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METHODOLOGY OF TEACHING SPECIALIZED SUBJECTS TO FUTURE OPERATION OFFICERS OF LAW ENFORCEMENT AGENCIES

The provision of high-level efficiency of counteraction against crime by the operational units of the law enforcement agencies requires the appropriate level of staffing with highly qualified workers, which are almost absent today. It preconditions the necessity to increase the quality of professional training of the future operational staff in corresponding higher education institutions. One of the important factors that contributes to the accomplishment of this task is the improvement of the methodology of teaching major subjects in the educational institutions. The goal of the current research is to define the fundamentals of the methodology of teaching major subjects in the higher education system to the future operational staff members of law enforcement agencies. The research is based on the general scientific approach of induction (including system approach, modeling, experiment, generalization, and sociological and other methods of scientific cognition). This revealed, first of all, substantiation and successful testing of the methodology of teaching one of the major subjects of professional specialization to the future operational staff members (“Surveillance”). Then, the most general provisions and efficient elements of this methodology were used for the identification of the fundamentals of teaching these subjects, which include subordination of the educational process to the goal of provision of the operation units of the law enforcement agencies with staff members who are ready for work; examination of knowledge, skills and competencies that are being developed according to responsibilities of an operational staff member; organization of the educational process with the involvement of educators who have significant experience in the appropriate area of investigation activities and active involvement in classes of the current staff members of operational units of the corresponding profile; motivation of students to self-study (through introduction of problem-based teaching in simulated conditions that are strongly similar to the real-life ones); distribution of the general volume of academic hours according to the following principle: minimum lectures – maximum practical classes; attribution of the capabilities of using the acquired knowledge in practical activity, demonstration of creativity in volatile conditions that are modeled to recreate real-life situations as the major object for assessment of future operational staff members’ academic success; attribution of several features (parameters), within the frames of every subject, and for every of the parameters – specific assessment criteria; use of a package of innovative pedagogical techniques.

Keywords: methodology of teaching, subjects of professional specialization, law enforcement agencies, operational units, knowledge, skills, competencies.

Introduction

The Law of Ukraine “On Operative and Search Activity” enforces the operational units with the responsibility to prevent, reveal and stop criminal activity, detect causes and conditions that contribute to crime commitment, provision of prevention of infringement of the law (1, p. 1, Article 7). Effective fulfillment of these tasks is possible only with the provision of operational units with highly skilled professional personnel. Today, the training of such personnel is carried out by the National Academy of Internal Affairs, the Kharkiv National University of Internal Affairs, Dnipropetrovsk, Lviv and Odessa State University of Internal Affairs, the National Academy of the Security Service of Ukraine, the National Academy of the State Border

Guard Service of Ukraine, the State Fiscal Service of Ukraine and other educational institutions.

The training of specialists in different areas of the police, as well as intelligence and counterintelligence activities, on the basis of specialized higher educational institutions is a well-established (traditional) practice in Ukraine, inherited from the Soviet times. Nevertheless, it corresponds with the experience of many developed countries of the world. Such experience gains a high positive evaluation in scientific research.

In this view, in 2011, C. Paterson came to the conclusion of high effectiveness of training police officers in colleges and universities of corresponding specialization, as well as the need to disseminate such experience (Paterson,

2011).

In 2015, Chinese researchers Steven Jay Cuvelier, Di Jia, Cheng Jin proved that cadets from higher education institutions who took the academic education with responsibility were more likely to perform police functions, which were included in the curriculum more, effectively (Cuvelier, Jia, Jin 2015).

In 2017, the researchers from Finland, Markku Myllylä, Juha T. Hakala, Miia Myllylä, indicated that modernization of the police, increase in the efficiency of its activities are related to the training of future police officers in the Bachelor's degree program (Markku & Miia Myllylä, Hakala, 2017).

However, according to the results of an anonymous survey of heads of operational units of the National Police of Ukraine, graduates of departmental higher education institutions often have to be re-trained because they do not have sufficient knowledge, skills and competencies that are necessary for operational activities. This is the opinion of 88.5% of the respondents. Actually, the graduates themselves, for the most part (67.5%), admit that the level of knowledge, skills, and competencies obtained during the training in the disciplines of professional specialization is not sufficient for the proper performance of official duties. Correction of this situation, among other things, needs to improve the teaching methodology of these disciplines. Eventually, to achieve this, it is necessary to conduct the appropriate scientific research.

Aim and tasks

The purpose of this study is to determine the fundamentals of the methodology for teaching disciplines of professional specialization in the higher education system to future officers of the operation units of the police and other law enforcement agencies.

The basis of this study is the inductive method (from specific to general), which is determined by the following tasks posed to achieve the goal:

- 1) to propose a theoretical basis of the methodology of teaching one of the educational disciplines of professional specialization, which are taught to the future employees of operational units;
- 2) to substantiate its efficiency experimentally;
- 3) to distinguish the main theoretical provisions of the proposed methodology, which may be the basis of any of the disciplines of professional specialization, which is taught to the future law enforcement officers.

Within the framework of fulfilling the first of these tasks, we note that today the range of disciplines of professional specialization, taught to the future employees of operational units of law enforcement agencies, is rather wide.

They, in particular include “Operational and Search Activity”, “Secret Investigative Activities”; “Operational Documentation”; “Confidential Cooperation”; “Surveillance”; “Measures of Operative (initiative) Search”; “Combating Organized Crime and Corruption”; “Organization of Work of Units of Criminal Investigation” and others.

From all this spectrum, we have taken “Surveillance” as the basis for the development of the methodology of teaching disciplines of professional specialization. Indeed, among the leaders of the operational units, we interviewed 9% (45 officials) who administer the units of surveillance of the Department and regional units of the National Police Operational Service. They turned out to be those who positively evaluated their professional knowledge, skills and competencies. Of these, 86.7% (39 officials) indicated that graduates of the profile faculty of the National Academy of Internal Affairs have a sufficient level of knowledge, skills and competencies that are required for the professional conduct of surveillance¹. This is one of the important facts to confirm the effectiveness of our methodology of teaching this discipline at the specified faculty.

During the development of this methodology, we based our rationale on the following.

The prerequisite for its elaboration is understanding of the content of knowledge, skills and competencies that are necessary for the successful execution of tasks and instructions of surveillance.

Among the skills necessary for the professional performance of surveillance the following should be considered: continuous careful monitoring of a specific object; memorizing and writing a significant amount of visual and audio information; operative recognition of signs of criminal activity, detection of its traces; the confidential use of operational equipment for surveillance of the object (cameras, camcorders, operational television, voice recorders, radio-leak detectors and radio-navigators, unmanned aerial vehicles, etc.); use of personal and group masking, documents of operational cover; performance of any personal and social roles (legend on role behavior); visual psychological diagnostics, psychological influence on other persons (persuasion, suggestion, manipulation).

The knowledge necessary for the successful accomplishment of tasks and instructions of surveillance is divided into legal, psychological, forensic, operational-tactical and technical.

Legal knowledge includes general and special component parts. General one implies the knowledge of laws and legal regulations, which form the legal basis and regulate the organization of operational-search activity and pre-trial investigation. Special knowledge of subordinate depart-

¹ Undercover surveillance of a person, thing or place in public places has long been considered one of the most effective methods of law enforcement, intelligence and counter-intelligence agencies in all countries of the world. Modern Ukrainian legislation regards it as a category of secret investigative (search) actions (Article 269 of the Criminal Science and Education, 2018, Issue 4

Procedural Code of Ukraine) and as a category of operational-search activities (point 11, part 1, Article 8 of the Law of Ukraine “On Operative and Searching Activity”). In subordinate regulations, scientific works, educational literature, for the most part, a simplistic name is used – surveillance, which we use in our work.

mental legal acts that directly regulate the conduct of surveillance of a person, thing or place, as well as regulatory legal acts regulating social relations of those branches of activity of organizations, which use false (imitation) means, documents of operational cover.

The psychological knowledge includes the foundations of general psychology, psychology of communication, psychology of physiological conditions, psychology of operational-search activity, behavior management techniques, and the technique of providing emotional stability.

Operational-tactical knowledge includes the organization and tactics of surveillance in various circumstances and in different conditions, signs of criminal activity and means of its conspiracy; knowledge of tactics in extreme situations.

Forensic knowledge involves the way of describing a person by the verbal portrait method; the mechanism for creating traces of crime and a typical trace of various types of crimes.

Technical knowledge covers computer technology skills, communication skills, skills of working with secret documentation, skills in working with special technical means for surveillance, skills in using a weapon and special means.

Undoubtedly, the comprehension of knowledge must precede the development of skills. At the same time, according to traditional (inherited from Soviet pedagogy) understanding, skills must be transformed into competencies, which are expected to ensure a high level of learning outcomes. However, this situation was already criticized directly in Soviet times. After all, if we consider the skill as a personality trait, which provides a stereotyped automated activity that takes place in a circle of similar situations (formed on the basis of repeated execution of one or another action “only so, and not otherwise”) (Platonov, 1963), then the ideas of V.S. Rothenberg, S.I. Bondarenko, in 1989, were quite appropriate in this regard. The researchers noted: “Although automated actions form a significant part of our daily lives, they nevertheless reflect the artificially constructed situation, because people are essentially programmed by nature to flexible, search behavior in a constantly changing world” (Rothenberg, Bondarenko, 1989).

At the same time, surveillance in no way can be based on stereotypes, because each operational-tactical and investigative situation is different from each other. There is no and cannot be two surveillants with identical behavior (the range of connections, the conspiracy of criminal activity, the awareness of methods of secret activities, etc.). Each object of surveillance requires a special approach. Even within the surveillance of the same object, officers should be prepared for unexpected situations. Therefore, skills (as those that determine the stereotyped nature of actions) sometimes become an obstacle to the effective accomplishment of the surveillance tasks in a changing environment.

In addition, it should be noted that surveillance, as well as any activity, includes also algorithmic components,

which are provided only with skills (using a radio station, driving, secret filming, taking pictures, etc.). However, in general, this measure requires flexibility, constant review of outdated views, updates and creative improvements.

From this point of view, it is necessary to agree with V.V. Kaplinsky’s conclusion that the formation of professional competence of the future specialist should be the result of a complex of knowledge, skills, and experience, which is formed on the basis of abilities in changing conditions. At the same time, knowledge acts as a cognitive basis for the formation of skills and abilities, a “triggering stimulus” for the transition of potential abilities in the functional ones, and skills – as the possession of well-organized flexible structures (ideal models) of future actions and their systems that ensure the effectiveness of activities in the new environment (Kaplinsky, 2015). The scientist indicates that almost all over the world the motto of training is “To know to be able to do”. He believes that one of the disadvantages of the domestic education system is that for a large number of students the driving force of learning is still assessment and, a document (diploma). That is why, school and university students are often not interested in acquiring knowledge and practical skills, but in good marks only (Kaplinsky, 2015).

Proceeding from the above, let us determine the optimal conditions and the most effective means for comprehending the necessary knowledge and acquisition of their skills and abilities by the future surveillance specialists.

From our point of view, one of such conditions is the continuous activity of the teacher to enhance the motivation of higher education graduates to gain professionalism in the chosen specialty (the content of such activities in the context of training of surveillance specialists is the subject of a separate research).

The second condition is the widespread introduction of a problem-based learning, as a means of stimulating interest in the process of creative problem-solving of the complex tasks.

The third condition is the change of the traditional object of evaluation. The academic success of a cadet (or a university student) should be evaluated not by the volume and profoundness of the knowledge gained, but by the skills in applying them in practical work, in inventing non-standard decisions, applying creativity in changing conditions of observation, modeled in conditions that are as close to the reality as possible. Thus, even for those who see the stimulus only in the assessment (a credit, an exam, a diploma), a logical chain is formed: bad mastering of knowledge – the impossibility of effectively executing a practical task – a bad mark.

Of course, poor performance of practical tasks can be not only a consequence of the absence of (lack of) knowledge, but also immature professionally important qualities (associated with specific cognitive mental processes, namely sensitivity (visual, auditory, olfactory, tactile) capacity for objective perception, attentiveness, advanced memory, thinking and imagination). That is the reason these qualities should be fully developed in terms of

the institution – including situations during the training in surveillance activities.

Unlike competencies, skills are formed by constant exercising and evaluated separately. This refers to actions that can be enclosed in a particular algorithm and automated during visual observation (using a radio station; using a conditional expression set; secret filming; remembering the time-specific events; driving skills).

The basic means of forming the skills necessary for the future specialists in the field of surveillance should be seen in conducting practical classes in conditions that are as close as possible to the reality: working out of training-based surveillance objects – starting from the receipt of the order, ending with the registration of the protocol. These classes should be conducted by the teachers who have considerable experience in the units of law enforcement agencies specializing in surveillance activities, as well as practitioners who are still in service in these units.

This approach is in full compliance with the provisions, which are substantiated by foreign researchers in their scientific works on the problems of education and training of police officers in various areas of law enforcement. Thus, Otwin Marenin argued that in modern conditions, the training of police officers should be based on the interaction of a newcomer and an expert (from a certain type of police work) when solving specific problems of practical activity (experimental learning) (Marenin, 2007). At the same time, E. Nikolou-Walker, & T. Meaklim presented the results of a study on the quality of professional training for Northern Ireland Police using practical lessons at the site of future work. These results fully confirmed the effectiveness of the use of practical training in educating police officers at specialized higher education institutions (Nikolou-Walker & Meaklim, 2007). This approach meets the provisions of the andragogy, which were previously used to maximally link up the theory with practice when training future police officers (Birzer, 2003).

According to the results of a survey of students of higher educational institutions specializing in police officer training in the European countries, the quality of such training depends on the experience of the teachers' practical activity, their periodic participation in patrol and other types of police work (Lagestad, 2014). In our view, this contributes not only to the effectiveness of the educational process, but also to the formation of a credible authority of a teacher among students.

Taiwanese researchers Liqun Cao, Lanying Huang & Ivan Sun substantiate the need for having a police experience not only for ordinary lecturers in specialized universities, but also for their leaders (Cao, Huang & Sun, 2016), which generally deserves a comprehensive support.

The description of the essence of the proposed methodology

Based on the provisions above, we propose the following methodological design of the organization of classes.

1. When it comes to lectures, it is necessary to minimize their volume in favor of the practical classes. They

should be conducted by educators who have practical experience in conducting surveillance for at least 10 years – with the simultaneous involvement of management staff of the relevant units (National Police, Security Service of Ukraine, NAB of Ukraine and other law enforcement agencies). Special attention should be paid not to the lack of information, but to the motivation of higher education graduates to independently and actively acquire knowledge, skills and competencies that are necessary for further work. The presentation of information should be clear and have a positive emotional coloring. While conducting lectures, it is necessary to use advanced pedagogical methods and techniques.

The series of lectures should be completed before the beginning of the basic practical classes, so that during practical training students could use the minimum amount of knowledge necessary for surveillance activities in a complex way.

2. Seminars (workshops) should be reduced to a full extent in favor of practical classes. Elements of seminars should be used before the beginning of each practical lesson – to find out the level of cadet's (student's) readiness for work (with a separate assessment). In this case, the methods of express survey, frontal survey, and in some cases – testing can be used. The time allocated for these elements ranges from 15 to 20 minutes to a group of 20-25 individuals.

3. Practical classes should be divided into initial (aimed at the formation of minimum necessary skills and the development of professionally important qualities) and basic (aimed at the formation of the skills necessary for surveillance under different conditions).

Initial practical classes should be based on the performance of specific exercises. For example: *a group is invited to watch a fragment of a movie that is full of professional surveillance activities (30-45 minutes, one usually applies such films as "The Secret Guard", "Surveillance" or special educational films). In this case, the following is suggested: a) to provide legal assessment of the actions of the officers and surveillants; b) to identify mistakes made in the organization and the tactics of surveillance (with the introduction of their own proposals on possible options for action in a particular situation); c) to identify psychological mistakes made by the surveillance officers (with suggestions on possible options for an action in a particular situation); d) remember all names, nicknames, pseudonyms, addresses, phone numbers and vehicles that will appear in the demonstrated fragment.*

After the film review, a general discussion as well as a written presentation of the information that was to be remembered (with further comparative analysis), is held. The applied techniques should contribute: firstly, to the consolidation of the knowledge gained through their practical application, to the expansion of the knowledge gained through their own findings; secondly, to the development of such professionally important qualities as observation, concentration of attention, critical thinking, etc.; thirdly to the formation of the active observation skills.

In general, there are ten initial and fundamentally different practical exercises on surveillance activities that have been elaborated for simultaneous consolidation of the acquired knowledge with their extension, the development of professionally important qualities and the formation of elementary skills.

Basic practical classes should be planned by 8 academic hours in a row conducted in groups of 5-6 cadets (students) moving to the institution's adjoining territory. Classes in each of these groups should be conducted by a teacher with practical experience in the operational service unit (operational documenting) for at least ten years and an active employee of such a unit (if possible, several employees). According to the preliminary agreement, the following persons should be involved in conducting classes: pensioners of the Ministry of Internal Affairs who worked in the units of the operational service; junior university students of the same faculty. Cadets (students) receive a training assignment for conducting surveillance of a person and act as operational staff members. The teacher serves as the object of surveillance; the active employee plays the role of his accomplice (or vice versa). The rest of the involved actors can perform the roles of object contacts, victims, counter-surveillance agents, an employee of the official operational units of the national police (the initiator of the events).

Cadets develop a surveillance plan, receive radio communication facilities, technical documentation, service IDs, and means of individual concealment. Before the start of the surveillance, they are given a briefing, which checks their readiness to conduct the event. The surveillance object is received at the address specified in the task (assignment). The route of his/her movement is pre-designed, but unknown to the cadets. The route, actions and behavior of the object are determined by the subject of the lesson. During the lesson, the object meets with a contact (contacts) for several times; visits private homes and enterprises, institutions, organizations; makes hiding places; carries out elementary verification actions; simulates a criminal activity or preparation for it, etc. Since 3-4 groups are simultaneously conducting surveillance of different objects, they can meet each other. Every next lesson is planned to be more complex than the previous one, including: complex actions of objects concerning self-examination and counter-surveillance; more intense movement and actions; simulation of emergencies.

As an example, *let us give a tentative scenario for monitoring an object that is being tested for involvement in the theft. The training object is "Raven" (pocket thief). For the organization of work on the object it is necessary to involve five persons from the teaching staff, practical workers: a) the object of surveillance; b) the contact of the object number 1; c) the contact of the object number 2; d) the thiefed in the subway; e) the thiefed in the Kharkiv market. Operating the educational object "Raven" implies: receiving the object under surveillance; visiting pawnshops by the object and trying to sell the mobile phone at the market; meeting with the contact №2 and №3 and*

search for people who can steal something in the underground and in the Kharkiv market; committing two pocket thefts in the subway and in the Kharkiv market.

The surveillance is considered to be completed when the object (teacher) arrives in the classroom where a discussion of the results of the events takes place. After this (or during self-study), students produce compliant paperwork based on the results of the observation (independently). The content and form of these documents will also be the result of discussion in the future.

The assessment of educational activities of each cadet takes place according to a number of criteria (for each individual assessment): answers to the teacher's questions during instruction; individual preparation for surveillance; radio exchange; results of operational documentation using hardware recording; provision of visual observation conspiracy; completeness and objectivity of the received information; the quality of reporting.

The described classes design, from our point of view, contributes to the embodiment of the principle that is being supported by foreign and domestic researchers: skills are formed on the basis of knowledge that is not received in the form of ready-made conclusions, but the one that is acquired due to creating an environment in which a person skillfully comes to independent findings, becomes not a passive consumer but an active creator (Kaplinsky, 2015). In our opinion, this principle is mentioned in the works of L. Riabovol, W. Hrytsenko and O. Sokurenko, where they define "training in action" as one of the components of the methodology of coaching and training system of legal subjects in higher education (Riabovol, Gritsenko, Sokurenko, 2018).

It should also be noted that the method proposed by us can be improved through the introduction of training strategies based on the theory of cognitive load. The effectiveness of using these strategies to train police officers was substantiated in 2013 by the researchers Rebecca Mugford, Shevaun Corey, Craig Bennell (Mugford, Corey & Bennell, 2013). A promising direction for improving the proposed methodology is the use of computer learning tools, the effectiveness of which has been proved by Kao Rui-Hsin, Chen-Tai Lin (Rui-Hsin & Lin, 2018).

Undoubtedly, the proposed method can be improved by other means but today its effectiveness has been tested and demonstrated.

Experimental testing of the effectiveness of the proposed method

The approbation of the methodology included 48 undergraduate cadets (taking the graduation course). Under the agreement of the authorities of the National Academy of Internal Affairs with the Department of Operations of Ukraine to conduct practical training under a pre-designed schedule we attracted experienced visual surveillance specialists. Lecture classes were held jointly by the teachers of the profile chair and representatives of the management of the mentioned Department. The effectiveness of the training was evaluated according to the criteria given above –

three times (to observe them in dynamics): after all lectures, at the first introductory practical lesson; at the first main practical lesson (after all preparatory); at the last major practical lesson.

The assessment of every cadet (according to each criterion) was carried out by the persons who conducted the classes (at least two experts – a teacher and a practicing officer involved in the class) in accordance with the five-point system.

The highest score (“5”) received cadets who gave correct and complete answers to the teacher’s questions, convincingly supported them with arguments (assessment of knowledge); creatively used the obtained knowledge to solve non-standard problems under changing conditions of the surveillance activities, as close as possible to the real-life situations, confidently acted in typical situations (assessment of competencies); correctly fulfilled all the necessary actions that do not involve the creative component (assessment of skills).

The score “4” was received by the students who had necessary knowledge, applied it in the process of preparation and carrying out of the surveillance activities (and documented reporting of their results), made right decisions and confidently acted in typical situations; made a small number of mistakes.

The score “3” was given to the students who reproduced a significant part of the theoretical material; in the process of preparing and conducting surveillance activities (and documented reporting of their results) used the obtained knowledge (but not in full volume); made a significant number of mistakes.

The score “2” was received by the students who had fragmentary knowledge of the theory, gave incorrect answers; demonstrated confusion and uncertainty in typical surveillance situations; constantly made mistakes; provided distorted or fictitious information about the surveillance results.

The score “1” was obtained by the students who took part in classes but refused to answer, were withdrawn from participation in the execution of the educational tasks.

It should be noted that, in order to stimulate the learning activity, this five-point system was organically interconnected with the accumulation system operating in the National Academy of Internal Affairs (100-point scale). This resulted in one hundred percent of attendance of classes. After all, even the very presence in the class guaranteed the obtaining of the minimum points (class attendance does not require working off hours as contrast to being absent).

The results are presented in the table (Table 1).

Table 1.

The Results of Experimental Verification of the Technique’s Effectiveness

Subject of assessment, Assessment criteria	Points	Time of evaluation		
		At the introduction and practical lesson	At the first main practical lesson	At the last major practical lesson
1. Answers to the basic questions of the teacher regarding the legal basis, organization and tactics of the surveillance, the use of operational equipment (during the training)		Number of cadets under assessment		
Right and complete answers with elements of creativity	5	2	11	27
Right and complete answers	4	6	15	17
Right and incomplete answers	3	13	12	8
Wrong answers	2	19	8	2
Refusal to provide answers	1	8	2	0
2. Individual preparation for the surveillance activities				
Complete and right preparation with the elements of creativity	5	8	19	30
Complete and right preparation	4	4	14	10
Right but incomplete preparation	3	14	9	7
Wrong preparation	2	10	6	1
Signs of poor preparation	1	2	0	0
3. Use of the radio station, radio communication.				
No mistakes	5	0	13	37
1–2 mistakes	4	9	13	8
3–5 mistakes	3	9	13	2
More than 5 mistakes	2	29	9	1
No participation in radio communication	1	1	0	0
4. Results of operational recording with the use of technical means				

Subject of assessment, Assessment criteria	Points	Time of evaluation		
		At the introduction and practical lesson	At the first main practical lesson	At the last major practical lesson
Meetings with the contacts and evidential moments recorded with high quality	5	3	22	35
Meetings with the contacts and evidential moments recorded with average quality	4	14	14	7
Meetings with the contacts and evidential moments recorded with poor quality	3	20	6	3
Attempts to record meetings with contacts and evidential moments gave no result	2	6	4	2
No attempts to record meetings with contacts and evidential moments	1	5	2	0
5. Ensuring the surveillance secrecy				
Secrecy was completely secured with the use of elements of creativity	5	1	18	31
Secrecy was completely secured	4	0	11	9
Rare tactical mistakes	3	4	8	8
Tactical mistakes took place throughout the activity	2	42	11	0
Secrecy was secured through withdrawal from the surveillance activity	1	1	0	0
6. Completeness and bias-free nature of the obtained information				
Complete and unbiased information was obtained	5	9	15	41
Unbiased but incomplete information was obtained	4	13	16	6
Information was obtained only partially	3	11	11	1
Information was obtained only partially, some pieces are thought up	2	14	5	0
Information was not obtained or totally thought up	1	1	1	0
7. Quality of reports				
Reports composed in accordance with all requirements	5	0	8	40
Minor mistakes in reports	4	3	18	6
Mistakes may result in a distorted understanding of the content of the information provided or the impossibility of its use in criminal proceedings	3	39	19	2
Distorted or thought up information and/or information is introduced in the wrong form	2	4	2	0
Wrong filling of the reporting documents	1	2	1	0

The analysis of the given statistics allows asserting that the proposed methodology provides stable, positive dynamics and is highly efficient in use. Thus, the total number of “excellent” marks (in the sum of all seven evaluation criteria) at the first stage was 23 (a total of 115 points); the second one – 106 (in general – 530 points); and the third one – 241 (in general – 1205 points). In this view, it is possible to consider that in a total of 48 students, 34 (70.8%) according to all 7 criteria achieved a high (creative) level of knowledge and skills in the major discipline and received stable skills (241: 7 = 34.4). Such indicators coincide with the responses of the heads of the departments of visual supervision of the operational service of the National Police of Ukraine.

The content analysis of other academic subjects of

professional specialization of the future members of the operation units of law enforcement agencies indicates that almost all the basic provisions being the basis of the teaching methods of surveillance, can be applied to form the methodology of these subjects. However, knowledge, skills and competencies which students should gain while studying “Surveillance” subject are rather specific. Therefore, for each of the subjects of specialization, within the object of evaluation, it is necessary to define several points (separate components of the object), and for each of them – their own assessment criteria.

Conclusion

1. The conducted theoretical research made it possible to determine the founding principles on which it is advisable to ground the teaching methodology of one of the disciplines of professional specialization of the future staff

members of the law enforcement agencies of Ukraine (“Surveillance”). These foundations include: the purpose of the discipline (to make officers fully prepared for professional surveillance); the principle of forming the content of the curriculum (based on the functional responsibilities of the officers of the surveillance units); distribution of study load by the types of occupation (maximum of practical activities); requirements for conducting practical classes (in the changing conditions that are as close as possible to the reality, with the obligatory involvement of practicing officers); requirements for practical experience in the profile of teachers; a special system of assessment of knowledge, skills and competencies with specific criteria for the given subject; the use of a set of innovative pedagogical techniques (in particular, in order to stimulate the independent, active, initiative acquisition of knowledge, skills and competencies that are necessary for surveillance activities).

2. The testing of the methodology, based on the above-mentioned provisions, showed its efficiency. Cadets demonstrated stable, positive dynamics and high efficiency of knowledge acquisition, as well as the skills and competencies on “Surveillance” subject. Review of the content of other educational subjects of professional specialization of the future officers of operational units of the law enforcement agencies showed the expediency of constructing methods of teaching based on the same principles as proposed by us for teaching the “Surveillance” discipline.

3. The technique of teaching the major subjects of future operation officers in higher educational system should be based on the following provisions:

- subordination of the educational process to the main objective: to provide operational units of law enforcement agencies with personnel fully prepared for professional activity.
- formation of the content of the curriculum (definition of the amount of knowledge and skills to be formed) strictly in accordance with the content of the future specialization of the operation officer, functional responsibilities

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МЕТОДИКА ВИКЛАДАННЯ ДИСЦИПЛІН ПРОФЕСІЙНОЇ СПЕЦІАЛІЗАЦІЇ МАЙБУТНІМ ОПЕРАТИВНИМ ПРАЦІВНИКАМ ПРАВООХОРОННИХ ОРГАНІВ

Ефективне здійснення оперативними підрозділами правоохоронних органів протидії злочинності вимагає укомплектування їх висококваліфікованими професійними кадрами, яких наразі бракує. Це зумовлює необхідність підвищення якості професійної підготовки майбутніх оперативних працівників у відомчих вищих навчальних закладах. Одним із важливих чинників виконання цього завдання є удосконалення методики викладання дисциплін професійної спеціалізації у зазначених закладах освіти. Метою дослідження є визначення основ методики викладання дисциплін професійної спеціалізації у вищій школі майбутнім працівникам оперативних підрозділів поліції та інших правоохоронних органів. В основу дослідження покладено загальнонауковий метод індукції (крім того використовувалися: системний підхід, моделювання, експеримент, узагальнення, соціологічний та інші методи наукового пізнання). Було обгрунтовано та успішно апробовано методику викладання одної з дисциплін професійної спеціалізації майбутніх оперативних працівників («Візуальне спостереження»). Потім найбільш загальні положення та ефективні складові цієї методики застосовано для визначення основ методики викладання цих дисциплін загалом. До них було віднесено: підпорядкованість навчального процесу меті забезпечення оперативних підрозділів правоохоронних органів кадрами, повністю готовими до професійної діяльності; визначення обсягу знань, вмінь та навичок, що підлягають формуванню відповідно до змісту майбутньої спеціалізації оперативного працівника, функційних обов'язків, які належить йому виконувати; організація навчального процесу за участю викладачів, що мають значний досвід роботи за цим напрямом оперативно-розшукової діяльності та активного залучення до занять діючих працівників оперативних підрозділів відповідного профілю; стимуляція здобувачів до самостійного ініціативного оволодіння необхідними знаннями, вміннями та навичками (шляхом запровадження проблемного навчання у штучно змодельованих умовах, максимально наближених до реальних); розподіл загального обсягу академічних годин, відведених на вивчення дисципліни за принципом: мінімум лекцій – максимум практичних; визначення основним об'єктом оцінювання результатів навчальної діяльності майбутніх оперативних працівників вмінь застосовувати одержані знання у практичній діяльності, застосовувати творчість у мінливих умовах, змодельованих в умовах, максимально наближених до реальних; визначення для кожної з дисциплін спеціалізації, в межах об'єкта оцінювання декількох предметів (параметрів), а для кожного з них – власних критеріїв оцінки; використання комплексу інноваційних педагогічних прийомів.

Ключові слова: методика викладання, дисципліни професійної спеціалізації, правоохоронні органи, оперативні підрозділи, знання, вміння, навички.

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