowed Zueva, L. [18] to clarify the essence of the phenomenon of “personal integrity” in the holistic systemic aspect of the spiritual-reflective dimension, in particular according to the following parameters:

1) *spiritual and moral maturity*. “I contribute to the spiritual elevation of another / I do not cause anything for the spiritual fall of another”;

2) *focusing on the self of the “emotional I”*. Conscious free self-organization based on “I strive”. Here, in order to consciously tame one’s own “Ego”, one must realize one’s own flaws: “I overcome my bad impulses”;



3) *affirmative part*. “I strive to create Good.” “I have a spiritual and practical position.” “I live the values of Good at the level of self-awareness.” This parameter has exceptional significance, especially for those whose personal characteristics have not yet formed the elements of ideal moral integrities. That is why, at this stage, communicative help from professional colleagues, etc., may be the most relevant and necessary;

4) *social and behavioral context*. Self-assessment of the level of moral responsibility of the individual. “The natural purpose of a person is to be spiritual, moral, virtuous”.

The main tasks of the psychological and pedagogical training of a police officer in this aspect are: formation of self-confidence; formation of psychological stability; training of abilities and skills of performing professional actions and skills of managing one’s emotional states; education of harmoniously developed volitional qualities (purposefulness, perseverance, independence, courage); development of qualities of “psychological reliability” (endurance, overstrain, failures and difficulties); training of professionally significant qualities (professional observation, memory, thinking, etc.).

One of the important principles of training future police officers is *the principle of duality*. At one time, this principle was analyzed in detail by Verbytskyi, V., who, based on the study of the practice of the most popular European education models (in particular, Germany, France, Austria, Liechtenstein, Switzerland), came to the conclusion that dual education is the product of close interaction between educational institutions and employers for successful professional and social adaptation of the future specialist [19]. The extrapolation of this principle into the system of professional training of future police officers involves the practical training of cadets *in the conditions of*



*the real professional activity* of police bodies starting from the first course of study, immediately after they have completed the courses of primary professional training and obtained the minimum necessary amount of knowledge and practical skills for carrying out the security service public order and security.

General theoretical training in combination with active practical training directly in the units of the National Police of Ukraine has a number of advantages: *firstly*, the study of theoretical disciplines involves the cadets performing practically oriented educational tasks [20]; *secondly*, cadets already at the beginning of their training get acquainted with the specifics of the activities of various services and units of the National Police, thereby expanding the scope of their professional skills; *thirdly*, under the guidance of experienced practical police officers who are involved in the management of practical training, cadets acquire new professional competencies and also learn to work in a team; *fourthly*, the involvement of cadets in the direct performance of tasks for the protection of public order and security develops in them the skills of optimal choice of decision, official responsibility. This model of professional training is productive for both cadets and constituent units. The former have the opportunity to think about their future specialty in a new way and realize the correctness of choosing a profession, while the others have the opportunity to objectively assess potential personnel resources, identify the shortcomings of the existing training program, and make the necessary changes and additions to it.

Thus, the effectiveness of official activity is achieved not only by professional knowledge, abilities, skills, but also by the peculiarity of *coping behavior* in extreme and special conditions [21–23]. The problem of overcoming difficult life situations by an individual is explained in the



categories of *coping behavior* as a specific Ego-mechanism to which a person resorts in order to get rid of internal tension; as a relatively constant tendency to respond to stressful events in a certain way; “*coping*” is understood as a dynamic process, the specifics of which are determined not only by the situation, but also by the stage of development of the conflict, the collision of the subject with the outside world [24]. Let’s note that the evaluation and formation of constructive coping behavior are among the priority tasks of psychological support of law enforcement activities.

Therefore, an important prerequisite for encouraging cadets to engage in educational dialogue is the concentration of the teacher’s attention not only on the subject, but also on the personal side of cognitive activity, that is, on the efforts they make to complete the task. In other words, it is necessary to focus attention not on external manifestations of activity, but on internal processes that occur in thinking; motivational, emotional and volitional sphere, and, what is especially important, to encourage these efforts in every possible way, to support them, to form *a positive value perspective* of professional activity. Means of encouragement – public recognition of educational achievements, successes, participation in clubs and Olympiads, individual work. Cadets should feel that they are interesting to the mentors as individuals, the teacher is interested in observing their development, correcting their activities. The mentor sees this as the goal of the training it organizes. All this causes the cadets to have a positive attitude towards their manager, a desire to cooperate with it, to strive for dialogue in communication, and conscious doping behavior.

It is the combination of the methodological principles of the humanistic approach, interactive learning technologies and modern didactic principles that should be the



basis of the professional training of police officers in their practical orientation, modeling of the real process of official activity within the walls of higher education institutions with special training conditions, in the inclusion of teachers in this process as subjects who they have techniques for organizing their own professional activities and analyze ways of professional self-development. As Dorothy Love Nolte [25] rightly said about this, “People learn what they have learned through experience.”

2. In general, at the personal level, *integrity*, as an *integrative quality of an individual*, is determined by the following characteristics: **honesty, trust, justice, respect, responsibility** and, moreover, the courage to act – **courage**, professing them, even when faced with difficulties, form the true foundations of professional environment and educational institutions of the Ministry of Internal Affairs throughout the civilized world. Without them, activities carried out within the scope of competence of police officers, teachers, cadets or adjuncts lose their value, and their effectiveness is questionable. When fundamental values are followed, put into practice, and implemented, they become the cornerstone of professional communities. Integrity is strengthened in professional communities when the moral and social norms of this community coincide with fundamental values and are also supported by institutional principles and practices [16].

**HONESTY** is a fundamentally important segment of the basis of teaching, learning, research and work, and a necessary prerequisite for the full implementation of trust, justice, respect and responsibility. It is essential that the academic principles and procedures governing the community convey a clear message that falsification, lying, plagiarism, deception, and other acts of dishonesty are unacceptable. After all, dishonest behavior not only threatens the well-being of the academic community and





violates the rights of its members, but can also tarnish the reputation of the institution and diminish the value of the degree it awards. Honesty begins with individuals and extends to the larger and larger community. In acquiring knowledge, both learners and teachers must be honest with themselves and each other. In classrooms and laboratories, on field trips, the cultivation and application of honesty in practice becomes the basis of continuous integrity. Fostering courage and encouraging honest and ethical decision-making, even when it is very difficult, is an integral step in building communities of trust. The university's ability to achieve its goals depends on the quality and integrity of the academic work carried out by its professors and students. Academic freedom can only flourish in a scholarly environment that recognizes intellectual integrity and respect for the rights and responsibilities that come with it are at the heart of the university's mission. Adherence to the postulates of honesty in work, words, ideas and actions is a principle that all members of the community are obliged to adhere to.

**TRUST** is a necessary basis for academic work. Academic communities of integrity nurture trust as a value and strive to create an atmosphere of mutual trust. An atmosphere of trust encourages and facilitates the free exchange of ideas, which, in turn, enables scientific inquiry to be fully realized. When honesty is institutionalized as a value, it *enables* the development of trust. Trust arises with time and experience and is built, first of all, on the basis of actions, not words. The institutionalization of trust is facilitated by the teaching staff, which sets clear requirements for tasks and has a transparent system for evaluating the results of educational achievements, as well as students who approach tasks honestly, carefully and independently. Trust is fostered by educational institutions that establish clear and consistent academic standards and enforce



them systematically and fairly, thereby promoting honest and unbiased research. Trust is usually reciprocal in nature; reliability and trustworthiness often go hand in hand. Trust allows the community to cooperate, share information, freely exchange ideas, without fear that someone will steal the author's work that the professional and scientific career will be interrupted, and the reputation will deteriorate. Trust is key because it allows those outside the academic community to believe in the value and worth of research, teaching and the degree earned. Communities of trust foster cooperation by creating environments in which participants are honest and fair with one another.

**FAIRNESS** is a key factor to consider when forming ethics committees. Predictability, transparency, and clear and reasonable expectations are important components of fairness. Correct and objective response to dishonest behavior or violations of integrity is also an element of justice. Academic communities of integrity establish clear and transparent expectations, norms, and practices that support fairness in the collaboration of grantees, faculty, and administration. Fair, relevant and unbiased assessment plays an important role in the educational process, and fairness here is imperative to establishing trust between teachers and learners. Foragers treat each other fairly and the community as a whole if they do their work honestly; authors – if they properly cite the works they use; administration – when it respects and supports a culture of academic integrity; graduates – if they justify the good reputation of the educational institution. The teaching staff does justice to applicants and institutions if they clearly outline the expected results, respond in a timely manner to manifestations of dishonesty, consistently support the principles of academic integrity and demonstrate them by their own example. The administration is considered fair in the eyes of the entire higher education community if it imple-



ments clear, effective and objective rules that contribute to the establishment and development of communities of integrity that respect their applicants, teachers, graduates, educational institutions, and professional communities.

**RESPECT** in the academic environment is mutual and requires demonstrating respect for oneself and others. Respecting oneself means acting virtuously in the face of adversity. To respect others is to value differences of opinion and adequately appreciate the fact that one's own ideas often have to be questioned, refuted, tested and improved. Academic communities of integrity value the interactive, cooperative, and collegial nature of learning. They honor and respect the opinion of others and consider different points of view or ideas. Scientific communities can only succeed if there is respect for community members, their diversity and sometimes conflicting viewpoints. The most dynamic and productive learning environments are those that promote active involvement in the educational process; which establish a clear knowledge verification system; which encourage lively discussions and encourage not to be afraid to go soft – out of respect for one's colleagues – and yet express disagreement with their assertions. In virtuous academic communities, even those who disagree with certain facts share a sense of respect and reverence for knowledge and the methods by which it was obtained. Learners show respect when they value and take advantage of opportunities to learn by being active in their learning, participating in discussions, listening to others, and doing their best to succeed. Rude behavior or putting others down undermines a climate of respect. The teaching staff declares its respect when it takes seriously the ideas of the winners, recognizing them as individuals, helping them in the development of these ideas, providing full and honest feedback on their work, appreciating their point of view



and set goals. Members of the academic community show respect for other subjects of the educational process, giving credit to their intellectual contributions by correctly citing sources of information. Cultivating an environment in which all members demonstrate and value respect is both an individual and a collective responsibility.

**RESPONSIBILITY** for adherence to the principles of integrity is both a personal responsibility and a collective undertaking. Each member of the academic community – each recipient, member of the teaching staff, representative of the administration – is responsible for observing the principles of integrity during learning, teaching and conducting scientific research. Academic communities of integrity are based on the principles of personal responsibility, combined with the desire of each individual and group of individuals to be worthy role models, to adhere to mutually agreed standards of work, and to respond in a timely manner to cases of violations of integrity. Collective responsibility helps to expand and strengthen change processes. Accountable communities have the potential to work to overcome apathy and inspire others to adhere to group norms of academic integrity. Being responsible means resisting integrity violations and negative peer pressure, as well as leading by example with your own attitude. All individuals are responsible for their own actions and try to encourage others not to break the rules. Cultivating **responsibility** involves developing the ability to recognize and resist the temptation to break norms and rules. Being a responsible member of the community involves holding other members of the group accountable for violations of the principles of integrity. Adhering yourself and encouraging others to adhere to high professional ethical standards is always a challenge that requires courage. “Taking responsibility for the work done implies conscientious performance of it. After all, without conscientious implemen-



tation, there is no point in doing anything at all” remarked Deb Erkes [26], the leader of the International Center for Academic Integrity.

**COURAGE** differs from other integrities in that it is a quality or ability rather than a value in itself. In people, the trait “courage” is often confused with “fearlessness”. In real life, courage means the ability to act according to one’s own values in spite of fear. For the sustainable development of communities of integrity, it is not enough just to believe in fundamental values. Transforming conversations about values into action and standing up for them in the face of pressure from others or their differing views takes determination and courage. “Being brave” means acting on your convictions. As a mental faculty, courage develops only in an environment in which it can be tested. Courage is a character trait that allows the subjects of the educational process to be committed to quality and honest learning and to encourage such learning in their colleagues by observing the highest professional ethical standards, even if there is a risk of receiving negative consequences in return. Members of academic communities must learn not only to make firm and unwavering decisions, but also to show the courage necessary to commit them not only in word but also in deed. Only through the constant cultivation of courage is it possible to create and maintain strong communities of integrity that remain responsible, respectful, trustworthy, honest, just, regardless of the circumstances they may face.

Through this cyclical process, courage, nobility, and integrity can develop as interdependent and intertwined integrities. Thus, an academic environment must necessarily include opportunities to make one’s own choices, learn from them, and grow. After all, virtuous education is conditioned by the observance of the fundamental values of integrity [27], which are generally listed in Table 8.1.



Table 8.1

**Fundamental values of academic integrity**

<b>1</b>	<b>Honesty</b>	Academic communities of integrity promote the pursuit of truth and knowledge through intellectual and personal integrity in learning, teaching, research, and service delivery at the behest of administration
<b>2</b>	<b>Trust</b>	Academic communities of integrity encourage and rely on a climate of mutual trust. A climate of trust encourages and supports the free exchange of ideas, which in turn enables scientific research to be realized to the fullest extent
<b>3</b>	<b>Justice</b>	Academic communities of integrity establish clear and transparent expectations, standards, and practices to maintain fairness in relationships between grantees, faculty, and administrative staff
<b>4</b>	<b>Respect</b>	Academic communities of integrity value the interactive, cooperative, and participatory nature of learning and learning. They respect and consider diversity of opinions and ideas to be appropriate
<b>5</b>	<b>Responsibility</b>	Academic communities of integrity rely on the principles of personal responsibility, which is reinforced by the willingness of individuals and groups to exemplify responsible behavior. Maintain mutually agreed standards and take appropriate action in case of non-compliance

The relationship between norms and procedures, community standards, and daily behavior must be appropriate, consistent, and compatible with its institutional values. The leading directions of work on the implementation of **the principles of integrity** in the university environment are:



- creation of public support for virtuous behavior through the involvement of academic groups;
- discussion of the importance and analysis of the consequences of compliance or non-compliance with integrity policies based on the example of international experience;
- provision of academic integrity knowledge for applicants and teachers through joint events;
- creation and implementation of mechanisms for monitoring compliance with integrity at the university level.

The process of observing virtuous practices in the university environment will be a guarantee that the practice of being guided by the principles of trust and honesty, justice and respect will become a necessity in everyday life. But there is no universal recipe for building a favorable and positive climate of integrity, instead there are certain steps that can be used to maximize the chances of success – this is the creation of effective programs of educational components, educational activities, etc. For this, academic institutions should:

- create and promote clear and fair rules, norms and procedures for compliance with the professional ethics of a police officer, which are practically understandable and can be consistently implemented;
- promote the dissemination of specific aspects of integrity among all segments of higher education institutions. Educational activities should include a discussion of fundamental values, highlighting the connections between academic integrity and a wider range of ethical issues;
- inform all members of the professional community about the ethical standards of the police officer, so that they perceive the expected results as integral components of their corporate culture;



- practice the actions prescribed in the relevant rules and regulations, consistently and transparently. Provide support to those who follow the rules and regulations;
- develop, explain and support impartial and transparent systems for preventing the commission of corruption and corruption-related offenses;
- regularly assess the effectiveness of rules and norms, procedures and practices of integrity. Revise and refine them as needed to update and improve them.

Therefore, it is scientifically valuable to understand the spiritual-reflexive dimension of the integrity of the individual in the aspect of the criteria outlined above. What is important here is the special importance of the category “integrity” for the professional training of police officers, which *moral orientation* acquires. Scientists even rightly call it *the highest type of value orientation of a person*, because it is the moral orientation that determines the attitude towards another person as an individual, as one’s own “I”.

3. The most common approach that defines learning goals is *Bloom’s taxonomy*, developed and published in 1956. by American teacher-researcher Benjamin Bloom (1913–1999) [28]. The task of writing learning outcomes has been significantly simplified thanks to his works. His publication “Taxonomy of educational tasks. Handbook 1: Cognitive domain” [29] is widely used throughout the world in the preparation of educational programs and assessment materials.

The concept of *taxonomy* means a classification, categorization or systematization that describes an algorithm of how, based on previous successes, it is possible to achieve higher / more complex levels / learning outcomes. After all, Bloom’s taxonomy is not just a classification scheme – it is an attempt to organize various learning processes





according to a certain hierarchy. In this hierarchy, each level depends on the ability of the person being trained to function at that level or at lower levels. For example, in order for a learner to be able to apply *knowledge* (level 3), it must have the necessary *information* (level 1) and have *an understanding* of it (level 2). As is known [16], all learning goals can be classified in three dimensions: *cognitive, emotional and volitional*, which correspond to the spheres of Bloom's taxonomy: cognitive, affective and psychomotor. This classification of taxonomies or categorization of the learning process represents a complete structure. Most learning outcomes describe the presence of learning in such areas as: *knowledge, understanding, application, analysis, synthesis* and *evaluation*. These are categories of *the cognitive* field of study. Two other no less important areas – *affective-emotional* (relationships, feelings, values) and *psychomotor-volitional* (practical physical skills) in the educational process of professional training are less actualized in terms of formalization and evaluation as educational achievements. But in terms of the implementation of standards of ethical behavior, as a prerequisite for preventing the commission of corruption and corruption-related offenses, in the training of police officers, they are absolutely necessary. After all, such training should take place not only as a process of formal study of the norms of law, but should be evidenced by the principled value life activity of all participants in the educational process.

Since: *the affective-emotional* sphere refers to the moral-value, ethical, emotional component of the educational process, starting from the desire of the acquirer to receive information to the integration of ideas, beliefs and attitudes; *the psychomotor-volitional* sphere focuses on the assessment of physical skills, including the issue of coordination of brain and muscle activities. Let's specify the taxonomy for *the affective-emotional* sphere of professional training:



1) *receiving information* characterizes the desire (orientation) of the acquirer to receive the necessary information (careful listening to the interlocutor, *sensitivity* to social problems, etc.);

2) *responding* determines the activity of the student's participation in the educational process (*expression of interest* in the subject, desire to speak, make a presentation, desire to help others);

3) *valuing* reveals a range from the usual recognition of certain values to their active support (belief in democratic values, recognition of the role of science in everyday life, concern for the health of others, respect for individual and cultural diversity);

4) *organization, responsibility* explain the processes faced by individuals when it is necessary to combine different values, resolve conflicts between them, learn a certain system of values (a person recognizes the need for a balance between freedom and responsibility in a democratic society, *recognizes its own responsibility* for its actions, perceives the standards of professional ethics, adapts its behavior to accepted systemic values);

5) *characterization of the value system*. At this level, a person has a formed system of values that determines its corresponding consistent and predictable behavior (assessment of independence and responsibility at work, professional respect for ethical principles, demonstration of good professional, social and emotional behavior, healthy lifestyle, etc.).

To formulate and further evaluate the results of learning in **the affective-emotional** sphere, for example, the following verbs are used: *positively evaluate, follow, ask, perceive, answer, help, try, cooperate, defend, demonstrate, discuss, show, choose, initiate, follow, justify, listen, organize, participate, spread, condemn, support, appreciate, etc.*



*Examples of formulations of learning outcomes in the affective-emotional sphere: positively perceive the need for professional ethical standards; take into account the need for confidentiality in professional treatment of citizens; appreciate the desire to work independently; treat people with different abilities equally; take into account management tasks associated with a high level of change in the public sector; show a desire to communicate with subordinates / colleagues / management; to resolve controversial issues regarding personal beliefs and ethical considerations; participate in discussions with colleagues, teachers; to be aware of the responsibility for the well-being of the children you care for; demonstrate a professional commitment to ethical practice.*

Let's specify the taxonomy for ***the psychomotor-volitional*** field of professional training:

1) *imitation*. Observing the behavior of another person and copying it;

2) *manipulation*. Ability to perform certain actions with the help of instructions and practical skills;

3) *precision*. Ability to perform tasks with a small number of errors and do it more accurately without professional help;

4) *articulation*. Ability to coordinate a series of actions using a combination of two or more skills. These components can be modified to meet specific requirements or to solve a problem;

5) *naturalization*. Demonstration of a high level of execution in a natural style ("without thinking"). At the same time, skills are combined, organized and performed stably and easily.

To formulate the results of training in ***the psychomotor-volitional*** sphere, for example, the following verbs are used: *copy, follow, repeat, follow* – for imi-



tation; *reproduce, build, perform, implement* – for the characteristics of manipulation; *demonstrate, complete, show, calibrate, control, improve* – characterize the level of accuracy; *construct, solve, coordinate, combine, integrate, adapt, develop, formulate, modify, improve* – describe the level of combination; *design, isolate, manage, invent, manage the project* – determine the level of naturalization.

Let's note that there are other taxonomies for determining learning outcomes in the psychomotor field. For example, Harrow, A. (1972) [30], Dawson, W. R. (1998) [31], Ferris, T. and Aziz, S. (2005) [32], but all of them are not as popular and used as Bloom's taxonomy. Although they can also be used in the development of educational programs to formulate learning outcomes both at the level of the educational program as a whole and at the level of individual educational disciplines / modules. Thus, Simpson, E. [33] developed a more detailed hierarchy of psychomotor skills, which contains seven levels, which is also valid in the aspect of police training:

1) *perception*. Ability to use available signals to stimulate physical activity;

2) *set, mindset*. Readiness for a certain way of doing things. May include mental, physical and excitable tendencies;

3) *guided response*. Mastering a certain physical skill using the trial and error method;

4) *mechanism*. An intermediate stage in the assimilation of a physical skill (that is, the transformation of a skill into a skill). Learned reactions become more familiar, movements can be performed confidently and skillfully;

5) *complex overt responses*. Physical activity that requires complex movements is possible. Reactions are automatic, and a certain perfection is indicated by precise



and coordinated execution with minimal effort;

6) *adaptation*. At this level, skills are well developed, and the person can change movements in response to a problem situation or according to certain requirements;

7) *origination*. The skills are so developed that some creativity is acceptable when special needs arise.

The use of the entire hierarchical set of criteria of Bloom's taxonomy allows for a comprehensive assessment of learning outcomes. This description is further intended to ensure systematicity in the design of modules of the working training programs of the disciplines, the possibility of monitoring the quality of the educational process and qualitative adjustment of educational programs.

## **Conclusions to the Chapter 8**

The National Police, together with its departmental education system, is an integral part of a more complex social whole – the state. The formation and development of the system of professional training of police officers takes place in integral connection with the evolutionary processes of the country, reproducing not only the processes of sustainable development, but also internal contradictions. The process of implementing ideas and postulates, the virtuous behavior of police officers is gradual, complex and long-term, so it must be constantly improved, since the achievement of educational, educational, training and scientific research goals is possible only under the condition of compliance with the relevant ethical standards. In the final case, this will lead to positive systemic transformations in the life of society, starting with concrete changes in the attitude of citizens towards the National Police, the growth of trust in the police and the prestige of the profession itself as a whole.



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## CHAPTER 9

# FEATURES OF DESIGNING WORK PROGRAMS OF EDUCATIONAL COMPONENTS OF TRAINING OF FUTURE POLICE OFFICERS IN THE CONTEXT OF THE SCALE OF HUMAN DIMENSIONAL SENSES OF ASSESSING THE QUALITY OF HIGHER EDUCATION

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### **Abstract**

*The Chapter 9 substantiates the peculiarities of the process of designing work programs of the educational components of training future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education and specifies the diagnostic and evaluation apparatus for measuring the results of training on the basis of criterion analysis. On the example of the development of criteria for evaluating the level of educational achievements of the educational component “Legal Psychology”, it is proved that such a description is further designed to ensure systematicity in the design of other modules of educational components with the possibility of monitoring the quality of the educational process and quick adjustment of educational programs. It is explained how the application of criterion evaluation makes this process transparent and un-*



*derstandable for all subjects of education; involves comparing the learner's work results with the standard and eliminates the subjective comparison of those who are trained with each other.*

**Keywords:** *learning outcomes; working curriculum of the discipline; criterion analysis; competence; assessment; evaluation of the official activity of police officers; departmental assessment; assessment criteria, assessment methods; assessment procedure.*

## **Introduction**

Currently, scientists around the world consider education as a powerful factor in the enrichment and development of “human capital” [1]. After all, it is precisely education that creates, maintains and restores all the wealth of cultural-historical and moral values, embraces the spirituality of a person as a whole, discovers its essence and dignity. Education is considered not only as a factor in the social development of a person, but also as a means that provides the subject with the opportunity to use its results, enrich its spiritual and intellectual potential, creates conditions for further professional growth and self-assertion of the future specialist in professional activity [2]. Through educational activities, the state policy aimed at strengthening the intellectual and spiritual development of the nation, the development of domestic science and technology, the preservation and multiplication of cultural heritage, and the security of the state is implemented.

The effectiveness of the functioning of the National Police directly depends not only on what tasks will be assigned to the relevant units, but also on what *criteria* will be used to assess *the quality* of preparation for such work. In other words, the training effectiveness evaluation



system should be flexible and have the ability to change. This is necessary in order to avoid cases where the focus on achieving established performance indicators may over time begin to harm the activities of the National Police, replacing the purpose of its activities with the goal of achieving performance goals by any means and methods. Therefore, reforming the National Police of Ukraine is impossible without revising the system of evaluating their work [3]. At the same time, there is no universal system for evaluating police actions, which would, on the one hand, help to ensure the goals of guaranteeing the safety of citizens, and on the other hand, stimulate better practices of police activity with priority observance of human rights [4]. In this aspect, we consider it positive that the profession of a police officer is quite popular in Ukraine. This can be traced at least by the number of applications submitted annually for admission to law higher education institutions (HELs) of Ukraine with specific study conditions.

As evidenced by the results of the study “Systems of police education and training in the OSCE region (2018)” [5], which was conducted at the request of the Ministry of Internal Affairs of Ukraine with the support of the OSCE Project Coordinator in Ukraine within the framework of the project “Assistance in the Institutionalization of Improved Training of the National Police of Ukraine” with the aim of: providing constant support for police training, developing recommendations for improving the standards of professional development and training of police officers and the functioning of the system in general, as well as for solving problems related to the restructuring of the police education and training system as a key element of police reform, currently there is no clear mechanism development of educational programs for all types of training. According to the Law “On the National Police”, the police is not the subject of decision-making in this process. Most training



programs for the National Police of Ukraine are developed by higher education institutions of the Ministry of Internal Affairs in agreement with the Ministry of Internal Affairs and the relevant specialized police unit. International experience regarding police education models is extremely important to support reform and identify the most promising national solutions regarding police education/training models in the following areas:

- development of educational programs, the process of education and training;
- advanced training and professional development;
- educational infrastructure of police training.

In this perspective, the research of Dekanoidze, H. and Helashvili, M. [2] testifies that there is only one level of police training in Canada and the USA. A similar police training structure is used at the Police Academy in Montenegro, while other European institutions have more than one level of education. Educational programs may differ: by level of education; the type of diploma and degree received by cadets and their civil value after graduation from the educational institution; the minimum level of previous education; duration of study; police ranks assigned to cadets during and after training; amount of time in police service, etc.

Honors levels often lead to various titles upon completion of studies. They vary from a basic level of education to a bachelor's / master's level or from the rank of constable to the rank of senior inspector. There is no formal connection between police training and science, but most participating institutions try to incorporate new educational principles and research findings into their curricula. In some participating institutions, educational programs are built on the basis of a scientifically based approach, that is, both the content of training and methods are as much



as possible (USA, Canada). The topics that most often become the subject of research at the participating institutions are: police effectiveness, terrorism, criminology, etc., depending on current needs or at the request of the Ministry of Internal Affairs (Police Academy in Poland, Police Academy in Germany, Security Academy in Austria, Police Academy in Croatia). In addition, most of the participating institutions (High School of Police in Poland, High School of Police in Germany, Security Academy in Austria, Police Academy in Croatia, Estonian Academy of Security Sciences, Police Academy in the Netherlands, State Police College of Latvia) conduct research and/or has its own research centers (eg Estonian Academy of Security Sciences, Police Academy in Poland, Police Academy in Germany) to bridge the gap between police education and science. At the State Police College of Latvia, research work is a mandatory part of the professional development plan of the teaching staff.

The problems of evaluating the service activities of police officers in Ukraine have been studied to some extent in the theory of administrative law, in particular with regard to the study of issues related to the completion of service in internal affairs bodies [6]. The works investigated significant changes in the legislation regulating the activities of internal affairs bodies, in particular the adoption of the Law of Ukraine "On the National Police" [7]: issues regarding the content of evaluating the official activity of police officers, distinguishing its types, clarifying the legal nature, the current state of legal regulation and further improvement of the current legislation. The historiography of the evaluation of the official activity of police officers was characterized; an essential-conceptual description of the evaluation of the official activity of police officers is given; the current state of the legislative regulation of the evaluation of the official activity of police officers is determined; the types of evaluation of police officers and the features



and structure of the procedure for evaluating the official activity of police officers are singled out; the main methods and stages of evaluating the official activity of police officers are specified and the state of their legal regulation is determined; proposals were made for further improvement of the current legislation regulating the activities of police bodies, etc. [8]. Further research was aimed at identifying the features of the foreign experience of evaluating the results of police officers' work and the possibility of its implementation in Ukraine.

Thus, on the basis of a comparative analysis, the experience of the USA, where there are two main approaches to evaluating the effectiveness of the police [9], proved to be correct in terms of research: The *first* approach to evaluating the effectiveness of the police determines *the prediction* of "positive effectiveness" in advance. That is, a priori there are clear rules that indicate when police officers will receive recognition for their effectiveness. The *second* approach involves a *subjective* evaluation of efficiency, that is, when, with the help of subjective judgments, discrepancies between the results of efficiency and the extent to which the invested efforts achieve the goals of police activity are determined [4]. In both approaches, the significant amount of information used is the same. The fundamental difference is that the assessment is either based on rules formed in advance or on a subjective assessment based on the results of the activity.

Given the complex nature of policing, the first approach has a number of multifaceted effects – the state faces an unfavorable trade-off between the power of incentives, on the one hand, and the distortion of effort and discretion, on the other. Subjective assessment of effectiveness helps to address this situation, reducing the risk of distortion of policing and ensuring that local conditions are taken into account. On the other hand, society's re-



sources are limited, and citizens do not always agree with the increase in spending on police activities at the expense of some other socially significant areas – education, medicine, etc. That is why, measuring the effectiveness of police activity should provide opportunities to evaluate not only external parameters, but also its intensity, preventing excessive workload of the police officer.

Let's note that within the framework of the characterized objective and subjective approaches to measuring the effectiveness of police work, within the framework of the objective approach, the parameters of "good" efficiency are determined in advance by means of an unambiguous selection of efficiency criteria and rules according to which the activities of police officers should be rewarded or punished. These rules are recorded in a certain document and bind the police. Achieving certain performance targets involves rewarding police officers. As for the subjective approach to performance evaluation, performance is evaluated based on the results of a certain period. Authorities, in this case, form a system of assessment by experts and control the objectivity of such an assessment.

Similarly, in the aspect of *designing work programs of the educational components of training future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education*, there is an important example of evaluating the activities of the Forces British HM Inspectorate of Constabulary – <http://justiceinspectorates.gov.uk/hmic>, which inspects the activities of police units, based on the results of which it prepares thematic and periodic (annual) reports on the evaluation of the activities of police units with recommendations [10]. These reports and recommendations are available to the public. One of the tools of such assessment is "PEEL assessment" (police **effectiveness, efficiency, legitimacy**). **Effectiveness** is assessed in terms of how the police carry





out their duties, including reducing crime, protecting vulnerable groups, combating anti-social behavior, emergency response and other challenges. **Efficiency** is evaluated in relation to the means by which the result is achieved. **Legitimacy** is assessed in relation to the extent to which the police unit works *ethically* and within the framework of the law [11]. This technique is used to recognize the effectiveness of police activities that are based on rules established in advance or on the basis of decisions based on *the results of activities*.

Corresponding changes were made in the “Regulations on the Organization of Service Training of the National Police of Ukraine” (2016) [12] (January 21, 2020), (May 5, 2022). So, the current Regulations include, among others, the following chapters:

**XI.** Checking the level of official training.

**XIII.** The procedure for passing police testing on the Education Portal of the Ministry of Internal Affairs and the formation of a rating of its success.

**XIV.** The procedure for evaluating functional training.

**XV.** The procedure for evaluating tactical training.

**XVI.** Fire training assessment procedure.

**XVII.** The procedure for evaluating general specialized training.

**XVIII.** Procedure for assessing physical fitness.

**XIX.** The procedure for evaluating the results of official training.

Chapter XI **“Checking the level of official training”** states that such a check is carried out for the purpose of evaluating both an individual police officer and a police body (unit), institution, police institution as a whole and is carried out in accordance with the organizational and administrative acts of the National Police of Ukraine. Check-



ing the level of official training of police officers is carried out within the scope of the studied educational material provided by the thematic plans for official training. Control of the level of official training of police officers is carried out during:

- conducting training sessions in the service training system;
- appointment to a higher position, securing firearms;
- briefing before entering the service;
- compilation of assessments based on the results of the training sessions;
- conducting inspection, control, target, quarterly and final inspections.

Test and situational tasks of tactical and fire training are developed by the management of professional training, units of professional training with the involvement of interested structural units. But it should be noted that under the conditions of objective coexistence of police training and police education, it is necessary to clearly define the criteria for qualitative and quantitative assessment of the components of the professional competence of a police officer.

Therefore, both professional education and professional training of police officers require the development and substantiation of a diagnostic and evaluation apparatus for measuring training results on the basis of *criterion analysis*. To evaluate the work of the police, it is necessary to change the approach, transferring it from the planning of the values of the indicators to the evaluation based on the results of the police activity. In this way, it becomes possible to partially get rid of the deformation according to the indicators of police activity [13]. Positive examples are the evaluation of the effectiveness of police activity by the police inspectorate, self-evaluation of police units (super-



visor-subordinates, colleagues, adjacent units, own activities), focus groups, sociological survey, expert evaluations.

One of the main problems of expert assessment of educational activities and self-assessment is the risk of softening the assessment of the situation under the conditions of measuring specific criteria. After all, education is one of the strategic resources of socio-economic and scientific and technical development of society, ensuring improvement of people's well-being, national security, strengthening the authority and competitiveness of the state in the international arena [14]. The above makes it necessary to define a new relevant content, main directions, forecasting mechanisms, development and implementation of the state educational policy for the training of future police officers in the context of the scale of the human-dimensional meanings of the evaluation of the quality of higher education in Ukraine as well, which would meet both the needs of today and the future of sustainable development of the country and determines **the aim**: To substantiate the peculiarities of the process of designing the work programs of the educational components of the training of future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education and to specify the diagnostic and evaluation apparatus for measuring the results of training on the basis of criterion analysis.

**The methodological basis of the study was determined by:** the provisions on the general connection, interdependence and integrity of the phenomena and processes of the development of society, a holistic approach to the social essence of the individual as a subject of development; the principles of the relationship between the theory and practice of learning, pedagogical skills. The *systematic* approach defined the research strategy for evaluating the official activity of police officers as an administrative-le-



gal category. Separate methods of scientific knowledge are used. The application of the *logical-semantic* method made it possible to deepen the conceptual apparatus regarding the concepts of “evaluation”, “attestation”, “evaluation criterion”, “evaluation indicator”, “evaluation procedure”. *System-structural* and *system-functional* methods became the basis for clarifying the theoretical and legal issues of the research topic. The application of the *structural-logical* method made it possible to determine the main ways of improving the methodological support of the procedure for evaluating the professional training of police officers. *The comparative legal* method was used to identify common and distinctive features and the possibility of applying foreign experience in the conditions of Ukraine. *Criterion evaluation* is applied for the opportunity to form an idea about the standard of the result and is based on the provisions of *criterion analysis* – the method of the theory of similarity and mathematical programming. This means that this standard should be described in detail in the work program of the educational discipline – the educational component.

### **Peculiarities of designing work programs of educational components of training future police officers in the context of the scale of human-dimensional senses**

The modern goal of higher professional education – the formation and development of *competencies* in future specialists, required the solution of specific tasks. The concepts of “*competence*” and “*learning outcomes*” are the main categories of *student-centered* learning and are key in the European Higher Education Area. An important contribution to the implementation of the concept of *stu-*



*dent-centered* learning based on the competence approach was the materials of the international project “Harmonization of educational structures in Europe”, TUNING (Tuning educational structures in Europe, TUNING), which was initiated back in 2000 by European universities with the active support of the European Commission with the aim of combining the political goals of the Bologna process and the Lisbon strategy for reforming the European educational space. Changes in curriculum design have shifted from an input focus to an output focus, from what students are taught to what they have learned and been able to apply in practice.

*The competence approach* is the basis of modern educational policy regarding the national framework of qualifications of various countries (including Ukraine). The European Center for Development and Vocational Training (CEDEFOP) published a European multilingual glossary in 2004 with the aim of defining key terms that are important for a common understanding of modern education policy in the field of vocational training in Europe. In the Glossary, the concept of “competence” is defined as “proven ability to apply knowledge, skills, personal, social and/or methodological abilities in work and study, as well as in professional and personal development” [15]. At the same time, the Glossary is based on the main documents of the European Commission, which also specify that *competence* is the ability to apply educational achievements in adequately defined contexts (education, work, personal and professional development).

However, the content of the concept of “competence” is not limited to cognitive elements, but also includes functional aspects (including automatic skills), personal qualities (including social and organizational skills) and ethical values that contribute to achieving success in life, contribute to improving the quality public institutions; corre-



respond to many spheres of life (Salganik, L., Richen, D., Moser, U. etc.) [16]. The essence of the competence approach is determined by the system of formation of such personality qualities that ensure the specialist's ability and readiness for independent cognitive activity, reflection, creativity, acquisition of self-regulation, self-organization, and self-development skills [17]. At present, the emphasis in education has already changed – from a gnostic approach (knowledge paradigm) to a competence approach (competence paradigm): the main goal of education is now aimed at forming skills for active, productive work in all its forms; creative professional activity for the purpose of self-development and self-realization of the individual.

A competent approach requires a broader understanding of the concept of “*content of education*”, which, in addition to the totality of educational information, also includes *experience* of known methods of action, creative activity, emotional and value activity – transformation of the content of education – changes in its paradigm [18]. It has been proven that the use of the specified approach helps to overcome the traditional cognitive orientations of higher education, leads to its new content, methods and technologies, but requires the intensification of work on the implementation of appropriate *criteria for evaluating* the level of educational achievements of students of higher education – ***learning outcomes***, their practical training [19]. The purpose of education, to ensure the clarity and transparency of qualifications, has become a key factor in the fact that an approach to teaching and learning based on *learning outcomes* has become indispensable.

The modernization of higher education in the modern formulation of ***the concept of learning outcomes*** is closely related to the recognition of the importance of personal and professional competences as a driver



of social welfare and progress. These changes relate to the creation of new educational standards, educational programs, content of educational and methodological materials of disciplines, forms and methods of education. The set of requirements for *the content* and *results* of educational activities at all levels of higher education within each specialty is established by the relevant **standard** [20]. **The standards** are used to determine and evaluate the results of the educational activities of these institutions. They determine the requirements for educational programs, according to which specialists are trained.

Currently, the educational policy of training police officers attaches great importance to the development of their personal qualities: the ability to independently replenish and update their knowledge, perform research tasks, while independently organizing ways to solve them. A key element of law enforcement reform is the restructuring of the police education and training system. In particular, the National Police of Ukraine together with the Ministry of Internal Affairs approved the qualification characteristics of the profession of a police officer, developed the Professional Education **Standard** (competencies of police officers) [21]. The purpose of the Standard is to establish general requirements for the content of professional (vocational and technical) education, the main means of education, the level of professional qualification of a police officer (by specialization) and the competence of a graduate of the institution. The next step in the reform process was the development of *a strategy* for the model of police education and training, proposed by the Ministry of Internal Affairs, and the development by departmental institutions of higher education of the Ministry of Internal Affairs with special conditions of study of relevant educational programs for training students.



Mandatory components of educational programs, in particular, are the specification of *competencies* that a graduate must demonstrate as a result of obtaining a certain educational degree and the normative content of the training of those obtaining higher education, in the formulated learning outcomes. Curricula, which are developed for each educational program, must be reviewed and/or refined every year, and thus may change, which leads to the need to constantly improve and modernize the working programs of educational disciplines. In order for the discipline to be relevant, interesting and useful in future professional activities, and the learning outcomes to be objectively *diagnosed* and *correspond to the competencies* that a person must demonstrate after studying a specific discipline, the teacher must have the opportunity and be able to quickly and efficiently prepare such a program.

*Learning outcomes are formulated in categories of competencies.* Despite the obvious proximity of these categories (both are based on knowledge, understanding, skills, abilities), the TUNING methodology clearly specified them and identified the main **difference** between learning outcomes and competencies: the former are **formulated by standards** (teachers) at the level of the educational program, as well as at the level a separate discipline, and competences are **acquired by persons** who study. Another feature of learning outcomes is that, unlike competencies, **they should be clearly measurable** [22]. According to the TUNING methodology: **learning outcomes are the formulation of what the learner is expected to know, understand, and be able to demonstrate upon completion of training; the results can refer to a separate module or also to a study period (first, second or third cycle educational program).** *Learning outcomes determine the requirements for awarding* **credits**. In Ukraine, the documents





(Law of Ukraine “On Higher Education”, National Educational Glossary: Higher Education) have slightly different definitions: **Learning outcomes** are a set of knowledge, abilities, skills, and other competencies acquired by a person in the process of studying for a certain educational, professional, educational – a scientific program that can be identified, quantified and measured [23]. **Learning outcomes** are a set of competencies that express knowledge, understanding, skills, values, and other personal qualities acquired by the student after completing the educational program or its individual component [24].

The given definitions are very close, but do not contradict the classical European one, however, they do not emphasize the element of expectation (learning outcomes are planned by teachers) and the need for demonstration (obligation of full and comprehensive assessment of the fact and quality of their achievement by the student of education). Another feature of competences is that they are acquired gradually, formed by a whole series of educational disciplines or modules at different stages of a given program, and can even begin to be formed within the framework of a program of one level of higher education, and finish formation at another, higher level.

Therefore, the step-by-step algorithm for developing the working program of an educational discipline is directly conditioned by the selection of a criterion-evaluative apparatus for measuring learning outcomes: *a criterion – an indicator (descriptor)*.

**Criterion** (greek “*criterion*” – a sign that serves as the basis of an assessment, eng. “*criterion*”; ger. “*kriterium*”) – a measure of assessment, definition, comparison of a phenomenon or process; a feature that is the basis of classification, on the basis of which an assessment of the quality of an object, a process is formed, a measure of such an assessment [25]. For example, the efficiency



criterion characterizes the level of system efficiency, and the optimality criterion – how close the system is to the optimal state. The criteria are determined by the learning tasks and represent a list of various types of activities of the student of education, which it performs during the work and must master perfectly as a result of the work. In order for the learner to learn to give an adequate assessment of its own learning outcomes, it is necessary for it to have an idea of *the standard* of work.

**Criterion assessment** provides an opportunity to form an idea of the standard of the result and is based on the provisions of *criterion analysis* – the method of the theory of similarity and mathematical programming [26]. This means that this standard should be described in detail in the work program of the academic discipline. All types of diagnosed learning outcomes by topic are evaluated by the appropriate **rubrics** – a list of criteria for evaluating learning outcomes on a specific topic. It is determined by the goals of studying the topic and meaningfully filled with criteria that reveal this rubric, which the student of education receives before starting to study the topic. This gives the student an opportunity to understand how the final work will be evaluated. And, if you look at it more broadly, the rubric shows the applicant what it will learn as a result of studying a specific topic and what it should pay special attention to in the process of studying it. That is, *the student of education becomes a subject, an active part of its education*. Rubrics show WHAT the learner learns, criteria show WHAT it should learn, and descriptors show HOW it can do it.

**Descriptors** describe the level of achievement of the student of education according to each criterion (sequentially showing all the steps to achieve the best result) and are evaluated with a certain number of points:



the better the achievement, the higher the score. The rubric is a list of criteria with descriptors, in fact it is a detailed instruction for the applicant in the work of any kind. Using the criteria and descriptors for them, the acquirer clearly sees what the ideal job should be and what steps need to be taken to achieve this result. It can independently evaluate its work, complete it in a timely manner.

It is important that the evaluation criteria are offered to the acquirer *before starting* work. Moreover, those who are taught can discuss the criteria with the teacher, make amendments both in terms of the wording and in terms of the value of the criteria in points. Such a situation of a “social contract” is one of the most important in the criterion-referenced evaluation of the student-oriented approach, which significantly reduces the stress of the evaluation situation [27]. Characteristics that reflect their content basis are used as criteria for evaluating various aspects of the activity of educational systems. The analysis of the works on this issue showed that the evaluation mechanisms with the appropriate algorithmization of the evaluation of indicators are better developed. The most common approach that defines learning goals is *B. Bloom’s taxonomy* (1956) [28]. So, back in the middle of the last century, the scientist divided all learning goals into three groups: **cognitive, emotional and behavioral**. Subsequently, successive levels of complexity were specified within each area and **verb** dictionaries corresponding to each level were formulated. The specification of educational goals in the cognitive sphere according to B. Bloom’s taxonomy looks like this:

1. **Knowledge** – the ability to remember or reproduce facts (terms, specific facts, methods and procedures, basic concepts, rules and principles, etc.) without the need to understand them.



2. **Comprehension** – the ability to understand and interpret what has been learned. This means the ability to explain facts, rules, principles; convert verbal material into, for example, mathematical expressions; predict future consequences based on acquired knowledge. Transformation of material from one form of expression to another, interpretation of material (explanation, summary) or assumptions about the further course of events, phenomena (prediction of consequences, results).

3. **Application** – the ability to use the studied material in new situations, for example, to apply ideas and concepts to solve specific problems. The ability to use the studied material in specific conditions, that is, to apply rules, methods, concepts, laws, principles, theories.

4. **Analysis** – the ability to divide information into components, understand their relationships and organizational structure, see errors and flaws in the logic of reasoning, the difference between facts and consequences, evaluate the significance of data. The ability to divide the material into components so that its structure is clearly visible, that is, the separation of parts of the whole, the identification of relationships between them, the awareness of the principles of the organization of the whole.

5. **Synthesis** – the ability to combine parts together to obtain a whole with a new system property. The ability to combine elements to get a whole that possesses novelty. Such a new product can be a message (speech, report), an action plan, and a set of generalized connections (schemes for organizing existing information). Relevant learning outcomes offer creative activities with an emphasis on creating new schemes and structures.

6. **Evaluation** – the ability to assess the importance of material for a specific purpose. Ability to evaluate (statement, essay, research data) for a specific pur-



pose. The student's judgment should be based on clear criteria.

Despite the fact that in the early 2000s, a number of publications were published that developed Bloom's taxonomy, its original proposals are still the basis for the classification and formulation of learning outcomes. Bloom's taxonomy, on the one hand, unifies the evaluation system, and on the other hand, it does not eliminate the possibility of its transformation into a formal procedure. The use of the entire hierarchical set of Bloom's taxonomy criteria allows for a detailed assessment of learning outcomes. Thus, in the future it becomes possible to organize monitoring of the quality of training results in general in connection with *methodical training systems*, which provides information on the success of the implementation of educational programs at the appropriate levels. But the very choice of the leading *methodical training system* is very individual and variable. However, the vast majority of scientific and pedagogical workers, who achieve success in their work, necessarily take into account three main factors and additional ones. The main factors include:

- 1) leading goals of education and upbringing, as well as specific tasks of studying the topic, chapter;
- 2) the nature of the studied material, its educational and developmental possibilities;
- 3) the level of preparedness, interest in the researched issue among applicants.

Additional factors and conditions include: time limit, level of development of students, the so-called "intellectual" climate of the team, availability of equipment and didactic tools, opportunities and preferences of teachers. The choice of teaching methods depending on the nature of the material is given in Table 9.1.



Table 9.1

**Selection of teaching methods depending  
on the nature of the material**

<b>The nature of the material</b>	<b>Methods</b>
Holistic descriptive and factual	Information report, demonstration, work with the text, observation, work with the curriculum, etc.
Holistic evidential and logical	Problem story, heuristic conversation, independent research-type work, educational games, etc.
Holistic emotional and figurative	Description, story, problematic story, study of texts, educational literature, etc.
Discrete descriptive and factual	Informative report, observation, exercise, work with software
Discrete proof-logical	Problem story, heuristic conversation, independent work, practical and laboratory work, work with software, etc.

The combination of these factors gives five possible options, since visual and emotional material is practically not discrete. According to the results of this stage, several possible options are usually chosen – the type of learning systems and their corresponding methods, which are generally favorable for studying the material.

Let's consider the stages of decision-making by the teacher about choosing the leading methodical system of education.

The *first* stage is related to awareness or actualization of the goal and general tasks of studying the course, chapter, topic.



The *second* stage consists in the analysis of the nature and capabilities of the researched material. It is logical to evaluate the material according to various parameters:

- by level of significance: worldview, general scientific, interdisciplinary, subject, thematic;
- by nature: theoretical and practical material; in the first one, accordingly, it is necessary to highlight integral and discrete material according to the logical structure; mainly some content elements (evidential-logical, descriptive-factual and emotional-figurative);
- by difficulty: high, medium and low levels.

The *third* stage is the analysis of purely educational opportunities of the applicants. When studying the level of their knowledge and skills, the nature of the accumulated experience, it is important to take into account the level of preparation for studying the relevant material. The material can be relatively complex, but more familiar, and vice versa, less complex, but also less familiar. Comparison of the level of difficulty of the material with the level of training of the applicants gives an idea of the expected difficulties in education. It has been established that problem-based learning is more suitable for material of an average level of complexity. The material is easier to study on the basis of reproductive and programmed methods, and the most difficult – through productive research. Another important factor is the degree of interest of applicants. The lower the indicator of awareness of significance, personal meaning, the more, other things being equal, problematic learning options should prevail.

The *fourth* stage is the determination of the specific tasks of the lesson. Only after studying the conditions of the educational situation (objective and subjective) is it possible to define educational, particularly developmental, tasks that contain an orientation to a certain level of ac-



tivity that needs to be formed (reproductive, algorithmic, productive activity).

The *fifth* stage is making a preliminary decision about the dominant type of training.

The *sixth* stage is the adjustment and specification of the decision made by the teacher, taking into account the available time, funds, equipment, possibilities and preferences of the teacher.

The described procedure is a method of gradually limiting the possible options for choosing teaching methods depending on the nature of the material, taking into account the factors that are consistently taken into account in the educational situation. Of course, other selection procedures for evaluating the results of educational activities are possible: focusing on analogies, narrowed logical selection, reviewing the main options.

Study of scientific literature [29] showed that most researchers agree that the value of the criterion acts as a measure of the level of compliance of the object with its essence. At the same time, the **level** is understood as the “top” reached by the subject in the process of personal development. In addition, in order *to reduce time costs* during the automated design of the structural reliability of complex systems with redundancy and forecasting their life cycle, it is suggested to use the morphological express model. However, taking into account that in addition to the specification of the conceptual apparatus for the creation of a step-by-step algorithm for the development of the working program of an educational discipline (WPED) on the basis of criterion analysis and Bloom’s taxonomy, the specification of such a methodology is necessary.

Of course, in practice *there are no perfect evaluation systems*, and each of those used has its own strengths and weaknesses. Therefore, there is a need not to search





for ideal, but to design such systems, which have a greater number of productive advantages. Currently, on the basis of the results of systematic studies of the problems of educational quality in Ukraine and the world, the Vice-President of the National Academy of Pedagogical Sciences of Ukraine Academician Volodymyr Lugovyi [30] has formulated strategically important proposals for ensuring and improving the quality of higher education – “Development of a system for monitoring and evaluating the quality of education” for of the project Strategy for the Development of Higher Education in Ukraine for 2021–2031. The causes of insufficient educational quality have been identified – the imperfection of the university network, the lack of formation of the system of quality monitoring and evaluation mechanisms, the lack of *a quality profile* of higher education. The need for practical provision and improvement of the quality of higher education to distinguish and take into account *the duality* of the category of quality – minimally sufficient and maximally perfect, and the corresponding monitoring and evaluation mechanisms, as well as the motivation of quality educational activity – obligations and encouragement to achieve quality, is argued.

Against the background of traditional means of measuring learning outcomes, new types of measurements have appeared, focused on modern approaches to the assessment of the quality of education. The development of these types and their use in the management of the quality of education are important conditions for the effective performance of all functions of pedagogical control and improvement of the quality of education. Thus, at the *quantitative* level of measurement, standardized tests of educational achievements of education seekers, containing tasks with a choice of answers, are used. At the *qualitative* level, portfolios, tests of practical skills, cases, questionnaire surveys, and interviews, which meet the requirements of the



theory of educational measurements, including the requirements of reliability and validity, have become widely used. In the modern process of measurement, tests that combine quantitative and qualitative characteristics (experiential learning, general disciplinary skills, competency tests) are widely used. However, studies prove [31] that both quantitative and qualitative levels of measurement do not satisfy modern educational demands, this requires the introduction of a new paradigmatic model of measuring the quality of education in higher education institutions.

Evaluating the effectiveness of the educational process based on learning outcomes – diagnosing qualitative and quantitative indicators of relevant competencies is currently a key issue in the field of **quality assurance of higher education**. The development of the European area of higher education has resulted in significant changes in this area. This is evidenced by the adoption of the “Standards and recommendations for quality assurance in the European area of higher education” (ESG – “Standards and recommendations”) – the first version of which was adopted in 2005. The new edition of this document was adopted at the International Ministerial Conference in Yerevan in May 2015 [32].

One of **the main differences** between the document of the 2015 edition and the 2005 edition is the presence of standard 1.3 “Student-centered learning, teaching and assessment”, which defines the requirements (standard) that educational institutions must meet in order to recognize their model of learning as *student-centered* – “educational institutions must provide the following teaching programs that encourage students to actively participate in the creation of the educational process, and the evaluation of students that reflects this approach.” Therefore, the quality of the student’s education depends on how the evaluation **complex is formed**, and that is why evaluation is consid-



ered by the academic community as perhaps **the most important element of the system of internal quality assurance of higher education.**

The integrated goals of the educational component of the course, which must be clearly formulated by the teacher, combine 3 approaches (content, internal and external learning processes – learning and result), and they become the basis of the **didactic complex** of the course – educational component:

1) formulation of goals through the *content* of the discipline;

2) formulation of goals through the *activity* of the teacher and students of education;

3) setting goals through *internal* intellectual, personal, emotional, etc. *processes*. aspects of the acquirer's development.

**The educational and methodological complex (EMC)** is considered as a mandatory normative set, which only under the conditions of practical integration with **the technologies of pedagogical management (TPM)** and procedures for **evaluating learning outcomes (ELO)** in the educational process creates a **didactic complex (DC)**.

**Didactic complex (DC)** – didactic and methodical support of the educational process of a specific educational component – course / discipline, which creates an informational and educational environment for mastering a certain subject area:

**DC=EMC+TPM+ELO**, i.e. it is the integration of informational, technological and criterion-evaluation support for teaching the subject.

However, even the presence of the **educational and methodological complex (EMC)** developed by the teacher to ensure the educational component is *a set*



*of normative and educational and methodological materials necessary for teaching the subject* (WPED; textbook; textbooks; manuals, methodological recommendations for all types of practical and laboratory work, all types of practices and writing calculation and graphic works, course projects and qualification work; collections of exercises and assignments; module control tests; examination tickets, etc.) is a necessary but insufficient condition for determining the productive mechanisms of pedagogical management of the educational process and evaluating the results of the students' training from the teacher. From such positions, the understanding and role of **EMC** in the educational process in the new conditions of "mixed learning" is changing. These changes also apply to textbooks and methodological materials (including videos). After all, the textbook as part of the **DC** is the most important part of the technological support for the implementation of all 3 approaches in education (practical tasks of a motivating nature, organization of project activities, differentiation by levels according to Bloom's Taxonomy [28] and educational needs, etc.). Let's casually note that currently, in the conditions of digitization of education, scientists [33] **classify textbook modifications as part of DC**:

- "paper" textbooks, subordinated to the teaching technology of this **DC**;
- textbooks with computer support, focused on a certain learning technology;
- autonomous electronic textbooks;
- textbooks integrated into electronic learning systems (e-Learning).

In this regard, the departmental education system of the Ministry of Internal Affairs conducts systematic work on the Educational and Scientific Portal of the Ministry of



Internal Affairs. Where each component of the **DC** of the educational program is predicted to have methodical support in a digital format.

In this regard, the effectiveness of the implementation of the algorithm for designing work programs of educational disciplines with the prediction of criteria for measuring specific learning outcomes can be further increased. However, there is a need, first of all, for a re-awareness and a scientific-methodical explanation of modern features regarding the criteria for measuring the quality of higher education in general and the evaluation of the processes of designing work programs of the educational components of the training of future police officers in the context of the scale of human-dimensional meanings of evaluating the quality of higher education in particular. After all, the diagnostic and evaluation apparatus for measuring learning outcomes based on criterion analysis and Bloom's taxonomy for the development and creation of a step-by-step model for building a working program of an educational discipline contains: *criteria* and *rubric* indicators; assessment levels – *descriptors* for each learning outcome, *diagnostic tools* (diagnostic methods – tasks for determining the level of educational achievements).

The application of the step-by-step algorithm is motivated, on the one hand, by managerial activities for the modernization of educational programs, on the second – by the personality of the subjects, and on the third – by the development of the relevant professional fields. As a result, differentiated levels are directly related, *firstly*, to the dynamics of the educational process; *secondly*, with varying degrees of detailing and qualitative transformation of the components of the work program of the educational discipline, which is the basis for its construction, transformation and implementation; *thirdly*, with the content of the structures of the educational space of the institution of



higher education, which depends on their invariant structural composition [20].

Let's note that the work program of an educational discipline is the main methodical document of the department and the teacher of the higher education institution, which determines the content and organization of the study of a specific educational discipline in accordance with the learning outcomes established by the educational program. HEI determines the frequency of revision of programs, the order of making changes and additions to its components. As a rule, the work program is developed for the period of validity of the educational training program, it must be updated in accordance with the results of internal monitoring of the quality assurance of the provision of educational services within the educational program. That is, ***the working program of the educational discipline is developed for the department and the teacher***, its appointment *determines the content and organization of the educational process by the teacher regarding the study of the educational discipline by the students of education.*

And one more informational document is extremely important for ensuring the quality of the educational process – ***the syllabus*** – a document that clarifies the mutual responsibility of the teacher and the learner. It presents the procedures (including *deadlines* and evaluation principles and criteria), policies (including the academic integrity policy) and course content, as well as the calendar of its implementation. The syllabus should specify the prerequisites for studying the academic discipline, the measurable goals that the teacher sets for its discipline. The learner must understand what it/she will be able to learn, what exactly this course can be useful for.

The syllabus outlines the conceptual transition from “acquiring knowledge” and “acquiring practical skills” to the competencies that the learner can acquire while stud-



ying this course. The syllabus contains an abstract of the course, the goal (competencies), a list of topics, reading materials, rules regarding the enrollment of missed classes. In contrast to the working thematic plan and the educational and methodological complex of the discipline, the syllabus **is created for the student of education** [31].

“Regulations on the work program of the educational discipline”, as a normative document of the institution of higher education, determines the content of the work program of the educational discipline, which can be formed from the following chapters:

#### 1 PURPOSE AND TASK OF THE DISCIPLINE

#### 2 COMPOSITION AND STRUCTURE OF THE DISCIPLINE

##### *2.1 Distribution by semesters and modules*

##### *2.2 Lecture classes*

##### *2.3 Practical classes, laboratory, seminar*

##### *2.4 Planning independent work*

##### *2.5 Modular and current control*

##### *2.6 Calculation and graphic work / abstract work, course project, course work*

##### *2.7 Final control*

#### 3 COMPETENCES AND LEARNING OUTCOMES

#### 4 CRITERIA FOR EVALUATING THE LEVEL OF EDUCATIONAL ACHIEVEMENTS OF EDUCATION ACQUIRES

#### 5 RECOMMENDED LITERATURES

#### 6 INFORMATION RESOURCES

The formation of the textual part of the working program of the educational discipline and filling in the relevant information tables in it (according to the forms established in the regulation) is completely based on the content and matrix parts of the educational program, the



curriculum and the received advisory assistance from the support group regarding the conceptual foundations of the educational process and the general vision of the formation integral competence model of a specialist. The step-by-step development of the work program of the educational discipline is considered in a logic that reflects the awareness of the relevant characteristics of “competency – learning outcomes” in formal, and then concrete-descriptive forms.

The transition from one step to another, in addition to the dynamics of filling meaningful components of the work program of the educational discipline, is accompanied by an increase in the degree of generalization of those concepts used at each step. These so-called “structural shifts” include **four stages**: *at the first stage* – awareness of the discipline’s place in the structure of the educational program; *at the second stage* – specification of competences in relation to the declared program learning outcomes; *at the third stage* – determination of standards of diagnosed tasks; *at the fourth stage* – iterative integration of the identified benchmarks into the structure of WPED in order to determine their necessary and optimal number. Let’s consider in more detail the possibilities of implementing the proposed information technology for the development of the work program of the educational discipline, in particular at the stage of forming the subject learning outcomes, which contains a step-by-step algorithm based on criterion analysis and Bloom’s taxonomy.

**STEP 1: Obtaining general information about the academic discipline.** In advance, let’s emphasize that the database of the educational institution contains relevant educational programs by years of implementation, as well as curricula, and forms that provide information about the sequence of studying disciplines by courses and semesters, their classroom load, volumes of independent work,





types and forms of control, quantities allocated credits. Program developers must rely on a certain educational program in order **to determine the place of the educational discipline** in the educational program (formulation of competencies and program learning outcomes), establish the number of ECTS credits, as well as develop tasks / means / methods of assessment diagnostics (identification of competencies and measurement of results).

From the matrix of correspondence of competences and educational components of the relevant EP (educational program), codes of competences are set according to the code of the educational component, and codes of program learning outcomes are set according to the matrix of correspondence of competences and learning outcomes.

For example, for the discipline “Legal Psychology” of the training of specialists of the educational degree “bachelor” field of knowledge: 26 “Civil security” specialty: 262 “Law enforcement activity” of the Faculty of training specialists for pre-trial investigation bodies of the State Criminal Investigation Department, the PP code O.04 is determined. Studying the discipline of PP O.04 ensures the acquisition of: the following **general** competencies: **GC1**. Ability to apply knowledge in practical situations. **GC2**. Knowledge and understanding of the subject area and understanding of professional activity. **GC9**. Ability to work in a team and **special** competencies: **SC6**. Ability to analyze and systematize the obtained results, formulate reasoned conclusions and recommendations; as well as a demonstration of program **learning outcomes**:

**LO3**. Collect the necessary information from various sources, analyze and evaluate it.

**LO8**. Search for information in available sources to fully and comprehensively establish the necessary circumstances.



**LO10.** To single out legally significant facts and form justified legal conclusions.

**LO14.** Search and analyze the latest information in the field of law enforcement activities, have the skills of self-development and self-education throughout life, improve professional skills, study and use best practices in the field of law enforcement activities.

**STEP 2: Specification and coding of input information from the educational program.** The obtained ciphers are entered into the electronic form of the WPED. From the educational program, a text record of the corresponding competence and program learning outcome is entered for each element.

**STEP 3: Analysis of intersubject relationships of the discipline.** It is important for WPED developers to know which disciplines preceded the study of a given discipline, which competencies should already be formed, to agree with the support group and colleagues teaching related disciplines on the topics of lecture classes to avoid duplication and achieve the goal of the educational program. That is, to analyze the structural and logical scheme of the educational program in general. Regarding the development of WPED, the most important, in our opinion, are chronological interdisciplinary connections, which are divided by the time of implementation into:

1)°*antecedent (previous)* – connections, by which, during the study of the material of one subject, we rely on previously acquired knowledge from other disciplines;

2)°*accompanying (synchronous)* – some basic provisions, concepts and facts are simultaneously studied by several subjects;

3)°*prospective* interdisciplinary connections are used when the study of material from one discipline precedes its application in others.



We receive information about such connections from the corresponding EP and clearly characterize these connections for the discipline for which the WPED is being developed and other disciplines of the educational program. The availability of information in the educational program about the structural and logical scheme of the educational program allows you to accurately determine the connections with other disciplines of the educational program. That is why the authors and developers of the program should add (or remove) from the content of the WPED chapters, topics, questions that were highlighted during the analysis of redundant or insufficient educational information material.

**STEP 4: Determination and justification of the composition and structure of the discipline.** To fill in the information table 3 of chapter 2 from the “Curriculum” database, the values of the composition and structure of the discipline are obtained from the table. The table “*Composition and structure of the discipline*” is being filled out. In further work, the data of this table is used to develop forms of control tasks and criteria for diagnosis and evaluation of learning outcomes in accordance with the declared subject results.

**STEP 5: Detailing the purpose and tasks of the discipline, its place and importance in the educational process.** The formulation of the subject, goal and tasks of the discipline is included in the WPED template in text form; interdisciplinary connections are characterized. ***The subject of the study of the discipline*** is the field of professional training of the future specialist of the relevant field, which is a part of the educational process. We note that a clear, thorough and concise definition of the subject of study of the discipline is an indicator of the degree of professional and pedagogical competence of the teacher-developer of the WPED, demonstrates the level of its



“immersion” in the essence of the discipline, awareness of the importance of studying it by its students. Setting the goal of studying the discipline, the author of the WPED determines the *result* it plans to get, and the tasks give an idea of what needs to be done to achieve this goal. Thus, ***the goal of studying the discipline*** is a well-founded idea about the general final / intermediate results of professional training of a specialist. In essence, the goal formulates the general idea of studying the discipline. Therefore, it should be formulated succinctly and extremely precisely in terms of meaning.

**STEP 6: Creation of a list of recommended literature and information resources.** Additional reference and educational literature, information resources, necessary visual aids, equipment and devices are determined.

**STEP 7: Creation of the text part (items 2.2, 2.3).** The topics of lecture, practical and laboratory classes are formulated, the purpose of conducting all laboratory classes, the amount of hours, the topic, and the summary are determined. The necessary literature is indicated. Table 5 of the WPED “*List of seminar classes and their content*” is being formed.

**STEP 8: Structuring the discipline by content modules.** The discipline is divided into semester and content modules. The names of the content modules, the distribution by semesters (or in one semester) and the number of hours (audit. / IWS) for their mastery are shown in table 4 of the WPED.

**STEP 9: Determination of subject learning outcomes.** Let’s return to chapter 3 of the WPED and specify the subject learning outcomes. In our example, it looks as follows: we add the subject learning outcomes to the formed table (in Step 2), having previously assigned them the SLO codes “No”. For example, clarification of the LO (learning outcomes) from the standard in the parameters



of the EC (educational component) for the discipline “Legal Psychology”:

**LO3** => SLO 1. *Master diagnostic techniques for identifying accentuations of character using comparative personality characteristics.*

**LO 8** => SLO 2. *Demonstrate the results of creating real professional profiles of legal professions.*

**LO 10** => SLO 3. *Describe the methods of drawing up a psychological portrait of a probable criminal, suspect, victim (optional option).*

**LO 14** => SLO 4. *To study the psychological features of the interrogation of a minor (comparative characteristics of international protocols for procedural interrogation of children).*

Thus, we have codes for the considered subject learning outcomes: **LO3** => SLO 1, **LO8** => SLO 2, **LO10** => SLO 3, **LO14** => SLO 4.

**STEP 10: Planning independent work.** The ratio of classroom classes and independent work is determined by the training plan for the relevant educational professional or scientific level, taking into account the specifics and content of the discipline, its place, significance and didactic purpose in the implementation of the educational-professional (scientific) program in a certain specialty. A field is being formed for filling in a textual description of the independent work of higher education applicants in preparation for lecture, practical or laboratory classes.

**STEP 11: Determination of types of tasks for diagnosing learning outcomes.** The initial data for the development of this chapter are the data obtained at **STEP 2**. After all, the number of types of control tasks and their evaluation criteria for diagnosing the formation of competencies – learning outcomes (study of a discipline) must correspond to the number of competencies that was planned for a given discipline. We perform the same ac-



tions for other learning outcomes. Based on the analysis of the obtained results, control sets are formed: a set of tested skills (codifier) according to the stage of training and the purpose of control; a set of control tasks aimed at testing planned skills. An information table is formed in the context of the control goal, which allows obtaining objective information for further correction of the educational process in the discipline.

ECTS credits allocated to a discipline are divided between modular control works, the cumulative part of the discipline (laboratory works, current control works, performance of individual tasks, abstract works, etc.) and course projects (works), final control.

For example: for the SC “Legal Psychology” in the chapter “Criteria for evaluating the level of educational achievements of education seekers” in accordance with the minimum number of points of the cumulative part of the LO, let’s obtain:

The total number of points for all tasks (4 tasks) of the SLO should be equal to 60 points.  $SLO\ 1 + SLO\ 2 + SLO\ 3 + SLO\ 4 = 15+15+15+15=60$ .

All the tasks in the methodical and didactic plan according to Bloom’s taxonomy in this example are equally significant and each of them can be evaluated for a maximum of 15 points.

**STEP 12: Evaluating the level of initial achievements.** The concretization of criteria for evaluating the level of initial achievements (subject learning outcomes) should begin with an action verb, which should be followed by the object of this verb in accordance with the list of verbs according to Bloom’s Taxonomy. Phrases should be short and to the point to ensure greater clarity. In the literature [31], it is recommended to describe up to six learning outcomes for each module. Learning outcomes should be linked to learn-



ing activities and assessment criteria. For the convenience of work, it is advisable to use the table of verbs according to the levels of Bloom's taxonomy (Table 9.2).

Table 9.2

**Verb coding table by levels according  
to Bloom's taxonomy**

№	<b>Memoriza- tion</b>	<b>Under- standing</b>	<b>Applica- tion</b>	<b>Analysis</b>	<b>Evaluation</b>	<b>Creation</b>
	<b>ME</b>	<b>UN</b>	<b>AP</b>	<b>AN</b>	<b>EV</b>	<b>CR</b>
1	ME.01. Visualize	UN.01. Lay out	AP.01. Administer	AN.01. Take out	EV 01. Display	CR.01. Adapt
2	ME.02. Highlight	UN.02. Differentiate	AP.02. Reproduct	AN.02. Highlight the signs	EV 02. Propose a hypothesis	CR.02. Animate
3	ME.03. Determine	UN.03. Group	AP.03. Select	AN.03. Build up	EV 03. Pass judgment	CR.03. Invent
4	ME.04. Reveal	UN.04. Conclude	AP.04. Use	AN.04. Arrange	EV 04. Measure	CR.04. Solve the problem
5	ME.05. Write down	UN.05. Classify	AP.05. Perform	AN.05. Identify the differences	EV 05. Test	CR.05. Conclude

The result of the work is the formation of a table of integral assessment criteria for each of the declared learning outcomes. With the help of the table, it becomes possible to more conveniently establish the necessary correspondence between learning outcomes and the type of educational element, as well as evaluation criteria by levels: *Memorization* (ME), *Understanding* (UN), *Application* (AP), *Analysis* (AN), *Evaluation* (EC), *Creation* (CR).

Let's specify the **recommendations** regarding the representation of learning outcomes:



1. Each learning outcome must begin with an action verb, which is followed by a phrase describing the context.
2. If possible, use only one verb for each learning outcome.
3. Avoid complex sentences. Speech formula:

**LEARNING OUTCOME = VERB + DESCRIPTION + OBJECT.**

In our example, let's consider the development of specific quantitative criteria for the assessment of SLO 1: *"To master the diagnostic methods of identifying character accentuations using comparative personality characteristics"*: At the beginning of the study of the SC "Legal Psychology" the candidates received the task description: *"The work consists of the analysis of the personal results of the psychodiagnostic study character accentuations (the applicant has a free choice of psychological tests to detect accentuations). The text should reflect an introspective analysis of individual characteristics and the received type of accentuation based on the test results. It is proposed to analyze the personal accentuation of the character according to the classification of Leongard, K. and Lychko, A. Identify accentuations that can be attributed to the delinquent group. Determine the types of accentuation and their relationship to the commission of various types of crimes. Present the work in the form of an essay with visualization in Power Point format."* Criteria, requirements and the maximum number of points are given in Table 9.3.

For comparison, let's give another version of the quantitative and qualitative evaluation criteria of the same SLO1 "Accentuation of character":

**13–15 points** – a complete text with an accurate description of specific examples, personal test results, disclosure of all components of the report, using accurate metaphors, without open or hidden evaluations judgment;





Table 9.3

**Evaluation of SLO 1 “Accentuation of character”**

<b>Criteria</b>	<b>Requirements</b>	<b>Maximum number of points</b>
Knowledge and understanding of theoretical material	<ul style="list-style-type: none"><li>– defines the concepts that are considered clearly and in full, giving relevant examples;</li><li>– the used concepts exactly correspond to the task</li></ul>	<b>2 points</b>
Analysis, understanding, application and evaluation of information	<ul style="list-style-type: none"><li>– competent use of the category of analysis;</li><li>– skillful use of comparison and generalization to analyze the interrelationships of concepts and phenomena;</li><li>– the ability to explain alternative views on solving the problem under consideration and the ability to reach a conclusion;</li><li>– completeness of the used information field (a large number of different sources of information and practical methods are used);</li><li>– reasonableness of explanation of textual information with the help of graphs and diagrams</li></ul>	<b>5 points</b>
Construction of judgments (thinking)	<ul style="list-style-type: none"><li>– clarity and clarity of presentation of the material;</li><li>– logic of structuring evidence;</li><li>– the advanced theses are accompanied by competent argumentation;</li><li>– different points of view, own assessment and views on solving the problem are provided;</li><li>– the general form of presentation of the material, obtained results, proposals, own views and their interpretation (interpretation) corresponds to the chosen direction;</li><li>– independence of work performance</li></ul>	<b>6 points</b>
Designing the work	<ul style="list-style-type: none"><li>– the work complies with the principles of academic integrity, basic requirements with the use of citations;</li><li>– lexical, grammatical and stylistic requirements</li></ul>	<b>2 points</b>
Maximum number of points		<b>15</b>



**10–12 points** – a sufficiently coherent text with a description of specific examples, disclosure of most of the components of the report with metaphors, but also without open evaluative judgments;

**7–9 points** – text without specific examples, disclosure of some essay components, presence of evaluative judgments;

**4–6 points** – a text without specific examples, with a formal disclosure of individual essay components, with the presence of evaluative judgments;

**1–3 points** – formal text with evaluative judgments;

**0 points** – no text.

As evidenced by the comparison of these two examples of evaluation, even such a thorough description in the second option is not free from the subjective perception of the one who will evaluate and may remain an incomprehensible acquirer. After all, the acquirer has not yet developed similar experience for evaluative comparison. Therefore, the option based on criterion analysis and Bloom's taxonomy turns out to be the most productive and objective and reflects the peculiarities of the design of work programs of the educational components of training future police officers in the context of the scale of human-dimensional meanings of evaluating the quality of higher education. This is really a general scientific level of integral theoretical and methodological planning of the educational process, which has a proof-logical nature.

However, it is very difficult to practically take into account all parameters. Therefore, it is possible to focus on two leading parameters: the logical structure (holistic or discrete) and the nature of the content of the **LO** for a specific discipline within the EP (descriptive-factual, figurative-emotional, logical-evidential). The chosen as the dominant (main) type of training is, firstly, specified in the



relevant documents of the educational training program, and secondly, supplemented and enriched with elements of other types of training by regularly revising the training programs.

## **Conclusions to the Chapter 9**

The presence of a toolkit of a diagnostic and assessment apparatus for measuring learning outcomes based on criterial analysis and Bloom's taxonomy in the developed information technology allows further examination of the quality of the development of work programs of educational disciplines from the point of view of completeness and compliance with the purpose and tasks of studying the discipline; compliance of the applicant's time spent on independent and individual work with the allocated number of credits, the quality of the evaluation criteria established for the educational elements. In an interactive form, with significantly less time spent, the teacher has the opportunity to establish and analyze the forms and methods of presenting the material depending on the goal and task of the discipline, program learning outcomes, establish the necessary and sufficient number of types of control tasks and their evaluation criteria for diagnosing the formation of competencies – learning outcomes (discipline study) should correspond to the number of competencies that was planned for this discipline.

In the future, such a description is intended to ensure systematicity in the design of WPED modules and the possibility of monitoring the quality of the educational process and quick adjustment of educational programs. The use of criterion evaluation makes this process transparent and understandable for all subjects of training, it also provides for the comparison of the work results of the applicant with the *standard* and eliminates



the subjective comparison of those who are trained with each other. All this, in combination with other features of active learning technologies, significantly reduces learning anxiety. Criterion evaluation is also convenient for the teacher, as it allows to evaluate the pedagogical effectiveness of the applied learning technology. By analyzing the criteria by which the majority of students get maximum or minimum points, the teacher can evaluate the effectiveness of the applied pedagogical technology, and, accordingly, see what it managed to achieve in the education of students, and what it still needs to work on. When developing a criterion, it is necessary to clearly define aspects, components, decipher concepts. The criteria evaluate individual aspects of the subject that are important for studying and mastering it, in fact, they correspond to the subject tasks that are set in education. Subject tasks are steps in achieving subject goals. During the learning process (for example, during the semester), a picture of the student's demonstrated levels of achievement according to a certain criterion (for each of the subjects) is created. Based on this picture, the teacher will determine the final (criterion) assessment, while being guided not by the calculation of the average, but by professional judgment and an objective and transparent qualitative-quantitative approach of the best correspondence of educational measurements.

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## CHAPTER 10

# PSYCHO-EDUCATIONAL SUPPORT AND DEVELOPMENT OF PEDAGOGICAL SKILLS OF TEACHERS IN HIGHER EDUCATION INSTITUTIONS WITH SPECIAL LEARNING CONDITIONS

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### **Abstract**

*The Chapter 10 proves that the knowledge and consideration of subjective, i.e. internal mental and psycho-pedagogical personal characteristics is of particular importance in the process of professional training of the future police officer. From such positions, the essence and features of psycho-pedagogical support and development of pedagogical skills of teachers of higher education institutions with special learning conditions are specified. An analysis of the development of methodological principles and methodological specifics of psycho-pedagogical support and the development of pedagogical skills of teachers of higher education institutions with special learning conditions was carried out; the main directions of implementation of psycho-pedagogical support of teachers are determined, with the coverage of theoretical provisions, methods and psycho-pedagogical technologies; on the example of practical-research work, the specifics of the implementation of a psycho-ped-*



*agogical workshop for teachers of higher education institutions with special learning conditions are highlighted; the importance and prospects for the introduction of a system of psycho-pedagogical support and the development of pedagogical skills of teachers of higher education institutions with special conditions of learning based on a synergistic approach are determined.*

**Keywords:** *pedagogical skills of a teacher of higher education, advanced training of scientific and pedagogical staff, quality of education, psycho-pedagogical support, interaction, self-organization, self-development, practicum.*

## **Introduction**

Provision of the National Police bodies with highly qualified employees capable of effectively solving the assigned tasks is not only based on the need to equip police officers with a complex of professional knowledge, abilities and skills, but also involves the formation of their psychological and pedagogical competence within the limits of professional training, as a set of moral, psychological, professional, psycho-physiological, socio-psychological and individual-personal characteristics, properties and qualities that correspond to the specifics of operational-service activity and act as an internal condition for its successful implementation [1]. The modern realities of police operation in the conditions of military operations require the improvement of professional psychological and pedagogical training of police officers, where the necessary direction, in our opinion, is the development and implementation of *psycho-pedagogical support and a special course on the development of pedagogical skills of teachers of higher education institutions with special learning conditions* in the system of professional training of police officers. The des-



ignated special course in accordance with Art. 72 of the Law of Ukraine “On the National Police” [2] is expedient to teach within the framework of: primary professional training; training in higher education institutions with specific study conditions; post-graduate education and professional training in general as a system of measures aimed at consolidating and updating the set of professional competencies taking into account the operational situation, specifics and profile of operational and service tasks of police officers.

As evidenced by modern research in the aspect of studying the regularities of the human brain by Golman, D. [3], Mendius, R. [4], etc., the very nature of the human brain contains such properties and qualities that give reasons to consider them as *ontological*. Namely: the constant focus of the human brain on the endless knowledge of the Universe and its improvement, the initial ability to self-encourage for the successful realization of elementary natural qualities of an individual. After all, a person embodies all the results of its activity of spiritual and ethical content and meaning in real material products. It, relying on its own worldview, properties and abilities, thanks to which it immediately senses order or chaos, harmony or disharmony in any object and phenomenon encountered on the life path of a person and immediately aims, at first ideally, at eliminating or overcoming chaos or disharmony.

For decades, consciousness and subconsciousness were considered by researchers mostly as something secondary, secondary, they were supplanted and filled with the so-called “correct worldview”, weightless ideals (the assimilation of which caused quite severe consequences), false symbols, slogans, utopias, illusions, emotions (for example: horror, thoughtless enthusiasm, deep satisfaction, etc.), not connected with the process of personality development [5]. Therefore, knowledge of



its subjective, i.e., internal mental and psycho-pedagogical personal characteristics is of particular importance in the process of professional training of the future police officer.

The above determined **the aim**: to reveal the essence and peculiarities of psycho-pedagogical support and *development of pedagogical skill of teachers of higher education institutions with special learning conditions*. To achieve this goal, the following **tasks** were gradually solved:

- carry out an analysis of the state of development of methodological principles and methodological specifics of psycho-pedagogical support and *development of pedagogical skills of teachers of higher education institutions with special conditions of study*;
- specify the essence of psycho-pedagogical support and the main directions of its implementation, highlighting theoretical provisions, methods and psycho-pedagogical technologies;
- on the example of practical research work, to explain the specifics of the implementation of a psycho-pedagogical workshop for *teachers of higher education institutions with special learning conditions*;
- determine the importance and prospects for the introduction of a system of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions* based on a synergistic approach.

**The methodological basis of the study** is determined by:

- provisions on the general connection, interdependence and integrity of the phenomena and processes of the development of society, a holistic approach to the social essence of the individual as a subject of development;



- philosophical ideas of the unity of the world and the unity of scientific knowledge;
- social and psychological-pedagogical works, which present: the interpretation of the synergistic approach, which is based on the ideas of non-linearity, the integrity of the perception of the world;
- concepts of self-actualization, self-development and self-realization of the individual in the process of professional activity;
- principles of the relationship between theory and practice;
- methodological approaches of comparative pedagogy to the study of educational phenomena abroad in relation to social and cultural contexts, in terms of national and world transformations.

A multidisciplinary method is applied on the basis of a general scientific synergistic approach, which is ensured by the unity of efforts of teachers, psychologists, social and medical workers; organic unity of diagnosis of the problem and the subject's potential for solving it, informational search for acceptable ways, construction of an action plan and primary assistance in its implementation.

### **Psycho-pedagogical support and development of teachers' pedagogical skills**

The general scientific methodological synergistic approach fills with new meaning and the need to emphasize all that scientific thought has given for practical application in modern education, science, economy, and politics. Since such modeling is associated with social self-organization, and the general theory of social self-organization is closely related to synergistic philosophy, for a qualified



explanation of the prerequisites for the development of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions*, it is necessary to explain the essence of the synergistic approach itself.

The ancient Greek understanding of the concept of *system* (greek “συστημα” – the connection of many parts into a single whole) begins with the statement of mutual relations. That is, in essence, it defines the modern postulate about moving matter. For the first time, the definition of the concept of “self-organizing system” was used by the English scientist Ashby, U. (1947) [6]. In 1948, the researcher constructed a *homeostat* (greek “ὁμοιος” – same, similar and “στάσις” – state, immobility) – a self-organizing system that models the ability of living organisms to maintain certain values (for example, body temperature) within physiologically acceptable limits. Such a system can, to a certain extent, adapt its behavior forms to a stable equilibrium with the environment in case of some randomness in the internal structure (for example, when changing parameters, connections with the environment).

A broader study of self-organization began at the end of the 1950s in connection with the search for new principles for the construction of technical devices that are endowed with high reliability and are capable of simulating various aspects of human intellectual activity. In 1965, *self-organizing systems* were defined “as those that find their own structures or functions without outside intervention” [7]. Agreeing with the scientist’s opinion, we believe that systems of the most diverse nature are characterized by the properties of self-organization, which occur due to the restructuring of existing and the creation of new connections between system elements. A distinctive feature of the processes of self-organization is their purposeful, but at the same time natural, spontaneous character:



these processes, which occur during the interaction of the system with the environment, are to one degree or another autonomous, relatively independent of the environment.

Since the 70s of the 20<sup>th</sup> century other researchers have turned to the study of self-organization. Thus, *the prerequisites* for the emergence of self-organization were specified [8]. *First*, the openness of the system, that is, its ability to exchange energy, matter and information with the environment; *secondly*, sufficient distance of the system from the equilibrium point; *thirdly*, the imbalance of the system.

In terms of economics, it can be said that the “invisible hand” that according to Adam Smith brings the economy to a state of equilibrium is a parameter of order. However, today the thesis about achieving equilibrium is too narrow, because there is such behavior that can be understood only in terms of chaos theory. *Synergetics offers a fundamentally new approach to forecasting*, which is based not only on the analysis of the current situation and immediate trends of its development, but also on the understanding of individual development goals, i.e. attractor structures of the evolution of complex systems [9].

Since the 90s of the 20<sup>th</sup> century in psychology and pedagogy, psycho-pedagogical support has been widely considered both in the context of the educational process aimed at personality development and as a tool for providing social and psychological assistance. It is noted that *accompaniment* is “the support of mentally healthy people who have personal difficulties at a certain stage of development” [10]. Support is considered as a system integrative technology of socio-psychological assistance to the individual, which opens the prospects of personal growth, helps a person to enter the “zone of development” that is not yet available to it. It is also claimed that support is a special form of prolonged social and psychological assis-



tance, which involves the support of reactions, processes and states of the personality that naturally develop/change.

From such positions, the implementation of a system of psycho-pedagogical support and *the development of pedagogical skills of teachers of higher education institutions with special learning conditions* on the basis of a synergistic approach will allow a leader of any level to build many side trajectories (educational development routes) around one common one, which will allow to show the nature of the probability of processes, the variety of possible paths increasing the efficiency of the functioning of systems and methods of managing them. The basis of psycho-pedagogical support, as a process of providing assistance to a person, is: preserving the maximum freedom and responsibility of the subject of development for choosing a solution to an actual problem; promoting the formation of an orientation field, where responsibility for actions is borne by the subject of development.

Currently, the concept of “psycho-pedagogical support” is used quite widely in the field of adult education, problems of organization of training and education in the context of education modernization. The concept of psycho-pedagogical support as a system of professional activity of social psychologists and teachers, which is aimed at creating social and psychological conditions for successful learning and psychological development of a person in situations of interaction, is gaining more and more importance.

The methodological approach to support is interpreted as a “paradigm of support”, emphasizing its operational orientation and noting that this system “grew” from practice, is oriented both to practice and to the corresponding final goal, and can act as a source of a person’s own development. Also, psycho-pedagogical support is specified as





a special type of assistance, a technology designed to help solve problems that have already arisen or prevent them in the context of the educational process. Support technologies help to analyze the effects of the immediate environment, diagnose levels of mental development, use active group methods, individual work [10]. Support is considered as a method that ensures the creation of conditions for the subject of development to make optimal decisions in various life choice situations. At the same time, the subject of development is not only the internal process of human development, but also the process of its interaction with the external environment.

Support is a complex method, the basis of which is the unity of the interaction of the person being accompanied with the one who is accompanying. The process of support is studied as a direct or indirect interaction, the result of which is the help of the individual in solving the problems that arise. The generalization of numerous studies on the methodology and methods of organizing psychological and pedagogical support made it possible to specify the main directions of its implementation [11]:

- *psychological diagnostics* with the aim of identifying difficulties, identifying resources and helping to use knowledge about oneself for self-development;
- *psychological education* in the form of increasing the level of individual psychological competence, which allows to increase the effectiveness of the subject's interaction in various spheres – “I – others”, “I – myself”, “I – professional activity”, “I – the world”;
- *psychological counseling*, in the process of which the psychologist helps the individual in its self-knowledge, adequate self-evaluation and adaptation to real life conditions, the formation of a value-motivational sphere, overcoming crisis situations and achieving



emotional stability, promotes continuous personal growth and self-development;

- *a developing training course* during which experience is accumulated in the use of support interaction to optimize one's own development; methods and techniques of adaptive behavior are worked out, constructive methods of interaction are taught;
- *psychological-pedagogical correction* is carried out as an active influence aimed at eliminating deficiencies in personal development, harmonization of personal and interpersonal relations in specific conditions.

Therefore, psycho-pedagogical support should be carried out with the help of specific, individual and group methods using elements of modern psycho-techniques: health care, coaching, facilitation, etc. [12]. Psycho-pedagogical support of the teacher contributes to the productivity of learning based on the theory of **TL** (*Transformative Learning*), which contains the relevant aspects that were formulated by Mezirov, J. [13] and specified by his followers:

1. **The role of the teacher.** The teacher must create conditions for those whom it teaches to understand the systems of its own views from different points of view. The goal is to create a community of students who would be “united by the common experience of trying to make sense of their life experience” [14]. The teacher should encourage equal participation of the subjects of the educational process in the discourse, encourage procedures that require group members to constantly monitor the direction of the dialogue and ensure equal participation [15]. The role of the teacher in creating an environment that builds an atmosphere of trust and care and facilitates the development of *sensual relationships* is a fundamental principle of education in **TL** theory. The personality of the teacher also



acts as a role model through the demonstration of readiness for learning and changes [16].

**2. Significance of teacher's professional development.** Transformative learning in teaching occurs when a teacher critically examines its own practice and develops alternative perspectives on it. The essence of the teacher's professional development in the **TL** theory is to help the teacher achieve an understanding of the peculiarities of its thinking in teaching matters. "As a result, professional development is important to help teachers develop their authenticity and critical reflection" [17]. "Teachers need education and professional development that will help them ask questions, challenge and initiate critical discussions about improving education. Professional development should take place in such a way that teachers see themselves as agents of social changes in modern education" [18].

**3. Strategies of transformative professional development of a teacher.** Such strategies combine action plans, reflective activities, situational analysis, development of learning materials, and critical theory discussions. Action plans and reflective activities provide examples of practice and models of critical reflection on teaching, and provide teaching and learning experiences. The development of educational materials creates an opportunity to combine theory and practice. In addition to implementing new teaching techniques, teachers can test and compare new concepts and practices with those already in place. Discussion from the standpoint of critical theories is used to prompt the teacher to ask questions about the meaning and purpose of information, to encourage teachers to be critical of the choice of information they communicate to students [17].

**4. An example of a teacher's professional development.** *Mentoring* as a strategy of transformative profes-



sional, personal and organizational development becomes a two-way process, a learning tool for both the mentor and its mentee [19]. Young teachers often admit that their expectations of their own work were initially unclear: they felt a lack of self-confidence and an understanding of how to develop in the educational environment. The limits of the **TL** theory contribute to the fact that participants learn to carry out individual and collective analysis of teaching experience and expand the boundaries of their own practice [20]. The conclusions of *Klityte, G.* are similar to the conclusions of *Fletcher, S.*: TL helps to find meaning in complex and often unclear business environment, which requires a person to discover new and other facets of its personality.

**5. The role of the pet.** The teacher turns into a *facilitator*, when the students are faced with the goal of constructing knowledge about themselves, other people, and social norms [15]. Those who are taught are involved in objectively changing their belief systems. They critically reflect on the statements of others. In contrast, subjective change occurs when students critically evaluate their own statements [13].

**6. The role of rational and emotional.** “Transformative learning has **two components** that sometimes seem to conflict with each other: cognitive, rational, objective and intuitive, imaginative, subjective” [21]. Both **cognitive-rational** and **emotional** play an important role in transformative learning. Teachers need to understand how they can help students use feelings and emotions as tools in critical reflection [22].

Currently, there are many educational and research institutes in the world whose work process is built on the principles of **TL** theory. For example, the Institute for Transformative Studies and the Center for Transformative Learning at the Ontario Institute for Research in Educa-



tion (OISE), University of Toronto [23]. *Phil Bamber* and *Les Hankin* [24] describe how students experience a perspective transformation and change their views of the world when their educational process is influenced by **TL** theory. New educational programs in the fields of business, industry, health care, municipal adult education systems such as courses offered by the YMCA, and informal associations – self-help groups – testify to the prevalence of the application of **TL** theory.

Other scholars interpret transformative **TL** learning as an intuitive and emotional process. Thus, *John M. Dirkx*, *Robert D. Boyd*, *J. Gordon Myer* and *Rosemary R. Ruether* connect the rational cognitive and analytical approaches of Mezirov, J. with a more intuitive and creative holistic view of transformative learning [21]. This opinion is highlighted mainly in the works of Robert Boyd, who developed a theory of transformative education based on analytical (depth) psychology. For Boyd, R. *transformation* is a “fundamental change in personality, which includes both a solution to a personal dilemma and an expansion of consciousness that leads to greater personal integration” [25]. Although **TL** theory focuses on the individual, it is not *an individualistic theory of human development*, it lacks a deeper form of dialogue that is not just about the exchange of arguments and not just the coercive power of the better argument [26].

At first glance, the views presented here on the transformative learning of **TL** theory are contradictory. After all, one of them advocates a rational approach, which primarily depends on critical reflection, while the other relies more on intuition and emotions. However, the difference between them is most likely a consequence of different accents. Both consider rational processes and imagination as part of *the creative process* [27]. Two different views on transformative learning, as well as examples of how it



happens in practice, suggest that: *first*, there may not be any single correct model of transformative learning; and on the other hand, *secondly*: they affirm the possibility and necessity of further search and development of a holistic human-dimensional post-non-classical concept of education.

Christine Hoff [28] argues that **TL** theory can add an important dimension to the learning discourse as it enhances our understanding of lifelong learning. The experience of *not knowing*, the lack of knowledge to cope with situations provoked by the crisis, can be considered as a possible “entry point”, “starting point” for students to think about the current ways of knowing and being in the world, as well as to take part in changing these ways. Therefore, **TL** theory, insofar as it focuses on individuals experiencing *crisis-prospective transformation*, is primarily concerned with a discursive format for promoting the type of **TL** that is appropriate for deliberative decision-making processes and participation in democracy.

The experience of an existential crisis like COVID-19 shows a lack of discussion of the idea of personal development and the ability to cope with crises, apart from the notion of ‘employability’ in the discourse of lifelong learning. The reflexive *discourse* of the **TL** theory may not be the most adequate format for creating a sufficiently safe, progressive human dimension of the space of education. “Instead of seeking the coercive force of a better argument and arriving at a preliminary consensus on how to deal with implications and marginal emotions, **TL** theory would need to be expanded with *other components*” [26]. Thus, ideas about the formation of managerial competencies are of particular importance in the design of scientific and methodical psycho-pedagogical support for teachers. From these positions, *competence* is the ability to act in a situation of uncertainty. Improvement of managerial compe-



tences can be carried out within the framework of consulting and training activities.

In many EU countries, in higher education institutions, in addition to short-term professional development courses for educators, there are educational programs – modules for the training of specialists in the field of the organization of continuous professional training for adults. The authorities provide financial support to those who study. In some cases, trainees are trained for free [29]. After all, the main mission of a teacher remains unchanged throughout the history of mankind – to pass on valuable experience, to prepare the young generation for a successful future life. The technologies of psycho-pedagogical support of teachers also involve the use of analytical, diagnostic, developmental and educational methods in the following areas [10]:

The *first* direction is solving the problem of harmonizing the personality, supporting motivation for professional activity, for productive interaction.

The *second* direction is the psychological provision of conditions for the development of psychological flexibility, which is directly related to the emotional and creative potential of managers.

The *third* direction is to ensure social and psychological conditions for increasing the level of managerial competences, primarily communicative.

The *fourth* direction is the development of critical and prognostic thinking – self-awareness as a person who is able to project the future.

So, *psycho-pedagogical support* is a special type of assistance to a manager, a teacher, which is designed to help solve problems of professional and personal harmonization, or to prevent them, within which diagnosis, psycho-pedagogical counseling and development of personal



and professional management competencies are carried out using elements of modern psychotechniques: health care, coaching, facilitation, etc.

The polysystem connection of health with the performance of professional duties involves the use of new healing technologies that predict models in the interests of health care. At the individual level, appropriate “health technologies” can be implemented:

- *informative and motivating* (combines educational work through mass media, speeches, lectures, seminars, meetings with the administration, the public);
- *organizational* (resolving the necessary administrative and organizational issues regarding);
- *medical-diagnostic* (medical examination for the purpose of determining the general physical condition and identifying diseases);
- *psycho-diagnostic* (determining the general mental state, identifying individual psychological features);
- *psycho-pedagogical* (conducting special seminars for employees of the organization, individual psychological, family, group counseling, etc.);
- *psycho-therapeutic* (systematic organization of psychotherapeutic and correctional groups, conducting training sessions on various topics, individual work, etc.).

Let's explain the practical implementation of psycho-pedagogical support using the example of the developed “Psycho-pedagogical workshop for *teachers of higher education institutions with special learning conditions*”. This workshop provides: independent performance of test and practical tasks for the purpose of diagnosis and personal and professional self-improvement; application of previously acquired knowledge, abilities and skills in multi-channel interaction during training group sessions. The





psycho-pedagogical technology of conducting group practicum classes involves activities in small groups (providing a synergistic effect), each of which performs a certain type of practical work (differentiated learning). The instruction, which regulates and determines the actions of the participants, acts as a means of managing educational activities during a group workshop. At the same time, practical works are also research.

This workshop is also aimed at learning new patterns of self-regulation of behavior, mood, positive emotional response to external stimuli, development of stress resistance, effective changes in internal dialogue, participants' attitude towards themselves and others, towards their values, professional motivation, self-development and self-improvement, awareness of the importance creating a positive image of the leader. Game methods of the workshop are based on the life situations of the participants, taking into account possible moral and ethical limitations. Psychodiagnosis is conducted by the listeners themselves, and its individual interpretation becomes known only to the respondent. Participants deepen their knowledge of:

- typology of human behavioral reactions;
- strategies for responding to the behavioral reactions of other people;
- methods and techniques of resisting manipulative influences;
- styles of effective communication (verbal and non-verbal);
- features of different communication models;
- features of the impact on the psycho-emotional state of a person of information received through various channels of perception (color / sound / light / smell, etc.);
- peculiarities of formation and changes of personal val-



ue and behavioral guidelines;

- socio-psychological resources of leaders, their psycho-physiological, socio-cultural and economic potential;
- the basics of the psychology of power and submission (to whom and when people are ready to obey);
- peculiarities of business etiquette, business image (the role of positive assessment of achievements, status and gender differences).

As a result of the workshop, participants learn:

- interpret and predict the interlocutor's behavior based on non-verbal signs;
- effectively use techniques of relaxation and self-restoration of mental forces in conditions of limited time or stress;
- determine the dominant needs of people and find effective alternative solutions using methods of indirect management;
- be aware of one's own subconscious motivational and meaningful attitudes and, if necessary, reformulate them into more successful ones;
- carry out self-diagnosis of the effectiveness of the dynamics of subconscious mental processes;
- identify and apply the most effective methods and techniques of verbal and non-verbal suggestion and self-suggestion;
- change one's own subconsciously dominant stereotyped behavioral models to more comfortable and productive ones, taking into account their effectiveness;
- overcome psychological barriers in communication with representatives of different social and age categories;
- understand the true meaning of the interlocutor's



message, using psychological methods of perception (understanding) of the partner and detection of hidden reactions;

- create a confident positive image of oneself in accordance with the set goals of communication with a partner (work, family, leisure time, etc.): general facial expression, eye-motor reactions, posture and gestures, features of the voice, manner of conducting dialogue, belonging to a certain social group, casual / business / special clothes / uniform;
- organize an effective space-time situation of communication (authoritarian, partnership, trust);
- evaluate and change behavioral models “Confident behavior / Insecure / Aggressive behavior”;
- use methods of prevention of occupational psychosomatic diseases (sleep disorders, heartburn, high / low blood sugar, etc.);
- use techniques to improve perception, attention, memory development, thinking, development of positive thinking, “reasonable” attitude to feelings and emotions, development of intellectual abilities;
- harmonize the self-development program from the “I-real” to the ideas about the image of the “I-ideal” according to the following basic blocks: I-concept, motivational sphere, mentality, decision-making style, style of interpersonal relations, resistance to stress;
- predict and correct the most likely accentuations of the character;
- use special techniques and techniques to solve such problems as: unstructured life program, increased excitability, irritability, aggressiveness, some speech disorders (stuttering, stuttering) in stressful situations;
- use oratory skills in practice;



- determine one's own goals by the method of building imaginary images and imaginary reception, to develop the skills of conscious self-programming to create and implement promising opportunities for self-development in professional activity and personal life.

The structure of the workshop involves the following sequence of stages:

1. Notification of the topic, purpose and tasks of the workshop.
2. Motivation of educational activity.
3. Update of basic knowledge, abilities and skills.
4. Acquaintance of the participants with the instructions.
5. Selection of necessary equipment and materials.
6. Performance of work under the guidance of a trainer.
7. Reflection.

Separate components of the workshop are combined into a whole based on a single synergistic emotional-volitional regulation model. This model helps participants train simultaneously both in the plane of stable emotional and positive professional behavior, real actions, and in the cognitive plane of developing sustainable motivation for self-development. The overarching task of the workshop is to help participants realize their purpose, mission and meaning in life at the current stage of the Ukrainian state.

Tragic events related to the military aggression of the Russian Federation on the territory of Ukraine caused an urgent need to conduct psycho-pedagogical workshops for *teachers of higher education institutions with special learning conditions*. That requires an urgent dynamic, energetic and productive informal process of training specialists to provide relevant services. Therefore, this approach in providing psycho-pedagogical assistance to teachers cor-



responds to the form and method of organizing the system of psycho-pedagogical support: from clinical / diagnostic to non-clinical / preventive – developmental, based on the regularities of the processes of self-organization and self-development. In this model, for example, post-traumatic processes in society can be not only pathological, but also constructive, contributing to the growth and development of self-awareness, moral responsibility in accordance with the synergistic laws of “order through chaos”.

American educator, adult education specialist *Jack Mezirow* (1923–2014), widely known as the founder of the concept of *Transformative Learning (TL)*, outlined ten phases in the process of ***perspective transformation of the personality*** [30]:

1. Disorienting dilemma.
2. Self-examination.
3. Feeling of alienation.
4. Expressing dissatisfaction to other people.
5. Explanation of the features of the new behavior.
6. Building confidence in new ways.
7. Planning the course of action.
8. Knowledge that will help implement plans.
9. Experiment with new roles.
10. Reintegration.

The ideas of the ***TL*** theory found an echo, even, in the film industry of the 21<sup>st</sup> century: in the creation of **the South Korean TV series “The Squid Game”, which almost from the moment of its premiere** on September 17, 2021 **became a global meme-making** phenomenon. First of all, the tape contains all ten phases of the Players’ personality transformation process, which are described by Mezirov, J. in the ***TL*** theory. The mechanism of creating a social network from Game participants is rather



grotesquely shown. The actions of the participants of the Game logically convince the viewer that **free will** is nothing more than a collection of mistakes, which, of course, make a person quite individual, but also shorten the path to a “beautiful” death. Ukrainian social and military psychologist, political scientist Pokalchuk, O. thoroughly and multifacetedly explains the specificity of the phenomenon of the series’ **popularity** as follows: “the universally recognized artistic expansion of South Korea is an integral part of its successful technological and political expansion in the world. Just as military psychological operations, PSYOPS is an integral component of the physical actions of military units. And just like in military affairs, cultural diplomacy, “soft power” needs constant review of its tools and methods of influence... The modern uselessness of the individual in a high-tech society, symbolized by all the recruits of the Game at the beginning of the series, *firstly*, indicates the randomness, indeterminacy of such a fate. *Secondly*, about its democracy, regardless of age, gender, education, family, etc. The authors of the series have created a kind of “**keyboard instrument**”, by pressing the symbolic keys of which you can surprisingly easily resonate with the fears and expectations of the modern mass person. **First of all**, it is a modern fear of uselessness, uselessness as a challenge... Summarizing: in contrasting intelligence (as a cold, soulless algorithm) with awareness (as a collection of emotionally experienced mistakes), the authors clearly give victory to the intellect. This is also a technique of indirect quoting, referring to discussions about *the conflict* between information technology *algorithms* and the *human* mind, which gives rise to a new social ethics” [31].

As a casual reminder, the creator of “Squid Games” (2021) – a South Korean web series in the genre of survival, action, thriller and drama, screenwriter Hwang Dong-hyuk came up with its main idea back in 2008 during his



own personal financial crisis. The first version of the script was written in 2009. According to Yoon Dasl and Martin Timothy in The Wall Street Journal [32], Hyuk Hwan was inspired by Japanese survival comics such as Battle Royale, Game of Liars, and Gaming Apocalypse: Kaiji”.

Let’s note that building a system of psycho-pedagogical support for *teachers of higher education institutions with special conditions* of study in the structure of Internal Affairs Bodies, according to such a pattern of perspective transformation of the personality, appears to be wrong.

The founder of the theory and practice of “Pedagogical Mastery” – an academician of the National Academy of Pedagogical Sciences of Ukraine – Ivan Ziaziun (1930–2014), explaining the concept of “Pedagogy of Good” said that education is an open-type “scientific education”, since human existence conditioned, but not determined by its circumstances. And, finally, since teachers are students at the same time, they are not independent of social processes [33] and it is **pedagogical mastery** (a complex of personality properties that ensures self-organization of a high level of professional activity on a reflective basis) that determines the effectiveness of the progress of modern Ukrainian education, according to the account of “sensitization”, “humanization” of professional knowledge and skills thanks to the actions of the Teacher [34]. Pedagogical interaction, as a person’s life activity, in the context of transformations of the modern educational space, is considered by us in the planes of real and virtual education in their synergistic combination: after all, life activity always unites the **emotional**, **intellectual** and **volitional** spheres of the individual.

Therefore, *Pedagogical Mastery* is an attractive and central idea for modern Ukrainian pedagogy among those scientists who aspire and keep hope for the flourishing of Ukrainian Science and Education, where the Pedagogy of



Truth, Goodness and Beauty will reign in all components of Ukrainian state-building, in particular economic, political, ideological, cultural, which conditions the Education and Training of the youth [35]. The theory of pedagogical mastery of Ziaziun, I. has no analogues in the world, its innovativeness, pedagogical effectiveness and the importance of the results of implementation led to its rapid spread in domestic and foreign pedagogical education of the late 20th – early 21st centuries (Belarus, Canada, China, Poland, France, Japan, Russia and other countries) [36].

The concept of Good pedagogy Ziaziun, I., on the basis of which was developed, substantiated and first implemented in the 80–90s of the XX century in the Ukrainian SSR at the Poltava Pedagogical Institute named after V. Korolenko (1975–2000), the theory of Pedagogical Mastery, is today the basis for solving the problem of the relationship between the psychology of learning, didactics, individual methods and practices of teaching and upbringing. After all, the solution to this very problem determines the modern answer to the question of using the achievements of the psychological theory of learning in *pedagogical practice*. The fact is that the achievements of pedagogical psychology cannot be used in education directly. The hope for a real education, where Master Teachers organize pedagogical interaction (including distance learning), is based on the idea of developing the professional skills of teaching staff, where the professionalism of the teacher is considered from the standpoint of their training, performance evaluation, personal moral qualities, and skill level.

On November 24, 1993, the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (IPOOD of the National Academy of Pedagogical Sciences of Ukraine) was established in Ukraine, in accordance with the Resolution of the Presidium of the National Academy of Sciences of Ukraine,





the first and only scientific institution whose mission was to research and develop pedagogical skills and adult education. In 2007, the opening of the Centers of Pedagogical Mastery at the Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine was initiated. The work of the Centers was based on a scientific and methodological foundation: textbooks, manuals, training programs on the basics of pedagogical skills, personal-oriented methods and techniques for improving the pedagogical skills of employees in the education sector, organizing and conducting trainings, master classes, and discussion platforms.

The depth of scientific progress determines the historical origins and development of a unique scientific Ukrainian methodology, which still has no analogues in educational theories, regarding the unity of the formation and development of a person on the basis of the cognitive-emotional-volitional triad – the basis of the theory and practice of Pedagogical mastery. In 2008, a three-volume edition was published – the didactic complex “Pedagogical Mastery”. The first volume of the complex – “The History of Pedagogical Mastery” [37] still remains the only publication where readers can find archival texts of prominent Ukrainian educators of the past, from the 16th century to the present day, which do not lose their relevance even now, in the aspect of awareness and development of pedagogical Master’s skills.

However, the “mentor” theory of learning, which Paulo Freire [38] identified in the middle of the 20<sup>th</sup> century as the main obstacle to the development of the individual, triumphantly returned in connection with the global pandemic. Recognized once by teachers with different philosophies of education as an outrageous destruction of the humanity of the educational mission, it has again been dragged out into the world by almost all official pedago-



gy. Where educators claimed that education should be the core of self-knowledge, in the process of which the student through **volitional**, **intellectual** and **emotional** acts tries to reveal its own individuality, almost the entire educational space has become filled with a confusing testing mechanism that measures the “progress” of learning in the fulfillment of an imposed beyond the curriculum with the use of digital technologies...

Let's note that even BEFORE the COVID-19 pandemic, the global scientific and educational community felt the need to develop new directions for the development of pedagogical skills not only for secondary school teachers, but also for all managers-leaders who work in the “Human – Human” system. So, for example, in December 2019, the British Council in Ukraine in partnership with the Institute of Higher Education of the National Academy of Sciences of Ukraine, Advance HE (Great Britain) and with the support of the Ministry of Education and Science of Ukraine and the National Agency for Quality Assurance of Higher Education began to implement a **3-year** “Program for the improvement of teaching in higher education of Ukraine” [39].

Against the background of the fact that, in general, the motivation to study, the intellectual and cognitive level of education seekers is decreasing in the world, and at the same time the anxiety and frustration of all participants in the educational process is increasing, let's consider the initiative of the Ministry of Education of Ukraine to draw attention to teaching skills, supporting the initiatives of higher education institutions to participate in new in the directions of the “Erasmus+ EU Program”. Thus, the Ministry of Education and Culture Letter No. 1/4-22 dated 01.04.2022 “Regarding the participation of educational institutions of Ukraine in the EU Erasmus+ Program” was sent to the heads of vocational (vocational and technical), professional pre-higher



and higher education institutions. The European Executive Agency for Culture and Education (EACEA) informed that within the framework of the Erasmus+ Program of the European Union in December 2021, competitions of a new stage with expanded opportunities for international cooperation in the fields of professional (vocational and technical), professional pre-higher and higher education for 2021–2027. In order to continue the fundamental changes in the field of education aimed at the modernization and improvement of the domestic system of higher and professional education, the unchanged course of Ukraine in terms of European integration and the implementation of the provisions of the Association Agreement between Ukraine and the EU, educational institutions are recommended to participate in the contests of the EU Erasmus+ Program according to different directions and types of projects of the new stage of the Program. *Regarding the priorities of the Erasmus+ Program, let's note that* **Priority 1: “Improving approaches to learning and teaching.”** Within this priority, the development of projects aimed, in particular, at the development of teaching skills, pedagogical education, improvement of the system of training and advanced training of teachers (*pre-service & in-service teacher training*) in institutions of professional (vocational-technical), professional higher education and higher education.

Let's note that the degrees of professional development of a teacher are characterized by different time and content frameworks and are described by essential invariant parameters. It is more difficult to change *basic deep-seated attitudes and personal values* associated with them than everyday habits. The initial orientation of the individual, *the system of its value orientations* is of great importance. Therefore, the order and methodology of regular assessment and self-assessment of the development of pedagogical skill of teachers of higher education institu-



tions will be based on the relevant *basic principles*: publicity; equality of all participants in regular assessment before the law and non-discrimination; unity of the order and evaluation methodology, application of uniform criteria for the evaluation of teachers of higher education institutions.

*The implementation* of the principles is reflected in the proposed author's target program "Pedagogical mastery is a strategic dominant of teacher training to ensure the quality of higher education." *The human dimension* of the program consists in the orientation of teachers to the improvement of teaching in higher education of Ukraine, which should be manifested in such *areas* as:

- detailed familiarization with the content and forms of teaching activity;
- knowledge of the essence and features of the pedagogical activity of teachers of higher educational institutions with special conditions of study;
- teacher's knowledge of its own personality as a tool for reflective management of the behavior and activities of others;
- formation, development and self-development of necessary personal professional and pedagogical qualities of a teacher in the unity of intellectual, volitional and emotional components;
- mastering the techniques of managing pedagogical interaction during the organization of the educational process in the audience of students with higher non-pedagogical education.

## **Conclusions to the Chapter 10**

The creation of a system of psycho-pedagogical support for *teachers of higher education institutions with special conditions of learning* in the 21<sup>st</sup> century is a very ur-



gent task, as it is associated with social self-organization, the extrapolation of a synergistic approach in the changing conditions of today. Therefore, the system of psycho-pedagogical support should be similar / correspond to the nature of a “living organization”, which reflects the development in the logic of synergistic dynamic processes in modern society. These processes in the modern world are constructive, not pathological. They contribute to the development of any organizational structure / subsystem, contribute to the authoritative adoption of collective decisions, effective teamwork, the possibility of involving executors in decision-making processes; contribute to collective management with the participation of all members of the organization / population in the work of the relevant management body. Accordingly, the system of psycho-pedagogical support should be based on the model of “moral and psychological health” not so much as a state of full functioning or adaptation to existing ideas about the stability and sustainability of the development of the Ukrainian state, but as a dynamic process of self-organization and self-development of effective leaders.

Under such conditions, the results of human-scale transformations in the aspect of improving the quality of education – the implementation of psycho-pedagogical support and the methodology of regular assessment of the development of pedagogical skills of teachers of higher education institutions with special learning conditions will be:

- encouraging teachers of higher education institutions to improve their qualifications and improve their teaching skills, pedagogical skills, professional and career growth;
- carrying out professional/professional training/increasing the qualifications of teachers of higher education institutions in accordance with the need to improve their pedagogical competences;



- improving the pedagogical skills of teachers of higher education institutions and stimulating their professional growth as a result of taking into account the results of evaluation by other teachers and independent evaluation by stakeholders-employers and graduates based on the results of the training of education seekers.

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## CHAPTER 11

# INNOVATION OF MARKERS FOR ASSESSMENT OF THE QUALITY OF EDUCATIONAL AND SCIENTIFIC RESEARCH ACTIVITIES OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS WITH SPECIAL LEARNING CONDITIONS

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### **Abstract**

*The Chapter 11 specifies the essence and features of innovative markers for assessing the quality of educational and research activities of applicants in higher education institutions with special study conditions. Modern approaches to the development of effective educational materials with a rethinking of their psychological-pedagogical, didactic functions, content, forms and stages of creating effective modern educational content in the aspect of evaluating the quality of the educational process from the points of view of: “acquirer”, “mentor”, “quality expert” are defined – a specialist in the field of educational measurements, quality monitoring”. on the example of the educational component “Methodology of scientific knowledge” for the third level of education, it is proved that the evaluation of the effectiveness of the educational process based on learning outcomes is a complex procedure within which the mentor must be clearly aware*



*of the connection between the predicted learning outcomes and the methods of setting goals for their achievement even at the time of development course. Thus, the technological cycle from the conception, development, implementation and evaluation of the educational component is closed, noting that the integrated goals of the educational component – the course, which must be clearly formulated by the teacher-mentor, combine 3 approaches (content, internal and external processes of learning – learning, outcome) it is they who become the basis of the didactic complex of the course markers for evaluating the quality of educational and research activities of applicants in higher education institutions with special conditions of study.*

**Keywords:** *National Police of Ukraine, professional training of a police officer, law and order, official training, education seeker.*

## **Introduction**

The search for an answer to the question: what are or should be the objective criteria for evaluating the quality of the educational process of a higher school in modern realities, which will help to determine and ensure high educational results and demand among stakeholders-employers, are relevant today both for the methodological services of higher education institutions, teachers, methodologists-scientists and developers of educational standards, experts in the field of state education policy. In current approaches to the quality of higher education, the question is traditionally asked: *Who teaches? Who is taught? How do they teach?* And the main question – *What are the results?* In these questions, the key aspects of scientific reflections determine the most important challenges of higher education: flexibility, the ability to readjust it



in rapidly changing, transforming conditions. This applies to both the educational system and its *product* – a specialist – a qualified specialist, with professional *standardized* competencies formed at a sufficiently high level and a “set” of soft-skills in the form of learning outcomes. Therefore, usually, when it comes to the *quality* of higher education or the improvement of the qualifications of scientific and pedagogical workers, the focus of attention is concentrated precisely on *the results of training*.

On the basis of the results of systematic studies of the problems of educational quality in Ukraine and the world, strategically important proposals for ensuring and improving the quality of higher education were formulated – “Development of a system for monitoring and evaluating the quality of education” for the project of the Strategy for the Development of Higher Education in Ukraine for 2021–2031 [1]. The document identifies the causes of insufficient educational quality – the imperfection of the system of quality monitoring and evaluation mechanisms; the necessity in practical provision and improvement of the quality of higher education to distinguish and take into account the duality of the category of quality – minimally sufficient and maximally perfect, and appropriate monitoring and evaluation mechanisms, as well as motivations for quality educational activity – obligations and encouragement to achieve quality, because in practice there are no ideal rating systems, and each of those used has its own strengths and weaknesses.

Against the background of traditional means of measuring learning outcomes, new types of measurements have appeared, focused on modern approaches to the assessment of the quality of education. The development of these types and their use in the management of the quality of education are important conditions for the effective performance of all functions of pedagogical control and improve-



ment of the quality of education. Thus, at the *quantitative* level of measurement, standardized tests of educational achievements of education seekers, containing tasks with a choice of answers, are used. At the *qualitative* level, portfolios, tests of practical skills, cases, questionnaire surveys and interviews, which meet the requirements of the theory of educational measurements, in particular the requirements of reliability and validity, have been widely distributed. In the modern educational process of measurement at both levels, tests that combine quantitative and qualitative characteristics (experiential learning, general disciplinary skills, competency tests) are widely used [2]. Therefore, there is a need not to search for ideal models, but to design those that have a greater number of productive advantages.

The specifics of police training are determined by the specifics of the police profession itself. In particular, an effective police officer must be physically developed, possess tactical skills and military discipline, be able to perform tasks under conditions of mental and physical stress. Accordingly, police officers are trained under conditions of military discipline. It is legislated that the training of police officers is carried out in institutions of higher education with specific training conditions. The specific conditions of study include the peculiarities of living and daily life. In particular, cadets receive uniforms, live in barracks (at least in the first years of training), are regularly monitored by course officers and tutors.

At the very beginning of the first academic year, cadets pass a camp assembly, then take an oath and receive their first special rank. From this moment on, they implement the status of a police officer 24/7, that is, they are obliged to provide emergency assistance to persons, who have suffered as a result of offenses, accidents, as well as persons, who have found themselves in a helpless state or



a state dangerous to their life or health and are obliged to immediately take the necessary measures in case of detection of crimes or appeals to them by citizens with a notification of events threatening personal or public safety.

In general, the departmental education of police officers is currently in the center of attention of the public, government officials and scientists. This is due to the need for the gradual development of a new law enforcement body, which is realistically, not declaratively, focused on cooperation with society and territorial communities [3]. As a rule, in Western countries, a police officer needs a higher education for promotion, while an ordinary police officer may not have a higher education. However, the trend is such that higher police education is introduced even in those countries where ordinary police officers did not receive it at first. In particular, this is due to the fact that police officers who have obtained a higher education are more inclined to positive communication, conflict de-escalation, cooperation with the population, and are also more resistant to professional burnout and professional deformation, including manifestations of cynicism [4].

At the current stage of reforming the system of the Ministry of Internal Affairs (hereinafter – MIA), including the system of departmental education, which reflects the state of development of society and related socio-economic changes, a necessary component is the high-quality training of specialists for law enforcement agencies. The main link of such training is the system of departmental higher educational institutions of the MIA of Ukraine, which, in turn, require constant updating of the material and technical base, improvement of methodological support, increased funding and the involvement of highly qualified scientific and pedagogical workers to improve the quality of police officer education. Among other things, no matter how perfect the laws are in the state, the technical equip-



ment of the police, *the human factor*, the personal culture and worldview of the police officer, the motives of actions and its real social actions determine the degree of success of police activity [5]. In this regard, it is worth emphasizing three main components: *motivation of official activity*, *acquisition of practical skills* and *culture of behavior*.

Internal motivation, together with *the hierarchy* of personal *values*, is a decisive factor that turns a person into a professional, in particular a police officer, while it is necessary to encourage and develop such “spiritual” parameters of a person as a professional vocation, a sense of self-respect and professional pride, patriotism, honesty [6].

The list of higher education institutions with specific study conditions that belong to the sphere of administration of the Ministry of Internal Affairs of Ukraine, as evidenced by the “Educational and scientific portal of the Ministry of Internal Affairs of Ukraine” [7], includes: National Academy of Internal Affairs; Kharkiv National University of Internal Affairs; Odesa State University of Internal Affairs; Dnipro State University of Internal Affairs; Lviv State University of Internal Affairs; Luhansk State University of Internal Affairs named after E. O. Didorenko; Donetsk State University of Internal Affairs. These institutions train both lawyers (a higher legal education is not necessary for all categories of police officers, but, say, it is mandatory for an investigator), and psychologists, as well as training graduate students and doctoral students. Let’s note that the “Educational and Scientific Portal of the Ministry of Internal Affairs of Ukraine” is designed to ensure the unification and integration of information systems of higher education institutions and research institutions, as well as to provide the possibility of conducting knowledge control in Online mode for various categories of students, regardless of the institution of higher education system of the Ministry of





Internal Affairs, in which they study. Only persons who are employees of the Ministry of Internal Affairs of Ukraine, institutions of higher education with specific study conditions of the Ministry of Internal Affairs of Ukraine or students of the specified institutions have access to the functional part of the Portal. Registered users can:

- view your own data and create (update) personal contact information that will be available within your own environment;
- get contact information about your surroundings (teachers, classmates, useful contacts);
- get acquainted with information from the bulletin board and the list of disciplines of one's work curriculum and the schedule of classes;
- use the methodical provision of disciplines/courses that are provided for in the working curriculum according to which one is studying;
- check own performance indicators;
- participate in interactive online training sessions (webinars), take tests and review their results.

A striking trend in the development of modern police education is the dominance of the practical component of training. An important role in the training of a police officer is played by case studies – training based on real cases that took place in the work of police officers. Computer simulators and virtual simulators are being developed and implemented, in particular, for shooting training. Trainings are actively implemented, during which cadets practice practical skills, for example, during the implementation of situational scenarios with the involvement of extras or actors.

The patrol police in Ukraine are currently on duty with so-called body cameras – video recorders attached to the police officer's clothing. The use of filmed video materi-



als in the educational process becomes an effective means of reflection, analysis and learning. Cadets have the opportunity to watch videos together or individually as part of studying educational components, analyze and discuss videos of critical incidents with police officers. An important trend in police education is the involvement of representatives of other professions: doctors, psychotherapists, psychologists, judges, lawyers, etc., as well as activists of social movements and volunteers.

Finally, modern police education is aimed at the formation of general and integral competencies (soft skills), in particular: communicative competence, decision-making skills, teamwork, creativity, flexibility, problem solving and time management [8]. This is facilitated by a student-centered approach, within which problem-based, interactive, constructive learning methods are implemented. Along with this, any higher legal education obtained at any higher educational institution is suitable for working in the police force in the broadest sense of the word. And in order to give a capable candidate for the position of a police officer, who previously successfully passed the competitive selection, certain specific knowledge in the field of its future activity, it is enough for it to undergo a special intensive training course at an institution of the Ministry of Internal Affairs from six months to one year. According to the adopted Laws of Ukraine “On Higher Education” dated July 01, 2014 No. 1556-VII, “On the National Police” dated July 02, 2015 No. 580-VIII, educational institutions of the Ministry of Internal Affairs, which have their place in the national legal system, play a significant role [9]. So, in particular, the Law of Ukraine “On the National Police” does not say anything about the system of psychological training of police officers. Article 72 of the Law of Ukraine “On the National Police” defines the system of professional training of police officers, which consists of four areas:



1. Primary professional training.
2. Training in higher educational institutions with specific study conditions.
3. Postgraduate education.
4. Service training.

The experience of advanced foreign countries shows that effective professional training of law enforcement officers necessarily involves a psychological and pedagogical component [10]. An effective police officer must not only possess special professional knowledge and skills, be psychologically ready to act in special and extreme conditions, as well as be prepared for communication with different categories of citizens, quick response to events in conditions of time shortage and risk, etc. Therefore, an important direction of increasing the efficiency of the functioning of the law enforcement body is to ensure both legal and psychological and pedagogical training of future police officers for the conditions of professional activity [11]. Thus, the studies of many authors show that a police officer needs to have professionally important individual and psychological qualities, among which the strength and lability of the nervous system, courage, stress resistance, sociability, leadership qualities, sufficiently high intelligence and creativity, the ability to learn and teach.

It should also be noted that Ukrainian scientists attach great importance to the development of the problems of psychological training of police officers and the problems of psychological support for the activities of the Ministry of Internal Affairs [12]. A lot of scientific research has been conducted and educational and methodological, practical manuals and recommendations have been developed for police officers, heads of police units, psychologists and personnel staff, which are aimed at providing psychological support for the activities of the National Police. Howev-



er, the current legislative and regulatory framework of the National Police of Ukraine does not allow to fully realize the actual tasks of professional psychological and pedagogical training of police officers. The analysis of the legal framework and the latest researches devoted to the issues of professional training of police officers and psychological work in the National Police of Ukraine shows that the main documents regulating the organization and conduct of professional and official training of police officers are the Law of Ukraine “On the National Police” dated July 02, 2015, Resolution of the Cabinet of Ministers of Ukraine “On the approval of the Regulation on the National Police” dated October 28, 2015 No. 877 [13], as well as the Order of the Ministry of Internal Affairs of Ukraine “On the approval of the Regulation on the Organization of Service Training of the National Police of Ukraine” dated January 26, 2016.

It is generally recognized that nowadays in police activity, an employee with a high level of education, upbringing, and professional training is in demand, the totality of which forms professionalism. By order of the Ministry of Internal Affairs of Ukraine dated January 26, 2016 No. 50, the Regulation on the Organization of Service Training for Employees of the National Police of Ukraine was approved [14]. The latter defines the types of professional training, which include:

1) *functional training* – a set of measures aimed at the acquisition and improvement of police officers’ knowledge, abilities and skills in the field of regulatory and legal support of official activities, necessary for the successful performance of official duties;

2) *general training* – a set of measures aimed at the acquisition and improvement of police skills and skills in the practical application of theoretical knowledge regarding the formation of readiness to act in situations of various degrees of risk, as well as the provision of medical



assistance in the process of performing official tasks;

3) *tactical training* – a set of measures aimed at the acquisition and improvement of police skills in the practical application of theoretical knowledge regarding the correct assessment of specific events followed by the adoption of legitimate decisions and psychological readiness to act in situations of various degrees of risk;

4) *fire training* – a set of activities aimed at the police studying the basics of shooting with a firearm, its legal use and improving the skills of safe handling of it, high-speed and accurate shooting at stationary and moving targets, from different positions, in a limited time, in motion, etc.;

5) *physical training* – a set of measures aimed at the formation and improvement of motor abilities and skills, the development of the physical qualities and abilities of a police officer, taking into account the peculiarities of its professional activity.

Some types, for example, fire and tactical training, involve a psychological component. Thus, in the Regulation under consideration, it is recorded that “fire training classes are organized and conducted in training groups at the place of service, at training meetings with mandatory consideration of the level of training and psychological qualities of police officers.” Tactical training involves “acquiring and improving the psychological readiness of police officers to act in situations of various degrees of risk”; “acquisition and improvement of police skills regarding the formation of moral and psychological resistance to the performance of official tasks in special conditions”. However, the specified Regulation does not define the forms, methods, technologies and means of solving tasks related to the psychological component of police officer training.

In our opinion, in order to fundamentally improve the quality of the professional training of police officers



for official and professional activities, an *interdisciplinary study on the introduction of innovative markers for evaluating the quality of educational and research activities in higher education institutions with special learning conditions* is necessary. The above determined **the purpose** of the work: to specify the essence and features of *innovative markers for evaluating the quality of educational and research activities of applicants in higher education institutions with special conditions of study. The full achievement of the goal of the specified process outlined the research tasks*: to determine modern approaches to the development of effective educational materials with a rethinking of their psychological-pedagogical, didactic functions, content, forms and stages of creating effective modern educational content in the aspect of evaluating the quality of the educational process from the point of view of: “acquirer” , “mentor”, “quality expert – a specialist in the field of educational measurements, quality monitoring”.

The study was based on the philosophical propositions of the theory of scientific knowledge as a social, multidimensional, dynamic phenomenon defined by a unified format in the form of a standard of educational competence; scientific works of researchers and practitioners regarding innovative transformations in the system of higher education:

- *person-oriented approach* – didactic basis: the educational process is based on the age-related and cognitive features of human development (everyone who studies even at the same age has different abilities, interests, experience, motivations for learning, aspirations, etc.);

- *activity approach* – psychological basis: training is organized on a constructive basis as an active activity of students to find solutions to problems and make decisions;



– *competence approach* – epistemological basis: acquisition of key and subject competences takes place thanks to personal experience of life activities in various forms (gaming, educational, research, creative self-expression, communication, work, etc.).

The methodological basis of the research was a multidisciplinary, multi-aspect characterization, content analysis and evaluation of the main approaches in educational policy, ideas, positions and conclusions in the scientific literature, the study of educational phenomena in connection with the social and cultural context, in terms of national and world transformations; modeling of educational systems and pedagogical design in higher education institutions with special conditions of study:

### **Markers for evaluating the quality of the educational and research activities of the applicants**

In order to attract educated people to the police service, the policy of creating a positive image of the police and increasing its prestige is implemented in European countries. This turns out to be an important factor that not only contributes to the success of solving tasks by the police, but also to the improvement of the quality of its composition [15]. The number of those wishing to enter police educational institutions, to become highly qualified professionals, is increasing, the quality of applicants is improving (their personal moral qualities, level of education, intelligence, etc.), there is an opportunity to really select the best of the best, which subsequently ensures the success of the educational process.

By the beginning of the 21<sup>st</sup> century, almost 100 % of those joining the police in Greece, Turkey, Belgium, Slovakia, Slovenia, and Poland had a secondary education.



Practice has shown that police officers who have a higher education are more effective in their work, have better contact with colleagues, citizens, representatives of different cultures, races, and religions. They adapt more easily to the social needs of society, and do not focus only on police activities. Such employees act more professionally and are more dedicated to their work. The educational qualification for applicants is now established depending on the type of future work, position and, accordingly, place in the police hierarchy. Thus, the FBI hires only those with a higher education diploma [16]. The clearest system of criteria for diagnosing physical, mental, intellectual and other personality qualities was formed in Germany and the USA.

The educational and cultural level of police officers in European countries is now considered the main factor that ensures the progressive development of the police. One of the features of the European tradition of professional police education, in contrast to the American one, is that the police of European countries from the very beginning sought to create educational departmental systems (that is, they provide full-fledged higher education) [17]. The essence of the American tradition of professional police education lies in the fact that there people are hired into the police force already with an educational degree, while departmental educational institutions: police academies, colleges, training centers – offer only training of the appropriate professional and position level. Both police education and police training, both in America and in Europe, have a three-level structure. The three-level system of professional departmental education assumes a gradual increase and complication of knowledge, abilities, and skills as one progresses through the service and the need to respond to changing conditions of official activity [18]. In parallel with the main levels of professional education, there is a wide multidisciplinary network of additional ed-





ucation or, as it is called around the world, postgraduate education – professional development, improvement and retraining of police personnel, which functions both on the basis of educational institutions and in the form of on-the-job training. In addition to the opportunity to receive departmental education, more and more police officers are seconded or independently enroll in classical universities or colleges. There have been more cases of people being hired by the police who already have one or even two higher educations [19].

Under the auspices of various police organizations and educational institutions, international and national conferences, seminars, short-term (1–3 days) courses on various scientific and practical problems of police activity are held, after which participants are issued certificates certifying completion of training. Thus, virtually all employees of police departments and practical police bodies are covered by one or another form of training. This is a necessary reaction to the constant change in legislation, the appearance of new types and methods of committing crimes, the variability of the social roles of the police officer, the need to adjust the professional activities of police officers, their adaptation to emerging life realities and conditions of official activity. In this sense, it is possible to talk about the system of continuous professional police education, which developed before the beginning of the XXI century [20].

Under the influence of a combination of various political, historical, socio-pedagogical and other factors, different pedagogical models [19] of police education systems were developed in different countries (in Europe, these are French, German, British and Russian). In various European countries, there is also a symbiosis of different models, including the American one (Slovenia, Croatia, Hungary, Turkey). Pedagogical systems of police education differ in the originality



of their constituent elements: goals, tasks, content, forms, methods, etc. [21]. The organization and construction of the entire educational process are characterized by: clear educational goals; emphasis on understanding in the learning process; moderate load of acquirers; the procedure for evaluating learning outcomes according to clear measurement criteria; emphasis on independence. Currently, there are general development trends in the systems of professional education of police personnel abroad. Namely: democratization of the police selection process; departure from military traditions and creation of own; humanization of the learning process; intellectualization of education; the desire of the department of higher education to meet the standards of general university education; formation of creative thinking and development of personal abilities of specialists in various areas of police activity; use of remote technologies, continuous education; aspiration of police education systems of different countries to integration and cooperation. The educational process of training police officers in European countries is characterized by [19]:

- clear regulation of all actions of subjects of the pedagogical process (administration, teachers, instructors, cadets, etc.);
- powerful methodical support, manifested in the form of numerous instructions, monuments, training manuals, methodical materials;
- pragmatism, rationality, concreteness in education, which presuppose a clear understanding by both teachers and learners of the range of necessary knowledge and skills (accomplishments and skills) that should be mastered. Each graduate knows in advance the place of its future service and position;
- activity and professional orientation of training, achieved by the wide distribution of experiential



- learning in professional police education (role-playing games, practical classes, discussions, simulation, joint problem solving, mutual learning);
- psychological comfort as a principle of learning (“feeling of safety in the group”), which implies optimism of learning, strengthening of an adult learner, who can often suffer from various complexes, self-belief, abilities;
  - high intensity of classes while creating the necessary conditions for study and recreation;
  - trust in applicants in combination with a strict system of control over the formation and development of their knowledge, skills, and abilities;
  - education of recruiters, which permeates the entire pedagogical process of American and European departmental police educational institutions. A special emphasis is placed on patriotic education;
  - application of effective pedagogical technologies in educational and practical activities (distance, computer, open learning technologies, etc.);
  - modification of the modern behavioral role of the teacher, who must be “an effective manager in the classroom, giving students the opportunity to actively participate in the learning process (participatory style). The teacher and students jointly choose and plan the curriculum or, at least, participate in choosing the content of the subject, determine the learning goals;
  - special requirements for the teaching staff, which is usually formed on a competitive basis and undergoes additional pedagogical training for the development of teaching skills;
  - constant “feedback” between applicants, teachers, administration at all levels of education, as well as graduates, practical workers (using questionnaires, surveys, reviews, etc.).



Innovation in *the standardization of education at all levels* is specified in the thesis that: the transformation of the content of education, first of all, is determined by a fundamentally different approach to *its selection and structuring*, which must be subordinated to the final result of the educational process – the mastery of *competencies* determined by the individual [22]. *The difference* between learning outcomes and competencies lies in the fact that the former are *formulated by teachers* at the level of an educational program, as well as at the level of a separate discipline, and competencies are *acquired by individuals – acquirers* who study. Another feature of learning outcomes is that, unlike competencies, outcomes should be *clearly measurable* [23]. Thus, Academician-Secretary of the National Academy of Sciences of Ukraine Liashenko, O., analyzing the problems of transforming the content of education in the conditions of different paradigms, emphasizes the existence of the “ideological triad of the modern paradigm of education” as the integration of three approaches known in pedagogy and tested in educational practice – personal-oriented, activity-oriented and competence [24]. Let’s note that the existing approaches are directly related to the assessment of the quality of education, which are represented by 3 models, but they *consider the mechanisms of determining its effectiveness in different ways*.

According to the methodology of the international project “Harmonization of educational structures in Europe”, TUNING (Tuning educational structures in Europe, TUNING), which was initiated back in 2000 by European universities with the active support of the European Commission in order to combine the political goals of the Bologna process and the Lisbon reform strategy of the European educational space: predicting *learning outcomes* is the process of formulating what the learner is expected to know, understand, and be able to demonstrate after



completing education; the results can refer to a separate module or also to a period of study (first, second or third level educational program) [25]. The Law of Ukraine “On Higher Education” states that **learning outcomes** are a set of knowledge, abilities, skills, and other competencies acquired by a person in the process of learning a certain educational-professional, educational-scientific program, which can be identified, quantified and measured [26]. The National Educational and Scientific Glossary contains the following interpretation: **learning outcomes** are a set of competencies that express knowledge, understanding, skills, values, and other personal qualities acquired by a student after completing an educational program or its individual component [27]. The given definitions are very close, they do not contradict the classical European interpretation, but they do not emphasize the element of *expectation* (learning outcomes are planned by teachers) and the need for *demonstration* (the obligation of a full and comprehensive assessment of the fact and quality of their achievement by the student), do not reveal the essence of the educational process itself their formation.

For an approach from the point of view of **CONTENT**, the main question is **“What is planned to be taught?”** within the framework of the educational component – the educational discipline of the educational program: what educational topics, tasks and criteria for their evaluation outline the list of competencies declared in the standard and, accordingly, in the educational program of the appropriate level.

The approach from the point of view of **RESULTS** is directed to the procedure of diagnosis and evaluation of declared *competences* – a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personal qualities, which determines a person’s ability to successfully socialize, conduct professional and/or fur-



ther educational activities [26], which are already formed in higher education seekers who have finished studying the course – the educational component of the program. This approach should provide an answer to the question: **“What is obtained?”**

The approach from the point of view of the **EDUCATIONAL PROCESS** – *the direct process of teaching – learning* should provide an answer to another question: **What really happens** during pedagogical interaction? Here, the “actual” cognitive-psychological, physiological phenomena and processes that take place during communication, when those who study, together with the teacher, carry out cognitive activities in the audience (real or virtual) or outside it are subject to analysis. Although let’s note that the “additional effects” of the process of direct acquisition of higher education, the organization of effective pedagogical action, and its consequences are not always directly related to the diagnostic criteria of the declared predicted learning outcomes. Therefore, it is the approach from the point of view of the **PROCESS** that seems to us to be the least obvious, but quite significant in terms of markers for *evaluating the quality of educational and research activities in higher education institutions with special learning conditions*.

Formulating an exhaustive list of questions within the framework of such an approach is considered quite a difficult task even for a specialist in the field of educational measurements. Here, for example, let’s cite only a few questions: “Did the student feel comfortable while studying the course?”, “Did the student feel insights?”, “Was a new valuable life experience formed?”, “Was it aware of behavior patterns that were not directly related to the educational program and not provided for in the planned individual educational trajectory?”, “Has an active community been created in the academic group?”. Incidentally, let’s note



that the study of the methodology, theory and practice of the organization of pedagogical interaction was thoroughly investigated by teacher-researchers, representatives of the Ukrainian Scientific School, the founder of pedagogical mastery, Academician Ivan Ziaziun (1930–2014) [28]. Within this concept, the manifestation of pedagogical mastery in the organization of pedagogical action depends on the extent to which the *didactic, psychological, communicative* support of the educational process chosen by the teacher contributes to the solution of the relevant tasks.

Let's note that now *digital* support has been added to the traditional components of providing *educational and research activities (didactic, psychological, communicative)*: mandatory Internet-communication, appropriate gadgets and practical skills of participants to interact in remote conditions. As a result of methodological-theoretical scientific research, professional-methodical work with teachers, practical teaching experience "remotely" and in "mixed format", pedagogical self-reflection, it became possible to determine and specify *the markers of the quality of the educational process* of a higher school in modern realities. Thus, at the beginning of the research and work with teachers, we first of all tried to justify the answers to a number of such questions: "*Should we specify and evaluate the markers of the quality of the educational process from the standpoint of interaction, and not only the result, and how to do it?*", "*Why is intensification necessary?*" of feedback in the dyads "teacher-teacher", "learner-teacher", "learner-learner"?", "*Which aspects of a teacher's professional experience in the new conditions of the educational process are the most important?*", "*Should we even strive to measure quality pedagogical interaction and teaching teachers about it?*"

The first step in the direction of the research was a creative rethinking of the components of the ideal model



of pedagogical interaction in the aspect of assessing the quality of the educational process from the points of view: “acquirer”, “teacher”, “quality expert – specialist in the field of educational measurements, quality monitoring”. For the convenience of analysis and further work, established lists of markers were combined into groups.

**1. Acquirer markers:**

- 1) high level of motivation;
- 2) mutual understanding between the mentor and the acquirer. Trust in the supervisor as a scientist-specialist and mentor;
- 3) high level of cognitive activity of applicants;
- 4) mutual satisfaction of the mentor and students with joint educational and research activities.

**2. Mentor-teacher markers:**

- 1) subject and sphere of scientific and professional interests of the mentor – teacher;
- 2) didactic and communicative support of the course – educational component;
- 3) personal focus on the acquirer;
- 4) personal component of the teacher-mentor.

**3. Expert markers:**

- 1) purpose and tasks of the course / class, target orientation;
- 2) professional position of the teacher;
- 3) technologies of pedagogical management of the educational process (teaching and learning), scientific search of the acquirer;
- 4) evaluation of the educational process based on learning outcomes.





Organizing and conducting classes with third-level PhD higher education graduates of all specialties of the Odesa State University of Internal Affairs within the educational component “Methodology of Scientific Knowledge”; classes with students of advanced training courses with further reflection and systematic feedback made it possible to rethink and specify these markers for evaluating the quality of pedagogical interaction from the positions of the subjects “acquirer”, “mentor-teacher”, “quality expert”.

It is generally recognized that *scientific activity* is an intellectual creative activity aimed at obtaining objectively new knowledge and (or) finding ways to apply it, the main types of which are fundamental and applied scientific research. The general organization, coordination and control of scientific research activities at the Higher Education Institution are entrusted to the departments of the organization of scientific work. The regulatory document regulating the department’s activities is the “Regulations on the Department of Organization of Scientific Work of the Higher Education Institution”. One of the leading types of work of the department is the organization of rating evaluation of the results of the scientific activity of scientific and pedagogical workers and structural divisions of higher education institutions. We tried to carry out this procedure experimentally within the framework of the training of those who obtained the third level of education. Let’s note that in the process of such work, the research participants changed roles. So, for example, graduate students and adjuncts conducted “mini-lectures” [29] with the preparation of abstract presentations and the development of practical tasks for evaluating learning outcomes – competencies; acted as “quality experts”, “teachers” and “acquirers”. This form of work made it possible to calibrate the expectations of the participants of the educational and scientific process and the actual results obtained in comparison with traditional results.



**Let's explain the essential content of these** quality assessment **markers** from the perspective of subjects **in their manifestations in the modern realities of the educational process:**

**1. Acquirer markers.** In *the reflective surveys* that we conducted after each class, the students claimed that:

1) the applicant will have a high level of motivation when “it is interesting to learn, when you feel that the teacher is equally interesting and important to teach. Our classes, even in Zoom, are a time of joint work, a creative atmosphere of learning and joint search, joint life activities”;

2) mutual understanding between the mentor and the acquirer, a high level of trust in the manager as a scientist-specialist and mentor arises when “the mentor is a competent specialist, an outstanding personality who understands and respects the acquirer, “sees a person”; when the mentor’s requirements are fair, then there is a desire to work together”;

3) high level of cognitive activity of the students is due to the fact that “The teacher is really interested in the answers of the students, their thoughts, conclusions, when the mentor quickly responds to questions in the chat, explains”;

4) mutual satisfaction of the mentor and students with joint educational and research activities was determined after each class by formulating two reflective sentences in the chat by each participant: “Today it was useful for me to learn / learn / do, etc.”, “I was interested today...”. If the acquirers were enriched with new important information, discovered and demonstrated their abilities, received recognition in the audience (or a virtual remote discussion), the mentor is also satisfied with the cooperation; satisfied that it had given them a share of its professional experi-



ence, convinced that its work had yielded positive results. The views of the applicants regarding their self-confidence at work and comfort in communication have practically not changed. Apart from those objective cases when it was technically not possible to contact the teacher. A modern acquirer feels confident in the class when:

- “my teacher is a mentor, an advisor for me, I trust it, I accept its help”;
- “I feel my personal equality in communication with the teacher, I show activity, initiative, realize the need for self-expression”;
- “I believe in myself, I look for reserves in myself to achieve success, I overcome difficulties in education”;
- “I feel the teacher’s interest in me as a person, its interest in the results of my studies, I go to contact the teacher”;
- “I find personal meaning in my studies, I feel involved in a collective cause, I have the opportunity to experience the joy of success.”

The components / “markers” of the construction of educational classes in remote pedagogical interaction, as a general social creativity of the teacher and learners, which takes place in the form of a “meeting through the screen” in the course of a real dialogue and prevents the formalization of relations, forced teachers to somewhat change their attitude to their own professional and pedagogical activities. Such features are also reflected in the markers.

## **2. Mentor-teacher markers:**

1) the subject and sphere of the scientific and professional interests of the manager-teacher are determined by the fact that if the teacher sees in the course that it teaches not a set of information and tasks for the formation and verification of competencies defined by the stand-



ard and predicted tasks for their diagnosis and evaluation, but a means of harmonious development of the personality of the future professional – then before meeting with those whom you teach, it is important not just to “know the content of the topic”, but to understand its practical essence, to determine one’s own personal attitude to what will be discussed, to look at an ordinary topic as a subject of future problematic discussion. It was not uncommon to meet teachers who felt confused precisely because they were forced to change the structure of their classes from monotonous mentor reading to dialogue and discussion. They had to rethink the answers to the question again and again: *What attracts me to this topic? What can I do to make the next session meaningful for the students? What will the dialogue be about – about “rules”, “laws”, “concepts” or about what stimulates certain thoughts, emotions, attitudes, forms skills, encourages independent scientific research?*

2) didactic and communicative support of the educational component – course / discipline. *Communicative provision of the educational component* is a system of ways and means of organizing productive interaction between the teacher and students of the appropriate level of education, which becomes possible thanks to professional and pedagogical communicative training [30], which includes:

- determination of communicative tasks for each type/ form of occupation;
- application of relevant methods of emotional influence on the acquirer’s personality;
- achieving emotional unity of all subjects of the educational and scientific process, mutual understanding between them thanks to the definition of the cooper’s own psychological position (*I am the Informant? Supervisor? Assistant? Administrator? Psychotherapist? Counselor?*);



- ensuring the emotional security of the student (the student feels psychological comfort, is not afraid to make a mistake in the answer, trusts the teacher) by demonstrating “wise strength”, confidence, openness in communication, aesthetic taste;
- selection of the appearance model as an element of non-verbal influence (clothes, hairstyle, facial expressions, pantomime) has changed somewhat: in front of the video camera, it is necessary to take into account the glare on the face from the effect of additional lighting. Just like on television, purple colors in clothes are not recommended (they mostly change depending on the image settings in gadgets), small patterns in clothes (especially cells) on screens, as a rule, “flicker” and negatively affect visual perception;
- directing the organization of the space of the “virtual” audience will consist in the placement of the screen and the blackboard – in the background of which the teacher will be. It is desirable not to “blend” with the background color. It is equally important for applicants to see the teacher’s facial expression, because facial expressions, looking (directly into the video camera) as a channel of communication become more significant than during “live” communication in the audience. It is advisable to check the design of presentations in the screen demonstration mode in advance. The possibility of video recording of classes with subsequent viewing by the teacher will allow to quickly correct the identified errors;

3) personal focus on the learner is due to the fact that the teacher’s satisfaction of the needs of the learners in their personalization, public recognition of their successes is achieved by helping those who are taught by the teacher to find personal meaning in the lesson, to feel the need for self-development, to see the perspective of individual edu-



cational and scientific trajectories of personal self-development of the achievers. Their efforts should be encouraged, positively approved, which will allow those who study more comfortably to express their own individuality;

4) personal component of the teacher-mentor manifests itself through the attention of the teacher as the leader of the cognitive activity of the students, through the prism of its own practice, which allows the teacher to transfer / share its own *valuable professional experience*. Defining valuable experience, let's interpret this concept as a dynamic change in the relationship between Man and the World, the transition from the social-normative ("adult") level to the level of spiritual-value relations, as a higher form of the subject's activity, a manifestation of the individual's ability to rise above the level of normative requirements; it is a process of conscious, creative, value-transforming activity [31].

Constant reliance on the experience of the acquirers, which they can already relay independently as their own value, and a real dialogue becomes possible only when its organizer is a strong, creative, active personality and a competent professional, a person who is able to lead, "infect/capture" with its subject, scientific views, to stimulate by its own example to active actions and search for those whom it teaches. A modern teacher must teach not only discipline by profession – it teaches professional communication, both in the real world and in the virtual world: it teaches understanding and perception of itself as a future professional specialist and other people's perceptions [32]. Productive pedagogical interaction is the result of the work of thought, heart, mobilization of will, skillful use of pedagogical techniques by the teacher.

The assessment of teaching quality has always been one of the most difficult and controversial issues in the assessment of teaching skills. In the conditions of a com-



mercial educational service (training programs, seminars, courses, etc.), when the consumer pays for it, this assessment is quite simple – the students “do not go” to a “bad” teacher; distance, virtual courses are not paid. In the conditions of the state education system, the situation is more complicated: on the one hand, the student in the audience does not feel like it is in control of the situation (“If I leave the lecture, nothing will change anyway”), and on the other hand, it may not be interested in the information, which receives. In this case, the requirements for the toolkit for assessment and self-assessment of teachers’ skills regarding the organization of pedagogical interaction by its main subjects increase, because they can easily become a tool of abuse, both by those who are being taught (empty flattery or shame for the student’s own sense of powerlessness in front of the teacher), as well as the teachers themselves.

Zinchenko, V. [33], Ziaziun, I. [30], Stones, E. [34] and others emphasized the importance of emotional awareness as recognition of one’s own emotions and their impact on pedagogical activity. Goleman, D. [35] quite clearly characterized specialists who possess the skills of emotional awareness as people who know what emotions they feel and why; imagine connections between their own feelings and what they think, do, and say; use a guiding emotional awareness of their own values and goals. Such awareness supports motivation for one’s own actions, aligning them with the feelings of others and promotes the development of useful social skills, which are very significant for leadership and collective work.

### **3. Expert markers:**

These innovative quality markers for *evaluating the quality of educational and scientific research activities in higher education institutions* should not be compared with



the criteria for evaluating educational programs in the NAQA accreditation procedure. After all, the purpose of such procedures is different, although they have points of contact.

1) purpose and tasks of the course / classes, target orientation. The goals and objectives of the educational component, its focus on achieving the general goal of the educational program, compliance with training standards are supplemented by provisions: on the applicant as a subject of education, equal to the leader-mentor of the participant in the educational and scientific process; about the development of the acquirer's personality in integrity (and not only through the formation of specific competencies of the researcher), the development of its creative potential;

2) professional position of the teacher and teaching skill correlates with the provisions of the Professional Standard for the group of professions "Teachers of higher education institutions", which was approved by the Ministry of Economic Development, Trade and Agriculture of Ukraine by Order No. 610 of March 23, 2021. On aspects *of the development of the emotional and volitional sphere education seekers* in the list of criteria for evaluating educational programs by experts BY NAME in the accreditation procedure is not paid attention to separately. After all, it is logical that such questions are not the task of accreditation of the EP;

3) technologies of pedagogical management of the educational process (teaching and learning), scientific search of the acquirer. The main *mechanism of pedagogical management* of the educational process (teaching and learning) should determine the nature of cognitive activity and the position of learners in classes when studying the educational component – course / discipline. Note that even experienced teachers with many years of scientific and pedagogical experience and the author's "worked-out"





teaching methods, in new conditions, realizing that established approaches do not work, found it quite difficult to answer the question “*What and how do I need to change in organization of the educational process under new circumstances?*”. The choice of the teacher’s leading methodical system, *mechanisms of pedagogical management* of the educational process is very individual and variable [2]. In addition, this choice is due to technical possibilities. The general characteristic of the complex of modern educational *information and communication technologies (ICT)* is based on an individual approach to learning. From this position, ICTs are classified, in particular, as follows: functionally oriented technologies; subject-oriented technologies; problem-oriented technologies. However, even knowledge and understanding of these classifications on the part of the teacher is not a guarantee of building a quality technology of pedagogical management of the educational process (teaching and learning). This issue is especially acute when developing new courses, new educational programs, new components in their structure;

4) Evaluation of the educational process based on learning outcomes. Here let’s note that assessment, as a component of the education quality assurance system, aims to: support in providing the student with the opportunity to achieve the desired learning outcomes (*Support learning*); quantitative assessment of the degree of achievement of desired learning outcomes by the applicant (*Generate grades*); development of students’ self-assessment skills – to ensure their effective further education (*Future judgments*).

Summarizing the above, let’s emphasize that evaluating the effectiveness of the educational process based on learning outcomes is a complex procedure within which the teacher must be clearly aware of the connection between the predicted learning outcomes and ways of setting



goals for their achievement even at the time of course development. Thus, the technological cycle from conception, *development, implementation and evaluation of the educational component is closed.*

Asking questions *“What should be the educational experience in the new reality? How do these circumstances affect the educational experience of teachers and students, and what can the administration and methodological services of higher education institutions do to improve the situation?”* teachers-developers of educational components, together with technical support for online courses, sought to make learning useful and exciting. But *“How to understand that the desired result has been achieved?”* It is not always obvious, and without specific markers it is impossible to make an informed decision. *“Should we leave everything as it is, work on improving the course, or close it altogether and not waste resources?”* Moreover, the fate of both the course and the entire educational program will often depend on the answer to these questions. It turns out that it is impossible to do without the assessment of efficiency, analysis and research of markers. Thus, the authors continued their practical search for specifying markers of the quality of the educational process of the higher school in modern realities, their structural characteristics, which can be evaluated and which mistakes should be avoided. The result of such work was an understanding of the need to conduct *a methodical audit of educational components.* A questionnaire was compiled on issues that help to verify specific data for analysis and further evaluation, providing recommendations. The questionnaire is structured in blocks:

1. Understanding of the target audience of the course by the training organizers.

2. Methodical concept of the course and the logic of training.



3. Educational environment of the course.
4. Quality of educational content.
5. Quality of practical classes.
6. Data obtained during training of previous flows.
7. Training support.
8. Distribution of roles in accompanying the course.
9. Sufficient resources for launching new streams, simultaneous training of several streams of students.

Summarizing the above, let's emphasize that evaluating the effectiveness of the educational process based on learning outcomes is a complex procedure within which the teacher must be clearly aware of the connection between the predicted learning outcomes and ways of setting goals for their achievement even at the time of course development. Thus, the technological cycle from conception, development, implementation and evaluation of the educational component is closed. Noting that the integrated goals of the educational component – the course, which must be clearly formulated by the teacher, combine 3 approaches (content, internal and external learning processes – learning, result), they become the basis of the didactic complex of the course.

## **Conclusions to the Chapter 11**

The results of a scientific study of theoretical specification and methodological and practical implementation of markers for evaluating the quality of the educational process of higher schools in modern realities proved that a methodical audit can reveal shortcomings that will be quite simple to eliminate, but can reveal errors that require a lot of time and other resources to correct. After the expert in teaching skills makes its recommendations, the teacher, together with the group of educational program support, the administration of



the institution of higher education usually makes a decision about modernization in the teaching of the course. If the finalization of the educational product is chosen, the teacher can make changes on its own or involve an expert again. It is important to note that work on improving the course is a separate task that should not be “mixed” with an audit of the quality of the educational process.

Summing up, it should be noted that the objective is the coexistence of police training, police education and research activities. In the conditions of reform, it is unjustified to lose attention to at least one of the components of the formation of the professional competence of a modern police officer. On the contrary, both professional education and professional training need to be improved on the basis of today's challenges and relevant scientific achievements of scientists, teachers and practitioners. The requirement of transparency and professional and effective law enforcement activities, the reduction of corruption risks require radical changes in the process of educational and scientific research activities in higher education institutions with special conditions of study, starting with the stage of selection for studies and ending with distribution. The need for practice involves the transition from the formal theoretical educational process to the introduction of training technologies, especially in the last year of study, the formation of permanent and professional skills, the training of scientific and pedagogical personnel, the development of their pedagogical skills.

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**QUALITY PARAMETERS OF HIGHER EDUCATION OFFICERS  
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OF IMPERATIVE HUMAN-SCALE VALUES  
(theory and practice)**

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