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MODERN APPROACHES TO TEACHING PROFESSIONAL COMMUNICATION TO LAW ENFORCEMENT STUDENTS

The article is directed to solve the problem of training higher education applicants for effective communication in a foreign language in a professional environment. Formation of communicative competence is possible provided that modeling typical situations of real communication arising in different spheres of life and relating to various professional branches is simulated in the educational process. The effectiveness of the learning process is determined by a methodically grounded and expedient system of practical exercises. Knowledge of a foreign language includes both learned information and knowledge acquired in the process of searching. Among the components of teaching a foreign language in a professional way, the development of oral communication skills is one of the most important tasks in terms of training skilled competitive professionals in accordance with the requirements of European education. Communicative competence is predetermined by the subject, situation and sphere of communication, which constitute another component of the content of teaching. Teaching students a foreign language for professional orientation is based primarily on the professional needs of future specialists. Thus, the development of linguistic competence is a complex process that should be continuous, active, and purposeful as well as conditioned by communication. The success of its implementation depends on the correct choice of teaching and methodological support, the use of relevant forms, methods and modes of work.

Key words: foreign language competence, communication, communication exercises, foreign language for professional purposes, professionally oriented vocabulary, oral speech.

Formulation of the problem. Language for intercultural communication is based on the premise that learning another language means becoming aware of another culture, and foreign language competence is a means to acquire knowledge and skills of efficient cross-cultural communication as well as a means of presenting our own culture to the world. Language can be considered as power, life and the instrument of culture.

Modern development of international relations and expansion of international cooperation of Ukraine in various spheres of activity lead to the necessity of having a foreign language as a means of intercultural communication of specialists of any profession. The main and priority task of studying foreign languages is the development of communicative abilities, that is, learning the language as a real means

of communication between specialists from different countries and different fields.

Analysis of recent studies and publications. Nowadays, a great attention is paid to the aspects of learning a foreign language as a language of professional communication. Thus, the problem of teaching a foreign language for professional purposes is covered in publications of such authors as R. Cenicerros [1], C. Danielson [2], D. Fraser [3], D. Hudson [4], I. Khalimon [5], O. Petrashchuk [6], V. Senchenko [7] and others. However, the level of foreign language communication of non-linguistic graduates of higher education establishments does not always meet modern requirements of their successful employment in future.

The purpose of the article is to study the approaches to teaching English in a profes-

sional way. The article is aimed at singling out the principles of the professional competencies as a prerequisite for the effectiveness of the personnel placement of law enforcement officers in Ukraine.

Main results of the study. The purpose of teaching a foreign language in higher educational establishments is to prepare applicants of higher education for effective communication in an academic and professional environment. The curriculum foresees the formation of basic professional competencies for the adequate behavior of students in real academic and professional life situations. It should be concentrated on developing practical work-related oral and other communication skills. Basic professional competencies form the professional communication competence of a student who can think constructively, offer original ways to solve various problems, resist a routine approach to work, take direct part in solving important scientific problems and professional tasks, see and evaluate reality from different angles of view. General educational competences (learning abilities) are aimed at mastering strategies that determine speech activity, solving educational and life problems by means of created educational situations and the development of the autonomy of future specialists in the field of education and in areas related to their specialization. Linguistic competence as knowledge and ability to use language units in oral and written speech consists of lexical, grammatical, semantic, phonological, spelling and orthoepic competencies.

The process of language training should be as close as possible to future professional activities. Interculturalism is expanding rapidly in our country. The lack of intercultural education can lead to increased social conflict. Law enforcement agencies experience great problems in their communities due to the advance of multiculturalism. Thus, law-enforcement agencies have an ever-increasing need for continuing education in the field of effective interaction and communication with citizens of different professions. Intercultural education of law enforcement agencies in critical thinking develops conditions for improving professional self-regulation, decision-making, solving and analysing diverse probable results. It creates opportunities for strengthening communication, strengthening public relations and improving the capacity for de-escalation of violent events.

Public opinion about law enforcement bodies is changing [8]. Effective attitude of law enforcement agencies to various members of society can

influence and amend the situation connected with the de-escalation [3]. Social changes contributed to the necessity of training future professionals in communicative competences. The practitioners in law enforcement activity are obliged to possess knowledge and skills of interpersonal communicating, taking decisions, and solving problems [1]. A number of researches have identified a need for improved communication skills, particularly oral skills.

Professional law enforcement officer needs to communicate successfully both in his native language and in at least one international language in order to be employed and to develop professionally. The activities of a policeman are of communicative nature. The acquisition of certain communicative qualities and skills by law enforcers is one of the key elements of effective professional activity, and issues of language (foreign language) training are extremely urgent. As a representative of government structures, a police officer with a certain level of language knowledge is able to communicate with representatives of local national minorities and foreigners on elementary topics related to issues and problems of a social or personal nature, to facilitate their resolution, to send these persons to the relevant departments [9]. Practice shows that the realities of modern police activities require not only to have elementary command of foreign languages for communication with foreigners within the framework of the performance of public safety functions, but also for cooperation with foreign counterparts at international search. Ukrainian police can also be engaged in international organizations, to be involved into international peacekeeping operations. Linguistic and speech exercises must have a meaningful relevance to the professional context. The focus of the present article is on enhancing oral communication skills in English used in professional settings. One of the major students' obstacles is to overcome their reluctance to speak during the English oral classes. The present article offers solutions with respect to the way in which a teacher may organize lesson so that the cadets and students become more confident in expressing themselves freely in speech, both in their daily and professional life. The main pedagogical methods of forming a communicative culture of applicants of higher education are role games, situational exercises, project work, training of discussions, and other methods of interactive learning. The most effective is communicative learning, which is directly related to the culture of the people as a native speaker.

Let's dwell on some of the components of the culture of professional communication.

An integral part of the culture of speech is its logic; it is the sequence of expression of thought that is ensured by the observance of the linguistic laws of the construction of oral or written expression. In order to teach cadets and students to logically express their thoughts in a foreign language, the following types of work are traditionally used: drawing up a plan of a read text, choosing key sentences from the text, selecting facts from the text to prove a particular position.

Exercises for compiling a logically concise text from individual sentences, for regrouping individual phrases into natural dialogue, for connecting the main and subordinate sentences using one of the proposed conjunctions are also quite useful. The culture of speech communication also involves the ability to assess the received message in terms of its logic. This is especially important in the discussions. It is advisable to conduct a pair and group discussion on issues that are of great interest for cadets and listeners at classes. The fulfillment of written works also contributes to the development of speech logic: listening tasks, writing annotations, referencing texts of different genres. A prerequisite for the development of a culture of communication is the mastery of speech cliches, among which expressions of greetings and farewells, forms of appeal, apologies, requests, invitations, advice, and others can be distinguished.

Selection of speech formulas for study is carried out taking into account their stylistic, emotional color and practical use. It is also necessary to familiarize future professionals with different variants of the language under study. In that case, there is a need for widespread use of audio and video materials in the classes. Clarification of the variability of the language, combined with the theoretical substantiation of the facts, gives cadets and students a correct understanding of the dynamic nature of the language. Particular attention should be paid to the training of business communication. Modern knowledge of a foreign language does not exist without knowledge of the peculiarities of the inter-ethnic and intercultural context. It is almost impossible to send business-related messages (oral or written) that would not have a certain cultural color. For business communication training business games, situational exercises, various kinds of other communicative exercises are used. During this work, cadets

and students not only use a foreign language as a means of communication, but, although in game form, learn to form relationships, maintain harmonious communication, prevent confrontation, understand the behavior of characters. Dialogical speaking plays a leading part in the learning of English. Dialogical speech is a rather complicated process of communication, and the teaching of dialogical speech highlights different approaches to it. Dialogical speaking is a bilateral process. In other words, the exchange of replicas can not be carried out without mutual understanding, which occurs through the listening. Consequently, the skills of dialogue speech involve teaching of both speaking and listening, that requires from the participants of communication bilateral communicative activity and initiative. On this basis, it is necessary for the cadets and students to develop the ability to initiate a dialogue, to answer the questions of the speaker and to encourage him to continue the conversation. The educational dialogue is multidimensional interaction, therefore it unifies the various types of communication organically (verbal, nonverbal, intellectual, emotional, etc.).

Oral communication is the most important skill because law enforcement practitioners spend most of their workday-time communicating. This fact proves that both oral and written communication should be investigated in detail. It was found that cadets and students dislike oral communication, particularly speaking before a large group of strangers, and the nervousness and pressure, anxiety and fear of failure associated with it.

Teaching a foreign language for a professional orientation requires the focus and effort of reading professional literature as well. Targeted reading is a prerequisite for achieving a high level of communicative competence in professional activities in a short period of time. Foreign language communicative activities of law enforcement professionals require establishing and maintaining contacts with foreign colleagues as well as foreign citizens – people of different age, professional, cultural and ethnic groups. An integral part of the content of cadets and students' foreign language training in higher education establishments under the Ministry of Internal Affairs of Ukraine should be a socio-cultural component. Professional orientation should be reflected not only in the topics of texts but also in the nature of text exercises, which are the basis for the implementation of educational activities. Training materials should be based on text exercises that are problematic, contain questions that have no ready answers,

thus creating a problematic situation. These exercises encourage cadets and students to analyze and direct their efforts to understand and evaluate text information and find an answer.

A great attention should be paid to work on vocabulary, which is presented mainly in phrases, persistent, used blocks, by means of which the written and oral language of a specialist is being built. In developing lexical exercises, the subject of study should cover the concepts and expressions that constitute the vocabulary of the specialty and develop those types of communicative activities that are necessary in the work, including law enforcement. Preparing cadets and students for special vocabulary, we should choose exercises with the purpose to learn the basics of word formation, to acquaint with the system of synonyms and antonyms, to develop a linguistic guess based on the international vocabulary and elements of word formation, to establish associative ties based on their mother tongue. Exercises with problem load, developing the ability to recognize lexical units by formal signs, quickly find structural and semantic differences in the foreign and native language, force cadets and students to active search for independent conclusions, awareness and consistent memorization. When developing methodological materials, it is necessary to pay much attention to the selection of frequently used expressions and quotations. Cadets and students' learning a lexical material of a foreign language for a professional orientation requires from a teacher to develop mini-dictionaries based on the most frequently used professional vocabulary. Studying or reproducing texts in a foreign language does not meet modern requirements for the training of professional specialists. It is necessary to encourage higher education applicants to be engaged in oral speech, exchange information through the use of a foreign language, as well as acquire communicative skills for solving professional problems and tasks based on read or listened material.

The effectiveness of the learning process is determined by a methodically grounded and expedient system of practical exercises. Knowledge of a foreign language includes both learned information and knowledge acquired in the process of searching. Among the components of teaching a foreign language in a professional way, the development of oral communication skills is one of the most important tasks in terms of training skilled competitive specialists in accordance with the requirements of European education.

Formation of communicative competence is possible provided that modeling typical situations of real communication arising in different spheres of life and relating to different topics is simulated in the educational process. That is, the substantive plan of studying the foreign language is predetermined by the subject, situation and sphere of communication, which are another component of the content of teaching.

Conclusions. Teaching a foreign language for a professional orientation is based on the professional needs of future specialists. Conflict is inevitable in times of rapid change. Effective communication helps to avoid conflict and minimize its adverse consequences when it does occur. Thus, the development of linguistic competence is a complex process that should be continuous, active, purposeful and conditioned by communication. The success of its implementation depends on the correct choice of teaching and methodological support, the use of relevant forms, methods and modes of work. Thus, learning a foreign language improves professional communication for successful interaction. Whether you want to communicate to potential employers, foreign partners or just suspects, better English communication can help you achieve your language and professional goals.

Prospects for further research. A large aspect of building trust for the criminal justice professional is dependent on relations with citizens and foreigners and cultural competence. Education in cultural diversity is important for an officer within the community. Understanding various cultures and learning how members of a particular group perceive, behave and make judgments about their world should reduce crisis. This education should be repeated through annual training in the officer's career. Law enforcement officers should be prepared to engage with the members of the community and respond to them in a situationally appropriate manner.

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Бондаренко В. А., Кузьо Л. І. Сучасні підходи до навчання правоохоронців професійній комунікації

У статті розглядається проблема підготовки здобувачів вищої освіти до ефективної комунікації іноземною мовою в професійному оточенні. Викладання іноземної мови за професійним спрямуванням вимагає зосередження уваги та зусиль на читанні фахової літератури. Велику увагу під час навчання іноземних мов варто приділяти роботі над лексикою, яка подається переважно в стійких словосполученнях, вживаних блоках, за допомогою яких будується писемне й усне мовлення. Під час навчання іноземної мови за професійним спрямуванням розвиток усних навичок спілкування є одним із найважливіших компонентів підготовки кваліфікованих конкурентоздатних фахівців. Формування комунікативної компетенції можливе за умови моделювання в навчальному процесі типових ситуацій реального спілкування, які виникають у різних сферах життя та стосуються різних аспектів професії.

Ключові слова: *іншомовна компетенція, комунікація, комунікативні вправи, іноземна мова за професійним спрямуванням, професійно орієнтована лексика, усне мовлення.*

Бондаренко В. А., Кузьо Л. И. Современные подходы к обучению правоохранителей профессиональной коммуникации

В статье рассматривается проблема подготовки студентов к эффективной коммуникации на иностранном языке в профессиональном окружении. Преподавание иностранного языка профессиональной направленности требует сосредоточения внимания и усилий на чтении литературы по специальности. Большое внимание при обучении иностранным языкам следует уделять работе над лексикой, которая подается преимущественно в устойчивых словосочетаниях, применяемых блоках, с помощью которых строится письменная и устная речь. В процессе обучения иностранному языку по профессиональному направлению развитие устных навыков общения является одним из важнейших компонентов подготовки квалифицированных конкурентоспособных специалистов. Формирование коммуникативной компетенции возможно при условии моделирования в учебном процессе типичных ситуаций реального общения, которые возникают в разных сферах жизни и касаются различных аспектов профессии.

Ключевые слова: *иноязычная компетенция, коммуникация, коммуникативные упражнения, иностранный язык по профессиональному направлению, профессионально ориентированная лексика, устная речь.*