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Ключові слова: державні закупівлі, економічна безпека, корупція, економічні злочини

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Yuliia HALENKO[©],
lecturer of the
Ukrainian
Linguistics
and Foreign
Languages
Department
(*Dnipropetrovsk
State University
of Internal Affairs*),
Ukraine



Maj. Dr.
**Elena Nikolajová
KUPFER-
SCHMIDTOVÁ**[©],
Ph.D.
(*The Academy of
the Police Force in
Bratislava*),
Slovak Republic

METHODS OF TEACHING FOREIGN LANGUAGES AT POLICE ACADEMIES: UKRAINIAN AND INTERNATIONAL EXPERIENCE

Abstract. This article studies different peculiarities of teaching foreign languages, including English, to cadets of foreign police academies. The research was performed in form of the polling considering the aspects of the most interest for the author among police academies being members of the Association of European Police Colleges (AEPC). In terms of the research conducted the comparative analysis of methods and approaches to teaching foreign languages in foreign police academies and universities of the Ministry of Internal Affairs of Ukraine system was performed.

Besides, the article considers development perspectives in teaching not only foreign languages, but also profile subjects in English in Ukraine in the nearest future due to the intensification of education internationalization as well as law enforcements' cooperation with their international colleagues in criminal proceedings of international character.

A separate part of the article is more detailed description of methods and

© Halenko Yu., 2022

ORCID iD: <https://orcid.org/0000-0002-5670-4774>

© Kupferschmidtová E., 2022

ORCID iD: <https://orcid.org/0000-0001-6457-7448>

Elena.Nikolajova@minv.sk

approaches to teaching foreign languages at the Academy of Police Force in Bratislava (Slovak Republic).

The article suggests both teachers of foreign languages and of profile subjects to consider changes in teaching methods in terms of existing disciplines in the nearest future and transformation of approaches to teaching, which will become of interdisciplinary character. Considering this, teachers of profile disciplines should start introducing English language aspect in delivering specialized disciplines, study international practices in terms of their disciplines and widen international ties with the aim of exchanging professional experience. Simultaneously, foreign language teachers shall review their personal approach to delivering “Foreign Language of Professional Direction” discipline to make the content of their classes actual as well as master their theoretic knowledge in police professional activity.

Keywords: *foreign languages, police academies, methods of teaching, approaches to teaching, professional activity.*

Introduction. Nowadays, good command of foreign languages is an integral part of our life and professional activity. Internet connection and open borders for cooperation with partners from abroad make it obligatory to use a common language for efficient communication. One of the international languages is English, which is widely applied in all spheres of our activity, including trade, banking, economy, politics, entertainment, etc. Thus, the logic suggests that learning foreign languages becomes one of basic skills in any professional activity. Surely, it is the most efficient to commence learning a foreign language in the early childhood, when consciousness is open for all new incoming information, which brain normally processes with ease. Therefore, children traditionally start learning languages at school up to their graduation. However, school knowledge is not that deep and is of mostly basic and general nature, which is absolutely not enough for further professional activity. And here higher educational institutions must take the responsibility for supplying their students with that very knowledge necessary for fruitful and efficient communication with their peers from abroad.

The most widely learnt foreign language in Ukrainian higher educational institutions is English. But not all the students studying different professions consider this knowledge, or, better to say, subject in their schedule, to be significant. Unfortunately, not all the professional directions stipulate international cooperation or further perspective to leave for some foreign state. That is why many youngsters do not make substantial progress in learning English or another foreign language. It can be said that law enforcement and police activity are among those professions. Future police officers must work three years after their graduation at a police unit in Ukraine and afterwards they will barely have a chance to climb the career ladder in that way to find themselves serving abroad, they think. But it is a false logic.

Apart from such international police services as Interpol and Europol, whose officers apply to Ukrainian colleagues in particular in search of internationally wanted criminals and numerous issues, including human

trafficking, arms trafficking, drug trafficking, etc., which makes it necessary to communicate with foreign colleagues normally in English (and at the professional level), our law enforcements have two wonderful opportunities – CEPOL and international missions.

CEPOL is the European Union Agency for Law Enforcement Training. CEPOL brings together a network of training institutes for law enforcement officials in EU Member States and supports them in providing frontline training on security priorities, law enforcement cooperation and information exchange. It also works with EU bodies, international organizations, and non-EU member state countries, including Ukraine, to ensure that the most serious security threats are tackled with a collective response. CEPOL constantly strives to offer innovative and advanced training activities by integrating relevant developments in knowledge, research and technology, by creating synergies through strengthened cooperation. The organization has created a specific learning platform for police officers titled LEEEd, which offers numerous webinars, short-term and long-term online educational courses, offline learning opportunities, conferences and the most precious option of professional exchanges. The platform with all its opportunities is absolutely accessible for Ukrainian police representatives, including police cadets, and requires only good command in English to be able to pass the training and obtain a relevant certificate. CEPOL professional exchanges give Ukrainian law enforcements a chance to travel abroad and study the experience and the best practices in a direction of interest from their international colleagues. The requirement is obviously the same. Thus, it is clear that police officers have a real chance to work and study at the international level.

International missions require being proficient at two foreign languages, which should not become a barrier for our professional motivated police officers to occupy a valuable position at a highly prestigious international mission.

As we see, even Ukrainian law enforcements have a number of options to join global police team.

This article studies methods of teaching foreign languages at police academies in Ukraine and foreign states with comparison of approaches in Ukraine and the Slovak Republic in particular.

Formulation of the main material.

Part I. Short Overview of Teaching Methods in Foreign Police Academies. Comparison with the Ukrainian Practice

A short survey regarding their methods of teaching foreign languages has been conducted among the AEPC member police academies, which is the basis of this article.

Association of European Police Colleges (AEPC) is a single, initial point of contact for all European police training issues, though this role has largely been taken by CEPOL. It maximizes co-operation and co-ordination

on police training between member colleges. It facilitates the sharing of best practice and research thereby making best use of resources. In particular, it is hoped to focus upon the provision of training assistance to candidate EU countries and European countries by means of joint programs, wherever appropriate. It enables greater exchange of students and staff between national establishments, including operational police officers. Overall, AEPC intends to assist the police services of member countries throughout Europe to provide the best possible policing for their communities addressing the challenge of international crime.

First of all, it was defined what foreign languages were studied at the police academies throughout the world. All academies teach English language without exception, i.e. 100 % of academies. 33 % of police academies teach Russian, 26 % teach German, 20 % teach French, 7 % teach Chinese and 7 % teach Czech as a foreign language. However, the Police Academy of the Netherlands gives only lectures about English language to police students, who study the basic police training. Bachelor and master students do not have English lessons.

In Ukraine, 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine teach only English as a foreign language, which absolutely coincides with the world tendency. However, the National Academy of the National Guard of Ukraine (NANGU) provides its cadets with the opportunity to study the second foreign language – French or German. However, this is obligatory only for those military men, who plan to serve in international missions.

Secondly, it was determined whether foreign language teachers at the police academies were civilians or police officers. 46 % of police academies recruit civilian staff, 15 % recruit police officers exclusively, 13 % recruit both civilian and police staff, and 7 % recruit mostly police officers, while having several civilian foreign language teachers.

In Ukraine, 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine recruit civilian staff to teach English, which mostly coincides with the world tendency, while in the Slovak Republic, for instance, the Academy of Police Force in Bratislava recruits only police officers to teach foreign languages, who can deliver only the portion of professional language relevant to their original specialization.

Thirdly, we were interested in the obligation for foreign language teachers to pass any international exams (IELTS, FCE, CAE, TOEFL, BEC, BULATS) to confirm the level of their language expertise and which level (B2, C1, C2) was required. According to the obtained results, neither academy obliges its foreign language teachers to pass any international exam. Bachelor or Master degree diploma in a respective foreign language and passing general state exam before graduation is enough to deliver the subject. In some cases, internal written exams may be required to check the level of proficiency at a corresponding language before employment. The

minimum level required is B2, while the maximum one is C1. However, the Turkish National Police Academy obliges its English language teachers to obtain a score of 90 at least in Foreign Language Knowledge Level Determination Exam called YDS, which is valid proficiency in Turkey. Furthermore, apart from this many instructors have at least 100 score of TOEFL IBT.

In Ukraine, 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine oblige their English language teachers to pass an international exam of their choice to confirm their level of English. And if B2 level has been an enough result previously, now C1 level is a target. However, according to the legislation of Ukraine, school English language teachers must have C1 level, while B2 level is enough for university English language teachers.

Fourthly, we tried to find out which educational materials do teachers use in their professional activity at the respective police academies. Most academies do not have self-developed textbooks. They rely on the adaptation of material from a variety of sources, including *English for Law Enforcement* (Boyle Ch., and Chersan I., Macmillan, 2009), *Career Paths – Police* (Taylor J., & Dooley J., Express Publishing, 2011), English for Specific Purposes (ESP), CEPOL Police English, police publications and websites as well as various English language text books and reference books. Various Internet resources are also widely used by the teachers. In addition to grammar, vocabulary and reading parts in available books, some exercise and additional materials are added. Apart from grammar, in order for instructors to focus on reading, writing, speaking and listening skills, supporting materials such as presentations, videos, songs, games and activities are being used. However, some police academies develop their own educational materials, for example, *English for Law Enforcement*, *Technical English for Officers*, and *English for Border Guards* written by the staff.

In Ukraine, 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine use the developed text books for internal application, but they are mainly addressed to weak cadets. In groups with higher level of English, numerous available English books for specific purposes, including by Macmillan and Express Publishing, as well as other books of general nature, while practicing grammar structures relies on *Grammarway* of different levels. Surely, additional materials are taken from the Internet sources and adapted for each particular separate group by teachers. To practice spoken English and comprehension of oral speech, cadets pass specific courses on CEPOL training platform LEEd and have an opportunity to communicate with native speakers invited in course of the educational process. Apart from that foreign lecturers practice delivering their author courses in specific subjects to Ukrainian police cadets, which requires good level of English to perceive information presented and makes them communicate with a foreign lecturer, ask questions and solve cases

practicing spoken English and overcoming language barrier.

Fifthly, we asked whether police academies had self-developed textbooks for learning foreign languages especially for their local purposes, or did they use existing publications. 100 % of the questioned higher educational institutions used existing specific and general course-books, manuals, phrase books, grammar books, textbooks, notes from the teachers, bilingual dictionaries. 46 % of the HEIs used self-developed materials, but all of them combined their own textbooks with existing publications.

For example, the Police Academy of Czech Republic uses self-developed textbooks, which time to time are modified according to their internal needs. Lithuanian Police School does not have any self-developed textbooks. The Kosovo Academy for Public Safety uses existing publications, and different books for teaching. The Academy of the Police Force in Bratislava uses materials fully developed by its teachers. The Turkish National Police Academy uses existing publications, which are widely accepted at the global standards.

Thus, it becomes clear that each police educational institution in different countries has its own approach in terms of applying educational materials for learning foreign languages. If to speak about Ukraine, all 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine use both self-developed and existing textbooks to teach cadets English language.

Sixthly, we were eager to find out, which methods for learning new lexis were applied by the teachers of the police academies. A functional approach of the Cyprus Police Academy, for instance, was adopted in teaching grammar with new lexis taught contextually through topics/themes. The Police Academy of Czech Republic offered various methods, including by reading different stories or essays. Lithuanian Police School applied such interactive applications as *Kahoot*, *Quizlet*, *Quizizz*, *Pear Deck*, *Mentimeter*, QR codes, Moodle, etc. Other methods included brainstorming, discussions, simulating professional situations, flipped classroom model, video watching activities, group work, problem-based learning, etc. Other popular methods for foreign police academies were intentional and incidental vocabulary learning, warm-up activities, using flashcards and crosswords, giving the definition of unknown words or translating them, role plays, games and puzzles, vocabulary work sheets, audio visual material, audio and written texts, inclusion of new vocabulary in written passages, listening and reading with understanding (summary, questions, filling the gaps, multiple choice, etc.), ICT methods, word clouds, the AR and the HY-DE methods. Overall, vocabulary teaching method included finding out the meaning of unknown words in the sentences and using those words in exercises. In order to practice new words, it was suggested to use materials/books comprising practice and activities enabling students to use words learnt in sentences or practice.

In Ukraine, English language teachers from all 7 (seven) higher

educational police institutions under the Ministry of Internal Affairs of Ukraine use both traditional and innovative methods of learning and drilling new words. In our opinion, learning new lexis by cadets at home (as a home task) is the least efficient method. However, most teachers still widely use this approach, which leads to zero result. Learning new lexis at the very lessons through multiple drilling games and subsequent application of those words in exercises, texts as well as audio and video materials is comparatively much more fruitful and literally makes cadets remember and quickly recall the words during their class work.

Finally, we asked about methods for learning grammar applied by teachers at the police academies. According to our research, teachers applied interactive methods, group work and independent work, roleplaying dialogues and conversations, performing police interviews, writing and analyzing police reports, Communicative Language Teaching (CLT), explanation of grammatical rules, grammar exercises, incidental grammar teaching, blended learning method, presentation of theoretical knowledge, exercises on the assimilation of grammar, reading comprehension exercises, tenses reviews and exercises, text analysis, grammatical analysis in terms of written and oral exercises, reading comprehension exercises, vocabulary tests, listening comprehension and written/narrative exercises, in some exercises cadets received random words to identify verbs, articles, nouns, adjectives, etc. and then form sentences using them, transcription from audio material, practical grammar tests in an interactive approach (cadets were provided with the theoretical background of a grammatical issue and practiced its application through a number of different exercises), controlled practice and later less-controlled practice (afterwards, cadets should be supported with scenario and activities in teaching grammar rules). One of the best methods in teaching grammar was to encourage cadets to discover grammar rules within sentences by themselves. Moreover, in every activity and exercise, cadets could give feedback each other so that they could have an opportunity to correct their mistakes by contacting each other. Finding out mistakes of theirs and understanding/explaining the meaning was also a crucial part of learning English.

In Ukraine, teachers at all 7 (seven) higher educational police institutions under the Ministry of Internal Affairs of Ukraine do not focus on English grammar that significantly. Grammar rules are mostly practiced while fulfilling standard grammatical exercises, but cadets do not normally use complicated grammar in their oral and written speech. Moreover, there is a problem of constant changing an English language teacher in one and the same group each semester due to various reasons, which leads to gaps in learning some particular information. There was a situation, when a group of cadets was learning Passive Voice exclusively within their four years of studies, since each new teacher made emphasize on that very grammatical structure.

Surely, each teacher has his/her own approach to teaching, and it takes

some time for students to get used to a particular person. And when they face constant changes of staff working with them, the logics of studies will be definitely ruined. Every teacher has his/her own demands and requirements, own approach to evaluating knowledge of students and methods of communication. When police cadets, in particular, face these challenging changes, their motivation to learn English under different conditions may easily vanish, while their desire to study well in the situation, where their efforts are poorly evaluated, may fully disappear.

Therefore, we suppose that in order to lead cadets to the best result possible their English language studies shall be accompanied with the most progressive and efficient methods of learning foreign languages, including interactive approaches to learning new lexis and grammar as well as drilling obtained knowledge by all available means. It is clear that not only cadets must be motivated to learn English, but their teacher must follow and lead them wisely for them to understand that a person standing in front of the class not a foe with high non-grounded demands, but a friend and consultant, who wants to share his/her knowledge with them and assist them on this not simple way to success and future perspectives. Thus, innovative approaches shall be applied by teachers not only towards their teaching methods they use, but also to their own minds for them to see not children who “must” in the class, but their young “clients” needing their support in learning a foreign language. The motivation is not an external forced factor, but inner feeling, which can arise only in the natural way. If the understanding of the necessity to learn English in one’s own favour is natural, neither barrier on the way to the expected result will make it impossible to resist and overcome it. And a teacher is the one who shall support his/her students and provide all possible aid to resist and overcome those barriers and obstacles.

*Part II. European Experience: Professional Foreign Language
Training*

at the Academy of the Police Force in Bratislava, Slovakia

A good command of a foreign language is a must in today’s life of police officers across the world. Communicating in a foreign language is considered as a key competence not only of police officers but of all EU citizens. Thus, the foreign language training is of particular importance. The stress on foreign language education remains one of the main priorities also for the Academy of the Police Force in Bratislava as a higher education institution focusing primarily on security and legal issues and issues of public administration and linguistics. In this respect, there is a need to streamline international communication with an emphasis on communication in the police sphere.

The Academy of the Police Force in Bratislava pays attention to the study of foreign languages in professional police settings. The focus of the content of the language education is the terminology of the area of

criminology, individual police services, legal disciplines, in particular criminal law, international and commercial law, as well as in the field of administrative and civil law, fire and civil protection, crisis management, civil security services, etc. Thus, the Department of Foreign Languages at the Academy of the Police Force in Bratislava focuses on security and legal issues and public administration issues in Bachelor's and Master's studies and also developed particular e-learning modules relevant for the police officer within the system of lifelong education of police officers. Students can choose from English, German and Russian. Foreign language training is provided in the form of seminars. Thematic plans of respective seminars reflect the current needs of police officers working for the society, and from a linguistic point of view, the need to streamline international police cooperation and thus, also communication is emphasized in both study programs – protection of persons and property and public security services. The protection of persons and property program is mainly aimed at professional terminology in the field of individual police services, legal disciplines, especially criminal law, criminology and criminology. The focus of the public security services program is laid on professional terminology, especially in the field of administrative and civil law, fire and civil protection, crisis management, etc. The following subjects reflect the structure of the seminars currently being taught at the Department of Foreign Languages of the Academy of the Police Force in Bratislava:

8.3.1 Protection of persons and property

8.3.2 Public security services

Foreign language I – Introduction to professional terminology

Foreign language I – Professional communication I

Foreign language I – Professional communication II

Foreign language I – Specialized training

Foreign language II – Basics of communication I

Foreign language II – Basics of communication II

Foreign language (within the Erasmus + program)

In addition to the above-mentioned educational activities, the Department of Foreign Languages of the Academy of the Police Force in Bratislava (hereinafter referred to as 'the Department') actively cooperates with various offices, departments and other departments of the Ministry of Interior of the Slovak Republic, provides testing and evaluation of language competencies of members of the Police Force (for example for applicants for inclusion in the database of the Foreign Police Unit), regularly organizes and develops following courses:

1. English for candidates for posts in international police peacekeeping missions and civilian crisis management operations;
2. English language testing for members of the National Reserve of the Slovak Republic of the European Border and Coast Guard Agency (Frontex);

3. German language for participants in MEPA main courses and seminars (Mitteleuropäische Polizei Akademie = SEPA – Central European Police Academy);

4. English, German and Russian testing for selected candidates for the post of police attaché.

The Department performs various tasks for the Ministry of Interior of the Slovak Republic, actively participates in translations and interpretations for the needs of the Academy of the Police Force in Bratislava (hereinafter referred to as “the Academy”) and the needs of several other police Departments and Bureaus and also performs language corrections of Slovak and English (occasionally also German).

However, the main aim is to improve the key communication competencies required by the university-educated police professionals. The ability to express oneself orally and in writing appropriately in particular situations, listen and read with understanding, use of the information obtained by reading, process written material and mainly communicate in a professional foreign language remains priority in the foreign language education provided at the Academy, especially in regard to the fact that frontline police officers come in direct contact with a foreign language almost on a daily basis and thus, they need to be linguistically “proficient” enough to successfully handle various types of security and safety situations. In addition, graduates of the Academy and police officers from practice also need a foreign language in their further education or exchange of knowledge, experience and best practice while working abroad (e. g. liaison officers, police officers, members of international peacekeeping missions and crisis management operations, members of Frontex joint operations, participants in MEPA training courses, etc.). That means that the staff of the Ministry of Interior of the Slovak Republic should be able to professionally communicate in a given language, not only in its spoken but also in written form.

*Orientation of foreign language training
and teaching materials used at the academy*

Language training is therefore geared towards preparing students to be able to communicate in a foreign language not only on general topics, but especially on topics from the field of their study focus, to acquire knowledge from professional foreign language literature and present their own projects. The most important educational goal in foreign language teaching is, according to requirements of communicative didactics acquisition, “communicative competence” and development of students’ personalities. Professional foreign language training is carried out at the Academy for:

a) students in full-time (cadets) and part-time form (police officers) of study within study program security protection of persons and property;

- b) students in full-time and part-time form of study within study program public security services (civilians),
- b) members of the Police Force within the lifelong learning courses.

Thus, the content and thematic orientation of professional language training for all groups is modified according to their needs. Academic teaching is thematically focused on police and legal issues, vocational language courses (for example, for candidates for posts in peacekeeping missions and crisis management operations, anti-conflict teams and etc.) are thematically focused directly on the specific issues. Language training develops general language supplemented by some linguistic phenomena characteristic within the professional style, in particular terminology, is aimed at the acquisition and development of a broad register of lexical units in the field of police law and grammar focuses on more complex professional structures of languages such as passive, participatory and infinitive constructions, correct use of secondary types of sentences and related conjunctions, word formation, etc.

An integral part of the content of this language preparation is the oral presentation of the professional issues and development of students' capability to engage in a professionally-oriented discussion. Active written communication is represented by writing a professional CV, reports, requests, warnings, notifications, statements, abstracts as part of the Academy foreign language training. The language training includes also exercises in translation. For the purposes of translation exercises, authentic texts are used to practice translation and develop the basis of professional terminology and specific structures of professional language communication that is of utmost importance for professional practice - building and consolidating professional terminology and mastering specific grammatical phenomena of professional communication. Texts with a higher level of difficulty are modified and also simplified to motivate students at lower levels of language competence. For the above-mentioned purposes, the Department of Foreign Languages of the Academy prepare their own materials (e. g. in the forms of books, student's books, e-learning modules, dictionaries, reference books, etc.). The staff of the Department of Foreign Languages actively cooperates with experts in the relevant police services while developing and consequently implementing materials and teaching aids for students. Most members of the staff at the Department are police officers themselves and in order to keep themselves updated in the relevant topics and being able to reflect the current needs of the police services, they have an opportunity to conduct short-term professional internships within the chosen police service every year.

Thus, the gained experience directly affects the course and effectiveness of foreign language teaching. From the linguistic and didactic point of view, the curriculum and didactic techniques that complement primary objective of the language training – mastery of foreign language

and fluency in intercultural communication are also influenced by the information gained throughout the personal experience and practices shared by member of the Police Force from the relevant police services. However, due to limited time available during the foreign language seminars, the preparation of materials suitable for the individual study is also a must as it also functions as a source of guidance in further study of individuals. That's why foreign language teachers at the Academy can rarely rely on a commonly available "commercial" textbooks, which are not prepared with regard to a specific cultural, educational or professional police context. Today's textbook market at teaching/learning professional language is mostly sphere-oriented on trade, information technology, law and tourism, but security and police activities still remain uncovered by satisfactory study literature for police practice and students of the Academy.

*Information and communication
technologies and e-learning modules*

Communicative competence in the command of foreign languages and the use of new technologies go hand in hand with the modern education for police officers as especially information and communication technologies have become increasingly popular and frequently implemented in the learning process. Using an e-learning tool can contribute significantly in achievement of better results in students' language training. However, it needs to be well thought out, planned and prepared while both professional issues and the level of knowledge of foreign languages of the target group are taken into account. This is a challenging task as the creation of e-learning foreign language modules requires an interdisciplinary approach. The creation and formation of e-learning materials can result in success if students find the material attractive and entertaining. In general, various types of entertaining exercises, interesting graphic design and authentic professional language increases the students' motivation and chances that the students will acquire language skills in an easier and better manner. Thus, the e-learning modules were developed at the Department for selected police services as the language modules offered a new teaching tool and helped to solve the time restriction in relation to limited number of language seminars being available during the studies at the Academy. At the same time, e-learning modules are easily accessible for any member of the Police Force even within their free time, and provide also a form of continual education. Moreover, continuous language training of police officers makes them even more professional, raises the credit of the police force and gains the trust of the public. The above-mentioned facts were the main reasons behind the Department's efforts to reflect on notes and requests from Slovak police officers working in the frontline policing and complaining about the lack of possibilities to develop their communicative competence in foreign languages. To better understand

the situation, the international scientific research project “Language Modules for Selected Police Services” was launched with the aim to design e-learning materials available on the intranet of the Ministry of Interior of the Slovak Republic. The e-learning modules focusing on the English and the German language for specific purposes accessible to all the officers were designed and a dictionary and a textbook were published. The practical outputs comprise four e-learning modules:

1. English for Traffic Police,
2. English for Public Order Police,
3. English for Air and Maritime Crews,
4. German for Traffic Police, Riot Police, Investigation.

As well as a university textbook – *Deutsch im Beruf – Polizei* and a terminological dictionary – Slovak “English and English” Slovak Dictionary for Traffic and Public Order Police¹.

The main objective of the international scientific research project was to design and pilot complex e-learning language modules for the following police services: traffic police, public order police, border and alien police and investigation. The aim of the tailor-made e-modules was to benefit to the enhancement of English or German specific language competences of police officers. The modules were based on the analysis of language training provided to police officers in the Slovak Republic, the Czech Republic and Hungary and on the requirements of participating EU member states and Frontex. The materials included in the e-learning modules are adapted to B level according to the Common European Framework of Reference for Languages (CEFR). To guarantee authenticity and preciseness, the corpus was checked and edited by an English native speaker having wide experience in policing. The structure of the modul offers four units that reflect everyday communication needs of police officers. Each unit is structured in the same way – vocabulary, model sentences, reading/listening comprehension and exercises. On average, one modul provides about 600 terms and reflects the the attributes of an effective modern language teaching aid. The results concerning the module evaluation show that the e-learning material has an important place in English for Specific Purposes teaching. Interactive technologies can help bring variety and a learner-centered material which can prompt learners’ interest and motivation to develop their language competence.

Conclusions. The emphasis on efficiency and quality of foreign language training remains one of top priorities within all educational institutions around the world. Thus, the implementation and use of foreign language teaching methods that strengthen the independence of thought, judgment, action and at the same time respect the needs, motivation,

¹ FERENČIKOVÁ, P. 2017. E-learning module for traffic police to develop the english language. *Mokslinių straipsnių rinkinys issn 2335_2035* (online) visuomenės saugumas ir viešojo tvarka. Public security and public order 2017 (18).

characteristics and opportunities of students are of utmost importance at the Department of Languages of the Academy of the Police Force in Bratislava in Slovakia. To achieve desirable outcomes in students' learning process, the use of teaching equipment and didactic tools that enable better, faster and more comprehensive mastery of the subject curriculum is more than desirable as they serve not only for illustration purposes. The use of specific teaching methods and didactic tools also helps significantly to arouse interest in the curriculum and learning and make the teaching process more attractive for students. Usually, a wide range of exercises are used in the teaching process developing students' individual language skills and speech skills. Great attention is paid to work with written professional texts, which implies that the priority language skills include reading comprehension (developed, of course, in conjunction with speaking, listening and writing), which ensures the selection and absorption of professional information as part of further or lifelong foreign language training of police officers. However, there are still more and more aspects that need to be taught and taken into account and still a space for further development in means of new teaching methods, tools and aids.

Part III. Teaching English Language in Ukraine: Future Perspectives

EMI (English as a Medium of Instruction) is a strategic approach to learning English that is winning its positions globally. However, only philological and translation professional studies implement this policy at the higher educational institutions in Ukraine. Nevertheless, it is expected that the number of professional disciplines delivered in English as a main language of instruction will have increased significantly at Ukrainian higher educational establishments by 2024. It means that to teach just English and learn new lexis will not be enough. English language teachers will have to study the specific subject in order to be able to teach a particular subject in English and explain unclear information in Ukrainian. Moreover, the teachers delivering specific professional subjects will have to master their English language level not to stay aside during such changes in the educational process. In addition, now it is clear that the principle approach in teaching will become an interdisciplinary one very soon, thus all the pedagogical staff will find themselves in the situation, when further mastering of their knowledge will become an obligatory aspect of their academic work. On the other hand, the need for professional interpreters in the education system cannot be underestimated. This is because professional interpretation guards against incidences of misinterpretation that may lead to incorrect translations.

In course of this process we are going to face the following problems and difficulties:

1. Negative impact on the mother tongue (Brock-Utne & Holmarsdottir, 2001, Al-Sultan, 2009).

2. Overload of teachers (Othman & Moht Saad, 2009).
3. Administrative and organizational difficulties (Erling & Hilgendorf, 2006).
4. Additional financial expenditures (Block & Cameron, 2002).
5. Lack of resources and absence of a clear methodic.
6. Problems of controlling means.
7. Absence of the EMI teacher standard.
8. Establishment of language support centers to develop educational-and-methodical materials.

Thus, it becomes clear that the most substantial volume of work, including self-study, will be put on the shoulders of teachers themselves. At least, at the very beginning. Therefore, English language teachers in Ukraine shall commence the process already now.

Conclusions. Since Ukrainian law enforcements are engaged in the global working environment, they have to be in contact with their colleagues from European and other countries. Thus, the dialogue between police officers from different geographical parts of the world is performed using global languages, one of which is English. Therefore, all Ukrainian police universities supply their cadets with professional knowledge in English in an obligatory manner.

English language teaching methods at police academies of different levels both in Ukraine and abroad go in hand with each other. The existing training educational materials are widely used at the national and international levels. Besides, English language teachers develop specialized materials and guidelines for learning English language at the local level considering local needs of their cadets.

However, Ukraine is at the edge of the new era, which dictates us deeper engagement of English in the educational process not only during English language classes, but also as an aspect of teaching other disciplines. It means that more teachers will have to use English while delivering their disciplines. Nevertheless, we are lucky to have the experience of our foreign colleagues at hand. In particular, the research conducted among the police academies from different countries shows that teachers in Ukraine work according to the global trends in terms of teaching and practicing English. But still we are to learn ourselves how to benefit from online tools for studying foreign languages.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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Юлія ГАЛЕНКО, Елена КУПФЕРШМІДТОВА

МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ У ВНЗ ПОЛІЦІЇ: УКРАЇНСЬКИЙ ТА МІЖНАРОДНИЙ ДОСВІД

Анотація. У цій статті досліджуються різні особливості викладання іноземних мов, зокрема англійської, для курсантів закордонних поліцейських академій. Дослідження проводилось у формі опитування з урахуванням аспектів, які найбільше цікавлять автора серед поліцейських академій, які є членами Асоціації європейських поліцейських коледжів (АЄПК). У рамках проведеного дослідження проведено порівняльний аналіз методів і підходів до викладання іноземних мов у закордонних поліцейських академіях та університетах системи МВС України.

Крім того, у статті розглядаються перспективи розвитку викладання не лише іноземних мов, а й профільних предметів англійською мовою в Україні в найближчій перспективі у зв'язку з посиленням інтернаціоналізації освіти, а також співпраці правоохоронних органів із міжнародними колегами у кримінальних провадженнях міжнародного характеру.

Окрема частина статті – детальний опис методів та підходів до навчання іноземних мов в Академії поліції у Братиславі (Словаччина).

Стаття пропонує як викладачам іноземних мов, так і профільних предметів найближчим часом розглянути зміни в методиці викладання в розрізі існуючих дисциплін та трансформацію підходів до навчання, що набуде міждисциплінарного характеру. Враховуючи це, викладачі профільних дисциплін мають почати впроваджувати англійськомовний аспект у викладанні профільних дисциплін, вивчати міжнародні практики в розрізі своїх дисциплін та розширювати міжнародні зв'язки з метою обміну професійним досвідом. Одночасно вчителі іноземної мови переглядають свій особистий підхід до викладання дисципліни «Іноземна мова професійного спрямування», щоб актуалізувати зміст занять, а також оволодіти теоретичними знаннями з професійної діяльності поліції.

Ключові слова: іноземні мови, поліцейські академії, методика навчання, підходи до навчання, професійна діяльність

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