

COMMUNICATIVE COMPETENCE'S FORMATION IN LAW ENFORCEMENT ACTIVITY IN THE PROCESS OF EXTRAMURAL MASTERS' PROFESSIONAL TRAINING

Viktoriia Zinchenko

Ph.D. in Education, Associate Professor, Donetsk State University of Internal Affairs,
Kryvyi Rih, Dnipropetrovsk region, Ukraine
e-mail: vicik-210898@ukr.net, orcid.org/0000-0003-3080-4272

Hannah Udovichenko

Ph.D. in Education, Associate Professor,
Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade,
Kryvyi Rih, Dnipropetrovsk region, Ukraine
e-mail: udovichenko@donnuet.edu.ua, orcid.org/0000-0003-3731-0857

Summary

The article analyzes the essence of the concept of "communicative competence", considers the concept of communicative competence as a condition of effective professional activity of law enforcement, identifies components of communicative competence and their role in law enforcement, reveals the main important aspects of communicative competence of future law enforcement officers the process of professional training. It is established that a holistic system of socio-psychological means of developing communication skills contributes to the professional identity of future law enforcement officers, psychological readiness for professional communication activities.

Forms and methods of work aimed at the formation of this competence in the study of the course "Communicative competence in law enforcement" for extramural masters. It is emphasized that due to the small amount of time devoted to classroom activities (8 hours), it is necessary to focus on speech (communicative) exercises, use such forms and methods of work as debate, discussion, debate. Writing of creative work on topics related to the future profession of the student / cadet, preparation of project works, etc. take out for self-directed work.

Keywords: competence, competence, communication, communicative competence, law enforcement activity, professional training, communication, professional communication, forms of work, methods of work.

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1. Introduction

The formation of communicative competence is an important component of professional training for law enforcement, due to social requirements for the profession of law enforcement, to ensure a quality result of production activities, which are of paramount importance to create a socio-psychological basis for interaction with citizens.

The profession of law enforcement is inconceivable without a special form of communication, which is an important type of law enforcement, affects the efficiency of work and characterizes the level of professional suitability of the specialist. Communicative abilities

are one of the necessary qualities of representatives of the law enforcement profession, and communicative competence is one of the most essential characteristics of their professionalism.

Professional communicative competence of a law enforcement officer is the ability to solve communicative tasks under conditions of professional communication, to have the potential of didactic discourse, to create impeccable and normative professional texts.

Fluency in the state language, readiness for productive communication with various categories of citizens is the key to the success of the future law enforcement officer in the profession, his competitiveness in the modern labor market. The specifics of the work of a police officer (investigator, precinct, prosecutor, judge, lawyer, etc.), for which it is important not only the ability to competently draw up the necessary documents (statements, protocols, petitions, agreements, etc.), but also to successfully build oral communication interlocutor on his point of view, to engage in controversy, debate, inspire confidence, persuade, etc.), necessitates the formation of communicative competence of the future law enforcement officer during his basic training.

Strengthening the requirements for communicative competence of future law enforcement officers leads to a revision of the content of education, promotes the introduction of its effective forms and methods. Therefore, the problems associated with the formation of communicative competence in the process of professional training are particularly relevant.

2. Literature review

Communicative competence can be presented as an empathic property and knowledge of ways of orientation in different situations, as well as free possession of verbal and nonverbal means of communication. Also communicative competence is defined as a set of communicative abilities, knowledge and skills that are adequate to communicative tasks (*Kirichuk, 2007; Kunitsyna, V. Kazarinova, N. & Poholyia M., 2005; Potlachuk, 2008*).

In our opinion the most comprehensive definition of communicative competence is offered by V. Kunitsyna, according her, it includes the possession of communicative skills, the formation of adequate skills in various social structures, orientation in communication, knowledge of cultural norms and restrictions in communication, etiquette in communication within a certain profession (*Kunitsyna, V. Kazarinova, N. & Poholyia M., 2005: 481*).

Various aspects of the problem of forming the communicative competence of future law enforcement officers are considered in the works of scientists such as O. Zhelnova, who studies professional and communicative competence of future lawyers in a secondary vocational education institution (*Zhelnova, 2011: 11*), V. Nikolashkina investigates professional and communicative competence of future police officers in the socio-cultural educational environment of higher education (*Nikolashkina, 2017:14*); S. Zaitseva, N. Potlachuk, O. Semenog and L. Nasilenko, O. Usmanova (*Zajceva, 2005; Potlachuk, 2008; Semenoh &, Nasilienko, 2015; Usmanova, 2005*) look through the theoretical and methodological foundations of professional communicative training of future lawyers, etc.

The analysis of scientific works devoted to the study of communicative competence of future law enforcement officers and ways of its formation shows the attention of scientists to these important issues. At the same time, graduates of law schools often demonstrate an insufficient level of communicative competence. Therefore, the problem of finding ways to improve the communicative competence of future law enforcement officers, to which our intelligence is devoted, remains relevant.

The aim of the article is to determine the components of communicative competence of future law enforcement officers and outline ways to form it.

3. Research results and discussion

Communicative competence is one of the basic competencies of modern man. Scholars distinguish several of its components: linguistic (linguistic), sociolinguistic (ability to use language material according to the context), sociocultural (ability to use knowledge of traditions and customs, history and culture), discursive, ability to organize speech according to interlocutor's point of view), strategic (the ability to set goals, achieve goals, establish contact with the interlocutor) and social (the ability to put yourself in the place of another and the ability to cope with the situation) (*Kunitsyna, Kazarinova, & Poholyia, 2005: 31*).

Let's explore how scientists will define the essence of the concept of "communicative competence of the future lawyer". For example, O. Usmanov characterizes the communicative competence of a lawyer as a set of language knowledge and skills that allow a specialist to choose the means of communication in accordance with the speech situation. The scientist sees in such competence the system of internal resources necessary for the construction of effective speech legal communication in the range of situations of professional interaction, (*Usmanova, 2005:11*). S. Zaitseva interprets the communicative competence of law students as a personal education, which includes the readiness of future professionals to perform professional activities (*Zajceva, 2005: 10*). According to the researcher, the structure of this readiness consists of professional and personal qualities, as well as legal knowledge and skills.

We rely in our investigation on the interpretation of the concept of "communicative competence of the future lawyer", which is given by O. Semenog and L. Nasilenko. Researchers consider the communicative competence of a future lawyer as an integral personal characteristic of a specialist that combines communicative knowledge, skills, abilities and values that provide effective dialogical interaction with the subjects of legal relations in a range of professional legal situations (*Semenoh & Nasilenko, 2015:69*).

A wide range of definitions has the concept of "communicative competenc" in the psychological literature: from communicativeness (ability to establish communicative contact with the environment) to mastery of communicative skills, mastering social stereotypes of knowledge of cultural norms and rules of communication (*Zhelnova, 2011; Zavinychenko, 2003; Kunitsyna, Kazarinova, & Poholyia 2005*).

According to scientists, communicative competence combines individual (personal), social (norms, values, standards of a particular society) and universal (culturally and historically determined) experience (*Baranovska & Sarazhynska, 2008: 44*).

Scientists also include in communicative competence knowledge of socio-psychological factors: understanding of motives, strategies of behavior, frustrations (own and partner), ability to understand socio-psychological problems; the ability to take them into account in specific activities (*Potlachuk, 2008: 15*).

Conflict competence is also important in law enforcement, which includes knowledge of the conflict and promotes readiness for different situations in law enforcement. Psychologists emphasize that the partnership position in communication is one of the main criteria of communicative competence of law enforcement (*Potlachuk, 2008: 9*).

Scholars distinguish the following components in the structure of communicative competence: *gnostic* which is a system of knowledge about the nature, structure, functions and features of communication; *background knowledge* (general cultural competence), which is not directly related to professional communication, but contributes to a deeper, more emotional understanding of the interlocutor; *creative thinking* turns communication into a kind of social creativity; *conative* which is communicative skills through which you can establish contact with

another person, adequately understand his inner state, use in conflict situations, constructive behavioral strategies; emotional - humanistic attitude to another person, developed reflection and empathy; as well as a high level of identification with a professional role, a positive "I-concept" (*Zavinychenko, 2003: 6*).

Given the conclusions of psychological science, we interpret the communicative competence of law enforcement as: ability to regulate the breadth and depth of the circle of communication; ability to mutual understanding with partners in interpersonal relationships; readiness of the law enforcement officer to constructive verbal and nonverbal interaction with other objects of both professional and domestic communication, due to the possession of a certain set of communicative knowledge, skills and abilities.

So, summarizing the above, we conclude that communicative competence in law enforcement includes: ability to freely possess the means of communicative influence, verbal and nonverbal; ability to establish and maintain psychological contact with any participant in communication, to overcome psychological and communicative barriers; the ability to differentiate the psychological characteristics of the communicator, to understand his nonverbal behavior, inner world; ability to distinguish between true and false testimony; culture of interpersonal communication and culture of speech; ability to flexibly change the style of communication in conflict situations; ability to critical self-analysis and self-assessment.

The development of communicative competence is a long and complex process, the special complexity of which lies in the relationship between the subject course and the real language and speech experience of students.

The choice of methods of formation of communicative competence is determined by the purposes of training, motivation of students to development of the communicative skills and abilities necessary in professional activity. Such methods include problem lectures with the active participation of students, and reports, business games, debates, questionnaires, testing and more. The most important thing is that the forms, methods and techniques of work were aimed at the student's independent search for a solution to the problem, and the content of educational material served as a source for him. At the same time, the development of skills and abilities to work with different sources of information and improve the skills of its interpretation plays an important role (*Zajceva, 2005: 79*).

An important component of the communicative competence of law enforcement today is also the possession of modern digital information technology.

The future police officers' communicative competence formation during the mastering of the course "Communicative competence in law enforcement" has certain features. Analysis of working curricula for masters in 262 "Law Enforcement" part-time Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine showed that the classroom course "Communicative competence in law enforcement" is allocated a very small share of study time. With a total of 90 hours devoted to the study of the course, they are divided as follows: 4 hours – lectures, 4 – seminars, and 82 hours – for independent work, ie. the ratio of the number of hours of classroom and self-directed work is one to ten. Even considering that this is the fifth year of study, this amount of study time is not enough to form the above-mentioned skills required in law enforcement, especially given that the graduates of the first level of specialty "Law Enforcement" (bachelor's degree), as practice shows, often demonstrate an insufficient level of communicative competence. Therefore, methodologically correct construction of classes, the use of modern forms and methods of teaching are very important.

The aim of the course "Communicative competence in law enforcement" is mastering the degree of students of the system of general theoretical and practice-oriented knowledge,

skills and abilities for communicative interaction of National Police officers in the process of professional activity. The aim of the course is to form in master students the ability to influence the environment by psychological methods, to see undesirable trends in the process of communication in professional activities, because the ability to build communication in a team with colleagues, managers, subordinates, citizens as one of the important components of communicative competence police officers.

At the initial stage of studying the course of study involves joint educational activities under the guidance of a teacher, and then self-directed work.

During classroom sessions, it is important to create situations of different types of professional communication, for example, contact of police officers with citizens, officials, local government officials, representatives of companies and institutions, offenders, fraudsters, criminals and more. Model the professional communication of a law enforcement officer: *procedural forms* – interrogation, face-to-face interview, conversation, etc.; *non-procedural forms* – behavior in a certain social environment, adherence to etiquette models of behavior adopted in different social strata (reflecting various social values, external manifestations of human attitude to others, etc.).

In our opinion, for the successful formation of communicative competence of future law enforcement officers, it is important to create and conduct lectures of integrative content, which combine speech, legal, psychological, social components.

It is advisable to use the following methods and forms of work: essays, debates, discussions, debates, business games, round tables, projects and more.

For example, future professionals may be asked to prepare an essay on “The place of police officers in society”, “The role of language in the law enforcement profession”, “Importance of law enforcement”, “Basic ways to combat manipulative influence”, “Conflicting nature of law enforcement” and more. An essay can be the product of the project work of future law enforcement officers.

Discussions can be organized around the questions: “Is it possible to avoid official conflicts in the police?”, “Is it important for a police officer to have a perfect command of the state language?”, “Is it possible to resist the manipulative influence of the media?” etc.

It will be useful to hold debates on topical issues: “Patriotism is a response to the external challenge or internal needs of the nation?”, “The feasibility of negotiating in a conflict situation” and others.

The use of didactic games will also be effective, for example, “Communication of a swindler with a victim”, “Behavior of a police officer in a domestic conflict situation”, “Situation of negotiations in hostage-taking”, etc.

In class or in self-directed work, future law enforcement officers should learn to create dialogic and monologue statements on topics proposed by the teacher, for example:

1. Imagine that you are a famous negotiator. Negotiate to persuade the offender to release the hostages during the seizure of the state institution.
2. You are a forensic expert. Conduct a forensic psychological examination in the proceedings on fraud in the banking sector.
3. Justify your choice of a carrier. Name the advantages and disadvantages of your future profession.
4. Help resolve conflicts between family members who threaten each other with physical violence.

Students can be asked to conduct and analyze questionnaires on issues related to future professional activities. For example, to ask law enforcement specialists with extensive

experience in the chosen specialty, which qualities they consider the most professionally important. According to previous surveys, most of them attribute communicative abilities to the 10 most important qualities of the legal profession, which is important for increasing students' motivation to study.

An interesting and useful form of students' self-directed work is also the implementation of projects on topics related to future professional activities, such as: "Legitimate behavior and offenses", "Legal responsibility in Ukraine", "Collaboration of minors", etc.

4. Conclusions

According to the analysis of the scientific literature, communicative competence is an integral part of the professional culture of law enforcement officers. Scientists consider professional communicative competence as an indicator of the formation of a system of professional knowledge, communication skills, values, general humanitarian culture, and integrated indicators of language culture necessary for quality professional activity.

Communicative competence in law enforcement includes not only the culture of interpersonal communication and the culture of speech, but also the ability to freely possess the means of communicative influence (verbal and nonverbal), establish contact with any participant in communication, overcome psychological and communicative barriers, differentiate psychological features true and false testimony; as well as the ability to flexibly change the style of communication in conflict situations and the ability to critical self-analysis and self-esteem.

Given the importance of communicative competence in law enforcement, the legal education system must create all the conditions for the formation and development of communicative competence of its graduates. The development of skills and abilities of professional communication of future law enforcement officers is facilitated by individual and personal qualities, socio-cultural and historical experience.

A special difficulty in the development of communicative competence of future law enforcement officers is the ratio of the subject course "Communicative competence in law enforcement" and the real language and speech experience of students and the small amount of time spent in class.

The specificity of the professional communicative approach of future law enforcement officers is the formed readiness to apply the special knowledge gained during training. Therefore, during classroom classes it is important to create situations of different types of professional communication, use such forms and methods of work as debate, discussion, business games, debates, writing creative works on topics related to the future profession of student / cadet. For independent work, students should be offered questionnaires, projects, modeling and presentations on situations important in future professional activities.

In our opinion, the study of the of future police officers' communicative competence formation in law enforcement activities by means of other disciplines of the social and humanitarian cycle is promising for further research in this area.

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