

Підсумовуючи, можна сказати, що знання іноземної мови не тільки значно підвищить статус поліцейського, його самооцінку та професійну компетентність, а й дозволить налагодити більш довірливі стосунки у процесі комунікації з іноземними туристами, що також сприятиме формуванню позитивного іміджу нашої держави [2, с. 136].

Таким чином, розмірковуючи над питанням: «Чи варто українським поліцейським вивчати іноземну мову?», із урахуванням усіх вищезазначених аргументів, відповідь вбачається беззаперечною: «Звісно так!». Проте важливо, щоби іншомовна підготовка фахівців продовжувала розвиватися в нашій країні і знайшла підтримку у керівництва структури правоохоронних органів. Адже вміння спілкуватися іноземною мовою, в тому числі, і для співробітника поліції, є на сьогоднішній день своєрідним вікном у світ, що сприяє досягненню поставлених цілей за допомогою нових здібностей та навичок.

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### **FOREIGN LANGUAGE TRAINING OF FUTURE LAW ENFORCEMENT OFFICERS IN THE NEW CONDITIONS OF PROFESSIONAL ACTIVITY**

The current trends in Ukraine's formation and the development of its law enforcement agencies set new priorities and tasks for the new police.

Bringing Ukraine's police to the best of world standards should be carried out both taking into account global trends in human rights compliance and taking into account the internal conditions of the country's development. The best practices of law enforcement in many European countries, such as France, show that the socio-service nature of police activity, working for the people and with it, can lead to significant successes in detecting certain types of crime and preventing crime.

Based on the analysis of literature on the subject, we determine that the modern police officer should be distinguished: social and psychological readiness for interaction and understanding, a certain level of language training and constructive behavior in conflict situations.

It is known that the activities of police officers are communicative. The acquisition of certain communicative qualities and skills by law enforcement officers is to a large extent the key to effective professional activity, and the issues of language (foreign language) training becomes extremely relevant. As practice shows, the realities of modern policing require that police officer not only have a rudimentary command of foreign languages to communicate with foreigners within the framework of public safety functions, but also a rapid exit of the country's law enforcement agencies into the international arena. Ukrainian police may be sent to international organizations, involved in the training of law enforcement and security personnel in foreign languages, participate in international peacekeeping and security operations and be fluent in foreign languages [1].

Good knowledge of both the language and non-verbal communication, knowledge of certain local realities is the key to successful communication and usually timely assistance and hot pursuit of crimes. Similar knowledge is formed in future law enforcement officers when learning a foreign language at different stages of vocational training: primary, in higher education institutions with specific conditions of education, postgraduate education and job training [1, p. 3].

In our opinion, language (foreign language) training should take place at all stages of the professional training of law enforcement officers. This should create conditions for lifelong learning. The differences are only in the levels of ownership (from introductory during primary preparation to autonomous or competent at the postgraduate stage).

Unfortunately, the level of command of foreign law enforcement officers is still quite low, and their language (foreign) training needs considerable improvement.

The practice of teaching foreign languages to future law enforcement officers indicates that there are some contradictions in the process of learning: between the content of the subject foreign language in vocational

education institutions and the professional needs of law enforcement officers; between the language training process and the realities of daily policing; between a certain “non-system” of linguistic (foreign) training of future law enforcement officers and the possibility of continuous linguistic (foreign) training.

The content of training should be analyzed in strict accordance with the conditions, features, and content of the future professional activities of law enforcement. Only through such factors can sustainable motivation to learn and increase the efficiency of the entire educational process be achieved.

The language training process should be as close as possible to future professional activity. Language and speech exercises should be meaningful and procedurally relevant to the professional context.

By a certain “non-system” of linguistic (foreign) training of future law enforcement officers, we understand the lack of a clear strategy for linguistic (foreign) vocational training. In practice, there are usually disadvantages such as the lack of textbooks on the training profile of specialists. Teachers are forced to search for numerous materials for conducting classes, writing methodical developments and creating their own textbooks. Often, textbooks or educational materials written by different authors, even within the same educational institution, are not coordinated one, which leads to duplication of grammatical, lexical topics, etc. [2].

Based on the above, we can conclude that there are certain problems in the implementation of future law enforcement officers' language (foreign) training in the new conditions of their professional activity. In our opinion, it is advisable to organize the linguistic (foreign-language) training of future law enforcement officers as a purposeful, professionally-oriented, continuous, level, gradual, systematic process with clearly coordinated components.

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