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FORMATION OF THE ENGLISH LANGUAGE'S PROFESSIONAL COMMUNICATIVE COMPETENCE OF THE LAW ENFORCEMENT CADETS

Contemporary situation connected on one hand with the ongoing full scale war and on the other with the rapid technological progress inevitably influence the educational process. It faces specific problems in the system of Ukrainian higher education. The contradiction between demands to the English language mastering and the problems which are observed in the essence, the motivation and the organization of the educational process may be clearly outlined. These facts gain special importance when we speak about the learners of such a specific category as the cadets of Higher Educational Establishments of the Security and Defence Sector. As far as the mastering of the English language for professional purposes by the officers of the National Police of Ukraine is outlined in the legislation of Ukraine [4,7], works of the researches of different professional fields and states [1,3,6] the Security and Defence Sector included [2,5] we have a significant background to include the English language communicative competence into the structure of the professional competence of a police officer.

The target here is to define the English language professional competence of a police officer, its main structural parts, difficulties and peculiarities of achieving them at the time of the Marital law in Ukraine.

Including the legislative basis, the scientific thoughts and the theory and the practice of educational process in the higher educational establishments of the Ministry of Internal Affairs of

Ukraine we can outline the main aspects of the researched definition. In the law enforcement field we can underline the ***professional English language communicative competence of a police officer*** as an integral personally-professionally oriented formation which defines the ability and the readiness to complete practically oriented and informative-communicative tasks in a creative and competent manner. In the other words an officer must be ready to perform all the needed professional duties in the intercultural background. From this point of view, the following structural components of this competence are to be defined:

1. linguistic (mastery of general and professional vocabulary, necessary grammar, phonetic and spelling rules);
2. discursive (mastery of coherence, logical organization of the oral speech and written language);
3. conversational (on one hand the ability to speak with people without tension, at a natural pace, without long pauses, to search for language forms when receiving and transmitting professional information and ability to underline short commands necessary to quick obey by the tone and the intonation);
4. pragmatic (the ability to convey communicative content in accordance with the social context);
5. information and technological (the ability to search for foreign-language communicatively professionally significant information from various sources including international professional data bases, to use foreign-language information Internet resources in the process of professional activity productively);
6. strategic (the ability to use verbal and non-verbal professional-communicative strategies to compensate for lack of knowledge in conditions of real language communication);
7. sociocultural (knowledge of the sociocultural context in which the language is used, the ability to build professional English language's communication adequately);
8. personal and creative (the ability to increase the level of proficiency in a foreign language, the ability to self-development in the process of research, professional and creative activity).

Of course, the volume of the thesis materials does not give the possibility to discuss all the peculiarities and problematic questions of the abovementioned topic. Nevertheless, there are many constituent parts of the topic which have a great potential for further development and research. The most important of them, from the author's point of view, are in the sphere of building of a systematic and complex system of the English language's mastering with a single for all Higher Educational Establishments of the Ministry of Internal Affairs of Ukraine system of testing and including this results while appointing the officers to the prestigious and command positions.

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МОВА ЯК ПРЕДМЕТ ДОСЛІДЖЕННЯ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ ПСИХОЛОГА

Професійна діяльність психолога включає в себе багато, на перший погляд, абсолютно не сумісних між собою компонентів: конструктивних, організаторських, орієнтаційних, комунікативних, інформаційних, розвивальних, мобілізаційних та дослідницьких. Усі вони утворюють єдину структуру, з якої найважливішим компонентом можна визначити саме комунікацію. Адже саме вона є ключовим елементом зв'язку між психологом та