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ABSTRACT

The article highlights the lexical and semantic features of words related to the perpetrators, institutions and methods of torture during the Russian-Ukrainian war of 2014-2024. The criminal actions of both local collaborators, traitors and occupiers in the development of torture rooms and methods of torture are exposed. The fluid continuity of this layer of words as a word-forming and figurative artistic means in the creative heritage of Ukrainian poets of the 19th-21st centuries is revealed. Such cruel occupation methods of Putin's ideology, as well as the centuries-old oppression of the Russian Empire against the Ukrainian people, are a genocide of a freedom-loving nation, which is currently waging a fierce struggle for the independence of the democratic system not only of Ukraine, but also of world civilization.

Keywords: *executioner, torture room, torture, collaborators, traitors, Ukrainian territories occupied by the Russian Federation, torture methods, word-forming features of torture vocabulary, genocide.*

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METHODS OF DIGITAL TRANSFORMATION
OF THE PROCESS OF FOREIGN LANGUAGE TEACHING
FOR LAW ENFORCEMENT SPECIALTIES

Ірина Царьова. МЕТОДИ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ПРОЦЕСУ НАВЧАННЯ ІНОЗЕМНИХ МОВ ДЛЯ СПЕЦІАЛЬНОСТЕЙ ПРАВООХОРОННОЇ ДІЯЛЬНОСТІ. Розглянуто сучасні методи цифрової трансформації у викладанні іноземних мов для спеціальностей правоохоронної діяльності. Проаналізовано особливості використання цифрових платформ, мобільних додатків, інтерактивних методів та штучного інтелекту в освітньому процесі. Виокремлено практичні рекомендації щодо ефективного впровадження технологій для підвищення рівня володіння іноземною мовою. Визначено можливості Moodle, MIA: Освіта для створення внутрішніх навчальних курсів для закладів вищої освіти.

Наголошено, що симуляційні тренінги з відтворенням реальних ситуацій (як-от переговори з іноземними колегами або свідками), що використовуються в поліцейській діяльності, є ефективними для тренування розмовної мови. Зауважено, що процес цифрової трансформації освіти в закладах вищої освіти МВС України – це системне оновлення мети й змісту навчання,

інструментів, методів та організаційних форм навчальної роботи в середовищі, що розвивається. Цифрова трансформація спрямована на пріоритезацію всебічного розвитку кожного здобувача вищої освіти, формування в нього компетенцій для життя в умовах сучасної цифрової економіки. Зазначено ефективність застосування електронної освітньої платформи «МІА: Освіта» як педагогічної технології. Виокремлено переваги її застосування в навчальному процесі: підвищення мотивації до вивчення іноземної мови; підвищення ефективності контролю, котрий здійснює викладач; формування самоконтролю, який здійснює сам здобувач вищої освіти; формування навичок самоорганізації навчальної діяльності; вільний і тривалий доступ до навчальних матеріалів; рівневий підхід у навчанні іноземної мови; можливість швидкого реагування викладача на зміни, що відбулися, у процесі навчання. Акцентовано увагу на використанні тренажерів для ситуаційного моделювання з іноземними мовами (під час затримання або розслідування). Зауважено, що переклад та адаптація термінів є вагомим кроком для забезпечення ефективної комунікації між структурними одиницями поліції різних країн.

Ключові слова: цифрова трансформація, іноземні мови, правоохоронна діяльність, інтерактивне навчання, штучний інтелект, освітні технології.

Relevance of the study. Scientific and technological progress, the process of modification of the information and economic space in the world involve constant changes in all spheres of society. The requirements for the education system, its flexibility and adaptability are becoming clear in terms of the need to develop the digital competence of academic staff, the formation of skills in interaction with information technology among students, which is also relevant to the field of teaching foreign languages in higher education institutions of the Ministry of Internal Affairs. In today's digitalized society, law enforcement requires specialists to have a high level of foreign language proficiency. This is especially important for international cooperation in the fight against crime, cybercrime and terrorism [9]. Digital transformation is becoming an important factor in implementing changes in the educational environment, facilitating the integration of modern technologies into the learning process. This allows students to develop important skills, such as critical thinking, communication skills, and adaptability to dynamic changes. This approach is especially important for higher education, where the formation of a foreign language environment is crucial for training specialists capable of international cooperation.

In the field of law enforcement, knowledge of foreign languages is not only an indicator of education, but also a strategically important tool for cooperation with other countries, information exchange, and global security. In this context, digital tools help to create realistic [14].

In the field of law enforcement, knowledge of foreign languages is not only an indicator of education, but also a strategically important tool for cooperation with other countries, information exchange, and global security. In this context, digital tools help to create realistic models of foreign language communication that take into account professional scenarios (interrogations, negotiations, reporting, etc.) and improve the quality of training for future law enforcement officers.

Through the use of online platforms, interactive programs and simulation trainings, higher education students not only improve their language skills, but also acquire intercultural competence [17], which is the basis for effective professional communication in a globalized world.

Despite a significant number of works devoted to various issues of digitalization, a number of theoretical problems and practical issues of creating a flexible and adaptive educational system capable of withstanding external challenges remain relevant.

Recent publications review. The process of digital transformation of education in higher education institutions of the Ministry of Internal Affairs of Ukraine is a systematic update of the purpose and content of education, tools, methods and organizational forms of educational work in a developing environment. The digital transformation is aimed at prioritizing the comprehensive development of each higher education student, forming their competencies for life in the modern digital economy. The history of the development of police activity reflects the evolution of law enforcement, changes in socio-political conditions and the improvement of subsystems [9].

The problems of digital transformation of higher education, in particular for law enforcement specialties, imply that the entire system of methodological tools will be revised to allow for the introduction of the latest technologies and their testing, ensuring high results in achieving the goal of foreign language acquisition by students. This, in turn, means that changes are also affecting general educational concepts, strategies, and individual methods and techniques of teaching foreign languages. These issues are constantly in the center of attention of scholars.

These problems are deal with by I. Kozubai [1], V. Krasnopolskyi [2], T. Ishchenko, I. Nikitina [12], A. Maksymova [10; 11], T. Pakulova [14], P. Mertala, A. Rahmatullah [13], A. Ray [15]. Theoretical aspects of the digital transformation of professional training of future specialists are covered in the works of I. Shyshenko, I. Kharchenko [4]. A. Saha's research offers views on the mental aspects of introducing digital resources into the pedagogical environment [16].

The **purpose** of the article is to study digital methods of teaching foreign languages and their adaptation to the specifics of the professional needs of the National Police of Ukraine.

Summary of the main material. Despite the fact that in recent years, about 80% of teaching and learning materials created by academic staff have been posted on information and education platforms, only a small proportion of teachers actively use electronic educational resources in the learning process. In addition, in order to follow the Western European approach, a teacher must be able not only to develop teaching materials but also to create resources on their own. However, at present, the work of posting materials on portals is carried out by a special employee, and it takes additional time to coordinate interaction with them. Therefore, if a teacher plans to use electronic educational resources in the educational process, he or she should organize his or her activities taking into account the time required to implement the materials on educational platforms.

A higher education student can access teaching and learning materials at any time. First of all, these are work programs of the discipline, textbooks, collections of tasks for classroom and independent work, workshops, cases, tests for self-control. Depending on the level of students in the group, the teacher determines the need to use a specific learning tool for training for active and receptive learning of text and speech material.

Testing using the Test Task Bank is conducted regularly: both for current assessment and for intermediate control. In addition, foreign language teachers have created test task banks for students' self-preparation. Self-preparation tests are available to students after they have completed a particular topic of the curriculum, and they can practice completing such tasks at any time outside of class, and the teacher can track the results of the work done through the report system in their "personal account". Self-preparation test tasks are mostly reproductive. Such tasks are a good way to practice and consolidate vocabulary and grammar. The freedom to choose the time of completion of test tasks allows each student to determine his or her own pace of testing.

It is worth noting the effectiveness of the electronic educational platform «MIA: Education» as a pedagogical technology. The use of this platform as both a main and an additional tool in the training of applicants makes it possible to highlight the advantages of its use in the educational process: increased motivation to learn a foreign language; effectiveness of control exercised by the teacher; self-control exercised by the higher education applicant; formation of skills of self-organization of learning activities; free and long-term access to educational materials; leveled approach to teaching a foreign language; the ability to quickly respond to changes in the learning process; the possibility of [17; 18].

The transformation of the educational environment in the modern world, taking into account global digitalization, dictates to teachers a new understanding and knowledge of the learning process, which is carried out using modern information and communication technologies. Testing and sections of the current control and intermediate certification of higher education applicants of Dnipro State University of Internal Affairs show that the use of an educational and methodological complex containing electronic textbooks and collections, the use of an electronic educational platform as a means of self-study, contributes to the growth of foreign language communicative competence of applicants [1; 14].

The use of digital technologies leads to an increase in the motivation of cadets and students to learn a foreign language, since, as they note in their questionnaires, it is easier for them to work with electronic devices. These technologies of the so-called «paperless education» [4] make it possible to independently determine the time of completion of tasks, a large number of people can work with them simultaneously, and interaction with teachers through chats makes the learning process dynamic.

Today, interest in learning foreign languages (especially English) has grown significantly in all countries of the world. Learning a foreign language is more important than ever, as knowledge of a foreign language is a necessary, though not the only, requirement for academic mobility, which we are talking about in light of recent events. In the modern world, there is a process of modernization of educational activities in the context of European requirements. Today's students need to study more mobility, be able to transfer to European

universities and receive a European diploma supplement, which will allow them to find employment in any European country [8]. This raises the question of the quality of foreign language teaching and learning.

Legal English is relatively difficult to understand and master, even for native English speakers. Its vocabulary and syntax are alien to modern English, and its similarity to modern, common English is deceptive, suggesting that it sounds like it should be understandable to native English speakers, but in fact this is more of an assumption than a proven fact. Both the spoken and written forms of legal language are difficult for even well-educated speakers of American English to understand, they have difficulty understanding the language used in court, and their lawyers have to explain the meaning of many phrases to them [1].

The profession of a future National Police officer requires a person to make quick and non-standard decisions, to be able to quickly and competently adapt to new and non-standard professional situations. Society needs a specialist who thinks independently and critically, who is able to see a problem and solve it creatively. The profession requires that bachelors develop independence and initiative in acquiring new knowledge at university and in subsequent years [4; 7].

Vocational training of a foreign language is inextricably combined with the general language level of proficiency, which requires general language practice. Language competencies are formed primarily in the process of communication in the language of native speakers. A large role is played by speech practice, without which it is impossible to develop the skills of speaking and understanding of foreign speech, which over time can lead to forgetting the language [5].

Increase the volume of speech communication or the density of communication in a foreign language is possible by means of Internet technologies (blog, forum, chat, Skype, etc.), multimedia means within the integration of full-time and distance learning; within the unified information and educational environment of additional education, as well as in specialized education (elective course, distance learning model).

Online material can contain a rich illustrative thematic series, which can perform many educational, developmental, educational, psychological functions. A scientific and pedagogical worker can use the method of suggestology, providing speech material with appropriate photographs or music, it is possible to demonstrate the material in a certain color background. This helps applicants to conduct training in a working environment, but without visible stress. Using this method, you can interest or motivate applicants to search for new information and assimilate the submitted, immerse in the created atmosphere [4; 14].

The Internet broadens horizons, increases motivation to learn a foreign language, promotes the development of reading skills, translation, and the expansion of vocabulary. The advantages of this type of activity is also that the applicant gets the opportunity to organize it independently at a convenient time for himself. Control by the teacher is carried out in the form of «round tables» with demonstrations of presentations and oral discussion of various topics. This type of occupation, as a rule, is popular among applicants and is highly effective [5].

The use of interactive online services ensures the introduction of life situations into the educational process that applicants for higher education may encounter. Visual demonstration using the screen allows you to make decisions depending on the social and cultural context. In other words, implemented communication as close to real communication. The use of interactive online services allows you to use visual (text, picture, series of drawings, tables), audiovisual (sound film, video, computer) resources, and also provides the opportunity to combine these resources depending on the purpose and objectives of the educational process.

An interesting learning tool is the use of videos posted on YouTube video hosting. For example, the study of irregular verbs will be quick and effective if you study them using videos in which irregular verbs are read to music. The student sees how all three forms of the verb are written, hears how they are pronounced to music. This way of studying verbs allows you to use kinesthetics that can move to music and pronounce verbs. The teacher can develop a system of movements and offer them to a group of students [2]. A song with irregular verbs can begin each lesson until the students master all the material.

So, the digitalization of the process of learning English is based on three basic principles:

1) intensification – the involvement of various techniques and комп'ютерних tools that allow you to study the language more intensively and get effective results in a shorter time;

2) individualization – the possibility of implementing an individual approach to each student, taking into account his individuality (physical, psycho-emotional, intellectual

characteristics);

3) differentiation – the possibility of creating different variants of tasks, level tests, determining the sequence of material submission, which makes it possible to take into account the abilities of applicants and the choice of an individual pace in language learning.

Conclusions. So, based on the above, we can conclude that interactive services are effective and convenient to use when learning a foreign language. The use of information and communication technologies contributes to increasing the interest of applicants to the subject and the effective formation of all types of speech activity. Systematic work with комп'ютерними tasks forms stable skills of independent work, which leads to a reduction in the time for performing standard tasks and allows to increase the time for performing creative works.

It seems that the use of tasks and authentic materials based on Internet resources is one of the most effective ways to achieve the main goals of teaching a foreign language. They contribute to the development of self-educational activity aimed at mastering new experiences.

The introduction of information and communication technologies in the educational process allows: to provide positive motivation for learning; conduct practical classes at a high aesthetic and emotional level (music, animation); provide a high degree of differentiation of training; develop self-control of applicants and a sense of responsibility for the work done; create opportunities for creative self-development of the individual.

Prospects for further exploration. A promising tool for the practical розв'язання of the tasks of managing digital renewal and the direction of building the theory of digital transformation is the development of model representations that make it possible to see the changes taking place in educational organizations, predict and direct them. Analysis of such developments will reveal the key features of об'єктивування qualitative changes in the teaching of foreign languages.

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ABSTRACT

The article discusses modern methods of digital transformation in teaching foreign languages for law enforcement specialties. The features of using digital platforms, mobile applications, interactive methods and artificial intelligence in the educational process are analyzed. Practical recommendations for the effective implementation of technologies to improve the level of foreign language proficiency are highlighted. The possibilities of Moodle, MIA: Education for creating internal training courses for higher education institutions. It is emphasized that the creation of simulation trainings for real situations (negotiations with foreign colleagues or witnesses) used in police activities is effective for training spoken language. It is noted that the sectoral police terminology contains highly specialized service, legal, military, and medical terms. The author emphasizes the use of simulators for situational modeling with foreign languages (during detention or investigation). The translation and adaptation of terms is an important step to ensure effective communication between police units in different countries.

Keywords: *digital transformation, foreign languages, law enforcement, interactive learning, artificial intelligence, educational technologies.*

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ДУАЛЬНА ОСВІТА В ЗАКЛАДАХ ЗІ СПЕЦИФІЧНИМИ УМОВАМИ НАВЧАННЯ В УМОВАХ ВІЙНИ

Здійснено аналіз дуальної форми освіти як форми навчання в закладах вищої освіти із специфічними умовами навчання в умовах війни. Концептуалізовано поняття дуальної освіти та окреслено основні її базові положення та особливості. Для підтвердження теоретичних положень стосовно запровадження дуальної освіти в системі підготовки поліцейських проведено неструктуроване інтерв'ю учасників освітнього процесу – здобувачів, викладачів, роботодавців. Інформанти зазначили позитивні можливості та ризики впровадження дуальної освіти в системі підготовки поліцейських. З'ясовано, що дуальні освітні програми можуть бути впроваджені в ЗВО із специфічними умовами навчання, але практична реалізація потребує суттєвої підготовки та адаптації до специфіки роботи поліцейського та умов воєнного стану.

Ключові слова: *дуальна освіта, поліцейський, стейкхолдери, заклади із специфічними умовами навчання, освітня програма, програмні результати навчання, освітні компетенції.*

Постановка проблеми. Актори модернізації освітнього процесу, що полягає у пошуці інноваційних форм навчання, все частіше апелюють до актуалізації питання запровадження дуальної освіти, зокрема в закладах зі спеціальними умовами навчання. Сьогодні в Україні продовжується період змістовних та послідовних змін, закладених реформою правоохоронних органів з 2014 р. Значно уповільнила цей процес війна, адже організація освітнього процесу в умовах війни має структурні, інституційні та соціально-психологічні особливості. Тож підготовка висококваліфікованого поліцейського є найактуальнішим питанням для суспільної політики превентивних дій, забезпечення охорони прав людини, дотримання правопорядку, верховенства права, підвищення рівня довіри до представників правоохоронних структур. Успішність роботи в цьому напрямі багато в чому залежить від вміння враховувати зарубіжний досвід підготовки поліцейських та впроваджувати найбільш ефективні досягнення і методики.

Увага до оновлення методик підходу до організації та змісту освіти пов'язана із суттєвими трансформаціями глобального суспільного порядку. В світі стрімко розгортається епоха революцій не тільки технологічного характеру – в засобах