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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

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, Valentyn Plishkin [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 Oleksandr Bandurka [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 circumstances 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 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 police 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 Viktor Andrushchenko [7], Galyna Shevchenko [8]; was the subject of fundamental study of foreign philosophers: Talcott Parsons [9], Erich Fromm [10], Francis Fukuiama [11] and others. Pedagogical aspects of the process of formation of universal human values were studied by Semen Goncharenko [12] and Ivan Ziazun [13] and others. Thus, Walter R. Heinz 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, Walter R. Heinz 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, Ralf Dahrendorf [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 con-

ditions 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 Volodymyr Zynchenko [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 orientations 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 Steve Darroch and Lorraine Mazerolle [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.

Lothar Krappmann [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. Lothar Krappmann calls this possibility *uncertainty tolerance*. The scientist emphasizes that this is a stabilizing function that helps to endure contradictions and unstructured situations or various role relationships addressed to a person, in connection with which its personality is strengthened.

Jonas Campion 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 coexistence 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, Jonas Campion 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.

Nicholas Caveney [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. Peter C. Kratcoski and Maximilian Edelbacher [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 Lawrence Sherman [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 Otwin Marenin [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 David Cox [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 Vasyl Stratonov [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. Vasyl Stratonov 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 abilities, 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.

Volodymyr Danchenko 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 Alla Semenova 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 development 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 *evolutionary* (lat. *evolutio* – 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 possible 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 Tetiana Tytarenko [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 possible 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 formation 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 Ministry 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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