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## **ENGLISH TOPICS TAUGHT AT THE POLICE ACADEMY IN ROMANIA**

Foreign languages teachers at the Police Academy in Romania have taken into consideration the need to identify the specific policing vocabulary to help the future police officers in their activities that require linguistic competences. In this regard, they design English topics, courses and other complementary teaching resources (glossaries, exercise books, dictionaries etc.) to be used at seminars. It represents a very hard and difficult task, as it means that the teachers of foreign languages make a great effort to learn and comprehend knowledge from other fields than the one in which they are qualified. These teaching materials can help the teachers of foreign languages to make the seminars more attractive as well as they can help the students in their individual study. Their main goal is to also develop the four classical language abilities – speaking/ listening/ reading/ writing – by means of all the materials in forms of workbooks, DVDs, CDs, audio tapes, posters etc. used at seminars.

Still their courses are aimed not only at the Police Academy students, but also all the persons from the Ministry of Home Affairs structures who are involved in international missions, participate in training courses, meetings, round tables at international level and want to develop their foreign languages skills in policing.

The topics identified for the English language courses are in accordance with the main issues related to police work in the common curricula developed for all the police workers in the European countries, such as: roles and responsibilities, police ethics, organizational structure of the police, police ranks, types of uniforms, types of police cars, weapons used by different police forces and their regime, elements of a police report, forms of crimes and punishments, police investigation and criminal procedures, crime scene investigation and evidence collecting, forms of domestic violence, stages of trafficking in human beings, forms of terrorist attacks, criminal network of the organized crime etc.

The course topics have resulted from discussions with their colleagues from the MAI (Ministry of Internal Affairs) structures, who are the beneficiaries of their university “products”, but the documentation, selection of information, course design, learning units structure, exercises, applications represent the conceptual work of academy’s teachers and are reflected in a work over years [1, 131].

Generally, the English Course books are structured into *learning units*, followed by sections containing *the keys to exercises* and some *annexes* at the end.

The information sources that were used for elaborating the content of the course were searched on the Internet sites and other references which are presented at the end of each unit, along with other links to additional sites that can be viewed by those who need more information. The content of a unit is distributed into

sections according to the importance of the topic. For instance, the unit *Police investigation* is structured into the following sections: Steps the Police May Take During an Investigation, the Investigative Role of the Police, Answering Police Questions, Who Decides to Lay Charges, Arrest – After Arrest, Police Reports, Arrest Reports, Crime or Incident Reports, What's Publicly Available, Jail & Bail, Arrest Warrants, Search, Search Warrant Filings, Crime Scene Examination – Steps of a Crime Scene Examination, Types of Evidence, DNA: The Basis of Forensics, 7 Skills of a Crime Scene Investigator etc [2].

Every unit starts with the presentation of the topic, in which various definitions, classifications, types, forms, examples are presented. The content is familiar to the students, due to their training performed in the operative structures during the semesters. What's new is the specific terminology in the foreign language they have to acquire.

The *Vocabulary* section aims at the comprehension of some general foreign language words and terms, therefore they are explained at the end of the unit content.

There is also a *sub-section* that lists Law Enforcement terms and expressions in the foreign language, which does not require necessarily the translation especially because the teachers want their students to have the pleasure of discovering themselves the meaning of the terms by using all the teaching materials mentioned above and, on the other hand, to help them learn by doing their own efforts which represents the basis for learning. This list can be used in different ways during the seminars both by teachers and students for the purpose of reaching the educational objectives of the seminar. For example, the teacher can ask students to choose some terms and use them in their own sentences in writing or verbally, or the list can help teachers in students' evaluation at the end of the unit. They think that if all the unit tasks are properly used in the class by teachers and students, then they can be sure that the aims regarding the acquisition of special policing terminology could be achieved.

The section with *Exercises* offers a variety of educational tasks in form of a series of open/closed questions, grammar and vocabulary exercises designed to assess the knowledge and practice the terminology. Solving these tasks requires the reading and learning of the content, meaning that the student must cover the theory contained in the course chapter. The variety of the exercises suggested in the course is meant to stimulate the creativity of the students as well as to make the teaching-learning process more attractive. The key to exercises will help students to evaluate themselves and can also help to the achievement of the educational goals regarding the self-study [1, 132].

The aim of the authors is that the course will contribute to the development of the students' knowledge and skills in a foreign language. They also hope that their foreign language courses will represent a valuable educational tool for all the students in the Police Academy in Romania and other beneficiaries.

### **References:**

1. Chervase C. Active methods for language learning. *Revista academiei forțelor terestre*. 2016. N 2 (82). P. 127–135.
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### **INTERACTIVE TECHNOLOGIES IN TEACHING ENGLISH**

Since the beginning of the pandemic, and now under the martial law, education in Ukraine has been moving online, and students are starting to feel the lack of communication with teachers and peers. Interactive learning technologies have the power to immerse students in the familiar classroom atmosphere without leaving their homes.

Interactive learning is a hands-on way of transferring knowledge as opposed to passively listening to a lecture or reading assigned material. Students might perceive passive learning as boring because their opportunity for involvement is minimal. This type of education also has limited options for assessing student comprehension. On the other hand, interactivity captures students' attention, involves them in discussions, and stimulates critical thinking. So, interactive teaching is a good way to facilitate English language learning.

Interactive teaching is a special form of organizing cognitive activity, which has a specific intended goal of creating comfortable learning conditions. The essence of interactive teaching is that the learning process takes place under the condition of constant, active interaction of all students, where both the student and the teacher are equal subjects of the whole learning process. Interactive technologies are the organization of knowledge acquisition and the formation of certain skills and abilities through a set of educational and cognitive actions organized in a special way. They consist in the active interaction of students with each other and the construction of interpersonal communication in order to achieve the planned result.

There are different interactive technologies:

- cooperative learning technology – when learning is united by a common goal;
- technology of collective and group learning – it means simultaneous joint work of the whole group;
- situational technology teaching – it consists in inclusion of the student in the game;