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TEACHING ENGLISH THROUGH PROFESSIONAL INTERACTION AT THE INITIAL PERIOD OF STUDY AT THE NATIONAL ACADEMY OF INTERNAL AFFAIRS

As we live in the global and unstable world its necessary to be able to find information in the neverending stream and the English language is one of the main tools which enable us to do this. The language teaching at the Academy with its peculiarities is the aim of the article. Taking into account that the study of the English language must be mainly communicative oriented we propose to pay special attention to the development of dialogical speech on the base of the authentic materials. While speaking about choice of teaching methods it is useful to remember the words of the Police Guidelines which state that: “In any public service organization, training will play a major part in ensuring that officers possess then ecessary knowledge, skills and attitude stoc on duct them selves in a profession almannner and toper form their roles effectively an dinaccordance with the policy of the organization. Most police forcesin Europe devote a very substantial amount of time both to initial andin-service training to a chieve the segoals” [3].

O. Kuznetsova in her research works defines, that the studies of the law enforcement officers and lawyers educational processes, state that the main aim of teaching English in higher educational establishments is teaching English with specific aim, in other words development and formation of cadets communicative competence on the background of the professionally oriented training (usage of the foreign languages in the professional context and situations which require professional communication) [1].

From this point of view, the usage of dialogues and teaching through communicative situations must prevail. The dialogical speech is defined as the process of the speech interaction of two or more participants of communication. According to this notion we can draw the parallel between interaction of an officer with a citizen or citizens in concrete situations which demand his/her participation. Speaking about communicative functions of the dialogical speech we must mention such communicative functions of it [2; 146-147]:

- 1) request for information – receiving information;

2) proposition (in the form of ask, order, advice etc.) –
acceptance/denial of information;

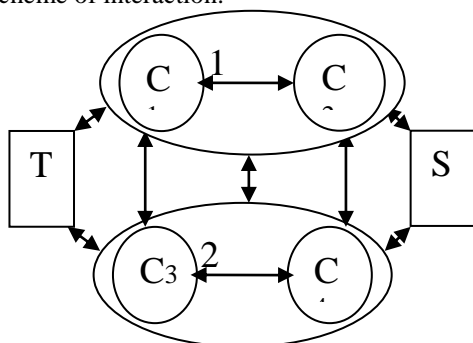
3) interchange of points of views, impressions, believing;

4) opinions, beliefs, proves of one's points of view.

So, our main task during the first year of cadets' study is to form such skills and abilities which would allow them to use professional content in their speech (where dialogue prevails).

It is also worth to mention that dialogues have different functional types and kinds of dialogical units which are the most suitable for them. From the point of view of the Professional English we are especially interested in some kinds of them. The most important for them: a dialogue – a questioning, a dialogue – an inquiry, a dialogue – an order, a dialogue – an agreement and so on.

The main aim of the dialogical speech skills development can be considered as an achieved one if at the end of the first year the cadets are ready to perform a complex, professionally oriented dialogue according to such a scheme of interaction:



Here :

C1,C2, C3,C4 – are cadets,

Gr1,Gr2 – groups,

T- language teacher,

S - Source

Of course, there much more forms and technologies which can be used in the work with dialogues, we can easily speak about changing the roles, partners and topics of the dialogues. The roles of prepared material and possibility to react immediately should also be taken into account. The connection of in-class work with preliminary home preparation should also be mentioned. Especially important is to blend the auditory oral communicative work with the developing of writing skills, for example for

grammar material study. A very great potential can be seen in the technical support of lessons, because original audio and visual information can benefit the learning of the material by cadets. In other words, correct, intelligent and creative usage of communicative situations will be a great advantage in the process of study English be future law enforcement officers. It forms skills and abilities of fluent and correct speech and brings a self-confidence to the officers who use foreign languages in their professional activity.

List of references

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CYBERKRIMINALITÄT IN DEUTSCHLAND

Die moderne Gesellschaft ist global vernetzt, wir kommunizieren in Sekundenschnelle mit Freunden, Bekannten und Geschäftspartnern weltweit. Mit den positiven Möglichkeiten der Internetnutzung gehen aber auch negative Begleiterscheinungen einher: Cyberkriminellen bieten sich vielfältige Tatgelegenheiten. Straftaten verlagern sich ins Internet, neue Kriminalitätsphänomene entstehen.

Die Kategorie Cyberkriminalität umfasst die beiden Bereiche *Computerkriminalität* und *Internetkriminalität*. Unter dem Begriff Computerkriminalität werden in Deutschland Straftaten eingeordnet, bei denen lediglich ein Computer ohne die Verwendung des Internets genutzt wird. Formen der Computerkriminalität können dabei die Computersabotage, der Computerbetrug, die Computerspionage, die Softwarepiraterie oder der Computermissbrauch sein.