

# Formation of Professional Language-Communicative Competence of Future Law Enforcers in Conditions of Context Training

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**Abstract.** The article theoretically substantiates and develops the contextual model of professionally directed language training of future law enforcement officers in higher education institutions, which contains conceptual, content-technological and evaluation-effective blocks; an experimental verification of the effectiveness of forms, methods and technology of forming professional linguistic and communicative competence of law enforcement professionals in the conditions of contextual education has been carried out.

**Keywords:** future law enforcers, professional language and communication competence, contextual training, model of vocationally targeted language training, forms, methods and technologies of contextual training.

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## I. INTRODUCTION

The construction of post-Soviet countries as a law governed, democratic states requires the modernization of law enforcement agencies in accordance with the requirements of European and world standards in the context of changing the priorities of the police activity from state-oriented to socially-oriented one and requires forming a national identity. The high level of both native and foreign communication competence is especially important for law enforcement officials due to several factors. First, the specifics of the law enforcement officer's activity requires him to be able not only to set correctly a lot of documents, but also to look good during oral communication (to be able to discuss, to adjust the interlocutor to his side, to appeal to feelings, to inspire confidence, to convince, etc.). Hence the fluency of the official language in its oral and written forms is a key to the success of the law enforcement officer in the profession. Secondly, the activation of transnational crime, the intensification of national police cooperation with Europol and Interpol, the active involvement of MIA staff in UN peacekeeping missions, and so on, have significantly enhanced the importance of foreign language training for law enforcement officers.

## II. LITERATURE REVIEW

Recently, the issue of forming the communicative competence of future law enforcement officers has received considerable attention from both Ukrainian and foreign scientists. In particular, the following aspects of this problem were subjected to study: formation of professional and communicative competence of future law enforcement officers in socio-cultural educational environment (V. Nikolashkina, 2017), based on the application of an integrative approach (O. Kosyanova, 2008), using project technologies (O. Kalita, 2011), by means of social and psychological training (N. Potlachuk, 2008), by means of forms and technologies of interaction of subjects in educational process (Z. Gantemirova, 2017), during the study of foreign languages (S. Zaitseva, 2005; V. Krykun, 2018), etc. However, as the analysis of sources shows, the problem of language training of cadets on the basis of contextual training has not been still sufficiently developed.

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Contemporary scientific discourse represents a wide range of research that focuses on the theory and practice of contextual training, in particular: the conceptual foundations of contextual training (A. Verbitsky, 1991, 2004; E. Johnson, 2002); problems of contextual education of specialists of different industries (V. Zhelanova, 2013; I. Zhukova, 2011; T. Nikonenko, 2018); the issue of vocational-oriented teaching of foreign languages (O. Grigorenko, 2001; Y. Maslova, 2000; N. Khomyakova, 2011; A. Yankovets, I. Betz & O. Yankovets, 2019). However, as the study of the above sources shows, the problem of vocationally targeted language training of cadets in the institutions of higher education of the Ministry of Internal Affairs in the conditions of contextual training has not yet been sufficiently developed.

### III. THE PURPOSE OF THE STUDY

In view of the above, **the purpose of the study** is to develop and experimentally test the contextual model of professionally targeted language training of future law enforcement officers in higher education institutions of the Ministry of Internal Affairs.

### IV. METHODS

To achieve this goal, the following research methods were used: *theoretical* – analysis of scientific literature to determine the conceptual categorical apparatus of work; modeling in order to substantiate and develop a contextual model of professionally targeted language training for future law enforcement officers in the HEI; analysis of the normative-educational documentation and generalization of the experience of the HEI of the Ministry of Internal Affairs of Ukraine in order to find out ways to solve the problem under study; *empirical* – observation, interviewing, questioning, testing of cadets for revealing the level of professional language-communicative competence of future law enforcement officers; pedagogical experiment to test the hypothesis of the study; *methods of mathematical statistics* to determine the statistical significance of the results obtained during the experiment.

The methodology of the experimental work will be described in the main part of the article in detail.

### V. RESULTS

**5.1. Determination of main concepts of research.** First of all, we will provide an interpretation of the initial concepts of the study, which include the following: language training of future law enforcement officers, professional linguistic and communicative competence of the law enforcement officer, contextual training. *Linguistic training of future law enforcement officers* is considered by the authors of the article as an organized continuous and purposeful process of forming a professional linguistic and communicative competence of a specialist, which is an integral part of his professional competence and is realized during professional interpersonal interaction.

In turn, we define *the professional linguistic and communicative competence of a law enforcement officer* (hereinafter referred to as the PLCC) as an integrated personal education – a set of knowledge, skills, personal qualities that allow a specialist to use the language effectively in professional activity to ensure effective communication with citizens as of their state, and foreigners, workflow, interpersonal professional communication, constructive mediation in extreme situations.

In the structure of PLCC of the Law Enforcement Officer as a result of his professionally directed language training, we distinguish motivational-value, cognitive, emotional-volitional and communicative-activity components. *The motivational-value component* is characterized by the value setting for effective professional language-communication activity in accordance with duties and social norms of behavior, awareness of the importance of language training for successful professional self-realization, intrinsic motivation to improve one's level of language training. *The cognitive component* is manifested in the knowledge of the structure of the language system and the basics of language communication, knowledge of the rules and rules of modern literary language, the breadth of vocabulary. *The emotional-willful component* of PLCC of the law enforcement officer contains the ability to self-regulate one's mental state during language communication, the ability to adequately perceive meaningful and evaluative information, to respond emotionally to the words of an interlocutor, to subordinate personal goals and desires to a common cause. *The communicative-activity component* is characterized by the ability to express clearly his own opinion, to support the conversation, to formulate expressions in different styles and forms, skills of working with business documentation, production and analysis of texts on the profile of professional activity, ability to self-control and self-analysis of his own speech correctness and improvement.

The successful forming of PLCC of the Law Enforcement Officer takes place in *contextual training*, in which the subject and social content of the future professional activity of a specialist are consistently modeled with the help of the whole system of didactic forms, methods and tools, and the mastering of abstract knowledge as a sign system is imposed on his activity (A. Verbitsky, 1991, p. 32).

**5.2. Theoretical ground of contextual model of language teaching of future law enforcement officers.** In order to improve the process of professional education of cadets in HEI of the Ministry of Internal Affairs, taking into account the theoretical provisions of context training, a *contextual model of professionally oriented language training of future law enforcement officers in the HEI* was developed; it contains conceptual, content-technological and evaluation-effective blocks (Fig. 1).

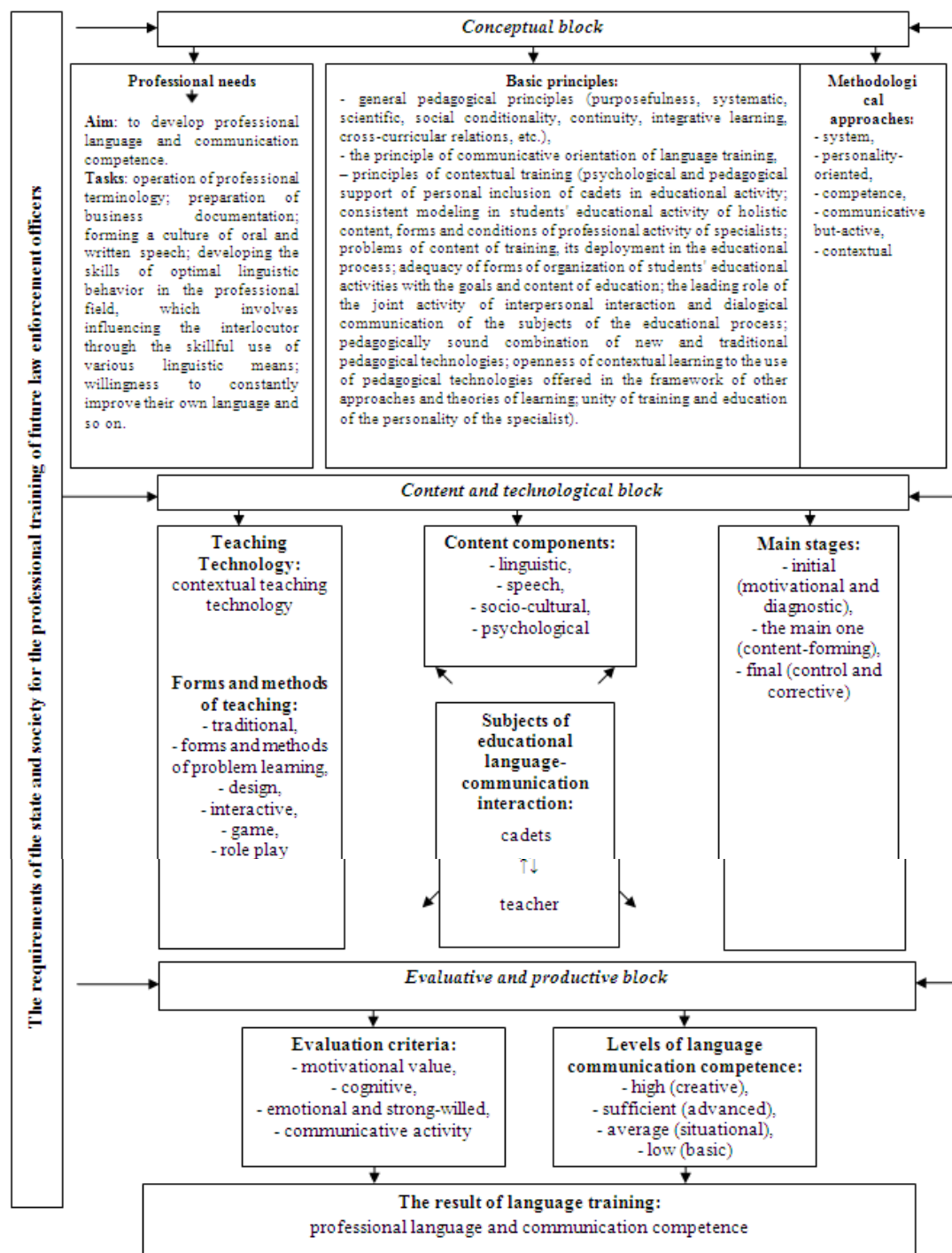


Fig. 1. Contextual model of professionally directed language training of future law enforcement officers in HEI

The conceptual block reveals the purpose, methodological approaches and principles of professionally targeted language training for future law enforcement officers. We agree with foreign scientists (R. Richterich & J. Chancerel, 1977; J. Munby, 1978; B. Coffey, 1984; E. Tarone & G. Yule, 1989; V. Tokatlidou, 2004), who argued that the aim and the language training tasks of professionals should be conditioned by their future

professional needs. An elaboration and a clear description of the latter will allow us to formulate not only the purpose and objectives, but also to choose the appropriate approaches and principles of language training.

*The content-technological block* determines the peculiarities of realization of the set goal and tasks by selecting adequate content, technologies, forms and methods of training. The content of linguistic training of future law enforcement officers is determined by the communicative needs of the cadets, conditioned by their future professional activity and is divided into four components – linguistic, speech, socio-cultural, psychological. The linguistic component contains knowledge of the language and basics of language communication, the speech one – the ability and skills in the use of language in the process of listening, speaking, reading and writing in professional activities, the sociocultural one – the ability to use the experience gained in the necessary socio-cultural context, the psychological one – the ability to orient personality characteristics of the interlocutor, knowledge of psychological techniques to inspire confidence, support the client's interest in the communication process, knowledge of conditions of communication organization, ability to control their emotions and actions in extreme conditions (stress resistance).

Contextual training technology is chosen as the leading technology for the realization of the purpose and content of language training of future law enforcement officers, in which pedagogical management is carried out by the type of cooperation with the obligatory projection on the future profession of the student. An important prerequisite for the implementation of this technology is the organic combination of traditional and innovative forms and teaching methods that should create a quasi-professional language and communication environment.

*The evaluation unit of the context model* developed by us determines the outcome of the linguistic training of future law enforcement officers in the HEI, as well as the methods, criteria and levels of assessment of their PLCC. In accordance with the above-mentioned components of the law enforcers PLCC, the criteria for assessing the level of its formation are determined as the following: motivational-value, cognitive, emotional-volitional, communicative-activity (see Tab. 1).

**Table 1**

*Criteria and indicators for assessing the level of the PLCC of future law enforcement officers*

<b>Criteria</b>	<b>Indexes</b>
Motivational value	<ul style="list-style-type: none"> <li>- valuable installation of effective professional language and communication activities in accordance with job responsibilities and social standards of behavior,</li> <li>- awareness of the importance of language training for successful professional self-realization,</li> <li>- intrinsic motivation to improve one's level of language training</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>- knowledge of the structure of the language system and the basics of language communication, knowledge of the rules and rules of modern literary language,</li> <li>- vocabulary width,</li> <li>- willingness to use linguistic means (lexical, grammatical, spelling, semantic, phonological, orthoepic, punctuation) in professional activity</li> </ul>
Emotionally volitional	<ul style="list-style-type: none"> <li>- ability for self-regulation of one's own psychical state during language communication,</li> <li>- ability to take information adequately and to respond emotionally to the words of the interlocutor,</li> <li>- ability to adjust one's own goals and wishes to the common business</li> </ul>
Communicative activity	<ul style="list-style-type: none"> <li>- ability to understand oral and written speech by profession,</li> <li>- ability to express clearly their own opinions, support the conversation, competently formulate expressions in different styles (official business, scientific and spoken) and forms (oral, written),</li> <li>- skills in working with business documentation, production and analysis of texts on the profile of professional activity,</li> <li>- the ability to use the experience of language communication in accordance with a specific socio-cultural context,</li> <li>- ability to self-control and introspection of correctness of one's own speech,</li> <li>- independence of the tasks and the ability to solve them creatively.</li> </ul>

Taking into account the developed criteria and indicators, the following levels of future law enforcement officers' PLCC have been determined: high (creative), sufficient (advanced), medium (situational) and low (basic).

Indicators of a *high (creative) level* of PLCC of future law enforcement officers are a deep understanding of the need for effective language communication to ensure the quality of law enforcement activities, a clear understanding of the importance of language training for successful professional self-realization, a high level of intrinsic motivation to improve their level of language training, fluency, skills and abilities, ability to independently and creatively solve language-communicative tasks of a high level of complexity as in usual and in unusual conditions, and to monitor and analyze the correctness of their own speech, a wide vocabulary.

A *sufficient (advanced) level* is characterized by an understanding of the value of language training of a law enforcement officer to ensure the quality of his / her job responsibilities and successful professional self-realization, psychological readiness for effective professional communication, productive level of mastering linguistic and communicative knowledge and skills, wide vocabulary, but the lack of balance between external and internal motives to improve one's own level of language training, the presence of certain problems while working on business documentation.

*The average (situational) level* is manifested in the instability of the formed indicators, the dependence of the intensity of their expression on the specific situation, insufficiently clear awareness of the public and personal importance of the language training of the law enforcement officer for the qualitative performance of his official duties, the average level of activity and independence in the process of linguistic training, external learning motives, ability to adequately perceive information and respond emotionally to the words of the interlocutor, but at the same time in the absence of psychological stability in the extreme conditions of professional language communication and unwillingness to constantly subordinate personal goals and desires to the common cause, superficial assimilation of linguistic and communicative knowledge, skills, ability to use the experience gained mainly in standard situations, insufficiently broad vocabulary.

Indicators of *the low (basic) level* of the PLCC of future law enforcement officers are a lack of understanding of the importance of effective language communication to ensure the quality of the law enforcement officer's professional activity, as well as the importance of language training for successful realization of oneself in the professional sphere, indifference to the process and the result of their own linguistic training, effective professional communication, passive-reproductive level of mastering language and communicative knowledge, skills, narrow vocabulary.

**5.2. Organization and results of pedagogical experiment.** The effectiveness of the developed model was tested in the process of pedagogical experiment, which was conducted on the basis of Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine during 2017-2019.

*The hypothesis of the study* was formulated as follows: the process of professionally targeted language training of future law enforcement officers in the HEI of Ministry of Internal Affairs will become more effective in conditions of providing and developing contextual model which involves modeling the content of language training, taking into account the context of their future professional activity; ensures the inclusion of cadets in the process of interpersonal communication through the use of problematic, project and interactive forms and teaching methods.

Carrying out the experimental research envisaged the solution of certain *problems*, namely: diagnostics of the real state of language training of future law enforcement officers in the HEI; introduction of a contextual model of language training of future law enforcement officers into the educational process; verification of the effectiveness of the selected forms, methods and teaching aids during the forming experiment; analyzing the results obtained, revealing the dynamics of the levels of the PLCC of future law enforcement officers in the HEI; formulation of methodological recommendations for improving the efficiency of language training of future law enforcement officers in the HEI.

In accordance with the tasks set, the pedagogical experiment was conducted in several stages. *At the first stage*, the necessary diagnostic tools were developed, the criteria for assessing the level of the PLCC of future law enforcement officers were specified, the participants of the experimental study (HEI, faculties, departments, training groups, etc.) were determined, organizational work was carried out to study the composition of the control and experimental groups (hereinafter – CG and EG), as well as diagnostics of the real state of language training of future law enforcement officers in HEI was conducted. *The next stage* of the study was aimed at conducting a forming experiment. Its main task was to test the effectiveness of the contextual model of professionally targeted language training of future law enforcement officers in the HEI. In addition, ways of optimizing the language training process during teaching Ukrainian and foreign languages were searched. At the same time, necessary adjustments were made to the methodology of the organization of training sessions, preliminary conclusions and recommendations were formed. *At the final stage*, a comprehensive review, processing and synthesis of the results were carried out, and methodological recommendations were formulated for the introduction of a contextual model of professionally directed language training of future law enforcement officers in the HEI.

Among *the methods of experimental research* at the forming stage, we have developed and applied the following: studying documents of the educational process, questioning method, testing, interviewing, pedagogical observation, methods of statistical and mathematical analysis.

Experimental verification of the developed model was carried out in the process of pedagogical experiment, which was divided into three stages – ascertaining, forming and control and evaluation ones.

The ascertaining stage of the pedagogical experiment aimed at identifying the baseline level of future law enforcement officers' PLCC as a result of their language training. 487 persons took part in the scientific-experimental check-up: 402 cadets, 22 teachers, 14 other employees of HEI, 49 employees of police forces. The first sample population of the participants of the experiment contained a control (number – 196 people) and an experimental (number – 206 people) group of I-II year cadets.

The tasks of the ascertaining experiment were ensured by various methods: pedagogical observation, conversations, interviews, testing, questioning. Diagnosis of the level of PLCC of future law enforcement officers was performed according to the following criteria: motivational-value, emotional-volitional, cognitive and communicative-activity ones.

According to the first (motivational-value) criterion, oral interviews and written questionnaires of cadets were conducted; they were aimed at revealing their understanding of the importance of language training for further professional activity. The questionnaire covered the following questions: Is it necessary for the police officers to have a fluent knowledge of the state language? Is foreign language knowledge necessary for law enforcement officer? What disciplines have a greater influence on the formation of your language competences? etc. According to the cadets' survey results, only a small number (7.7% – 15 CG respondents and 8.2% – 17 EG respondents) showed a clear understanding of the importance of effective language communication in line with job responsibilities and social standards of quality assurance, professional activity of police officers.

Detection of motivation level of cadets was determined using the questionnaire of V. Gerbachevsky (Batarshhev, 2006). According to the developed test 15 components were distinguished in the motivational structure of the personality, each of which was calculated by the amount of points with the key. The most pronounced in the overall structure of cadets' motivation to improve their level of language training are utilitarian motives associated with obtaining certain personal benefits (24.1% in CG and 32.2% in EG), and professional motives (32.5% in CG and 28.3% in EG).

The results of the diagnostics made it possible to determine that only 20 respondents (10.2%) of CG and 21 respondents (10.2%) of EG had a high level of linguistic and communicative competence according to the motivational-value criterion. 45 respondents (22.9%) of CG and 48 respondents (23.3%) of EG showed sufficient levels. 93 respondents, representing 47.4% of the number of CG, and 94 respondents (45.6%) of EG showed a medium level, while 38 respondents (19.5%) of CG and 43 respondents (20.9%) of EG showed low levels.

In order to assess the level of linguistic and communicative competence of future law enforcement officers according to the emotional-volitional criterion, cadets were asked to perform a comprehensive test to assess their level of psychological readiness for effective communication in professional situations. The cadets were asked 16 questions to which they had to choose one of the alternative answers: "Yes", "Sometimes", "No". For example, 1. Do you delay your visit to the doctor until you are able to endure the pain? 2. Are you worried or embarrassed if you have to come up with a report, message, and information at the meeting? 3. You are going on a business trip to an area where you have never been. Will you make an effort not to go there?

According to the calculations, 43 respondents (21.9%) of the control group scored 32-24 points, which indicates a low level of language training according to the emotional-volitional criterion. 67 cadets (34.2%) received a score of 23-15 points, which indicates the average level of formation of the emotional-volitional component of their linguistic and communicative competence. 57 (29.1%) future law enforcement officers received a score of 14-6 points, which indicates a sufficient level of their language training. Only 14.8% of cadets received less than 6 points during testing and thus found a high level of language training. In the experimental group, 42 (20.4%) respondents had a low level, 74 respondents (35.9%) had an average, and 31 respondents (15.1%) had a high level of language training according to the emotional and volitional criteria.

With regard to the cognitive criterion, based on work programs, thematic plans, didactic material on language training, a special test questionnaire was developed to determine the level of communication skills of cadets. The teacher could use the test to check the level of knowledge of the students in the theory of language communication. The test questionnaire contained 25 tasks and consisted of theoretical and practical blocks. Each block contained tasks of two difficulty groups. The first group of tasks of the theoretical block included five test exercises, which were evaluated by three points. To the second group – six exercises, it was necessary to finish the started definition of a notion or a term. These tasks were rated at five points each. For example, 1. There are no errors in: a) the Ministry of Internal Affairs of Ukraine; b) Ministry of Internal Affairs of Ukraine; c) ministry of internal affairs of ukraine. 2. The communication environment is: a) a set of communicative acts; b) a set of communicative varieties; c) human environment, objects, phenomena that can

perform communicative functions, as well as means of communication. 3. Communication is a form of \_\_\_\_\_ . 4. Professional communication is \_\_\_\_\_.

The maximum number of points that could be obtained was one hundred points. A grade of "excellent" (100-90 points) corresponds to a high level of professional communication skills, a grade of "good" (89-75 points) is average, a grade of "satisfactory" (74-61 points) is sufficient, and a grade of "unsatisfactory" (Up to 60 points) – low.

The results of the study showed that the highest number of respondents showed an average level of PLCC by cognitive criteria (133 (67.9%) of CG cadets and 139 (67.5% of EG cadets). Almost the same number of cadets found sufficient (24 (12.2%) CG and 25 (12.1% EG) and low (32 (16.3%) CG and 33 (16%) EG), and a very small number of future law enforcement officers were able to show a high level of PLCC formation by cognitive criterion (7 (3 , 6%) CG and 9 (4.4%) EG).

With the help of the above-mentioned test-questionnaire to determine the level of formation of communicative knowledge, skills of future law enforcement officers, diagnostics of the level of professional language-communicative competence of cadets was carried out according to the communicative-activity criterion. Oral interview with cadets was added to this test, as well as preparation of a small written message on a given topic (for example, "Symbols of Ukrainian statehood", "Current linguistic situation in Ukraine", "Language policy in Ukraine", "Internet resources and their meanings for a professional career", "Ukraine – NATO: pros and cons", "Language in the profession of a lawyer ", etc.).

The results of the analysis show that the overwhelming majority of respondents are characterized by medium (74 (37.8%) CG; 83 (40.3%) EC)) and low (95 (48.5%) CG; 96 (46.6%) EG) level of professional communication skills, they are not able to identify and overcome the difficulties of professional communication; they can not independently and creatively solve the problems that arise in the language communication of professional orientation. 22 respondents (11.2%) in CG and 21 (10.2%) in EG demonstrated sufficient levels, and only 5 cadets (2.5%) in CG and 6 (2.9%) in EG – high ones.

Taking into account the results of the analysis of the initial level of the PLCC of the cadets of the control and experimental groups, for each of the defined criteria, the total level of their PLCC was calculated by the formula:  $TLPLCC = (A + B + C + D) : 4$ , where TLPLCC is the total level of the PLCC of future law enforcement officers; A – the level of PLCC on the motivational-value criterion; B – the level of the PLCC according to the emotional-volitional criterion; C is the level of PLCC by cognitive criterion; D is the level of PLCC according to the communicative activity criterion. The numerical equivalent of the level of professional language-communicative competence of the cadets before conducting the forming experiment is presented in Table 2.

**Table 2**  
*The results of diagnostics of the level of PLCC of future law enforcement officers (before the forming experiment)*

CG			EG		
Levels	Abs.	%	Levels	Abs.	%
High	15	7,6	High	17	8,2
Sufficient	37	18,9	Sufficient	38	18,5
Average	92	47	Average	97	47,1
Low	52	26,5	Low	54	26,2
TOTAL	196	100	TOTAL	206	100

Therefore, according to the results of the ascertainment experiment, 7.6% of the respondents from CG and 8.2% of the respondents from EG showed a high level of PLCC. Respondents with sufficient levels of PLCC were found to be 18.9% in the CG and 18.5% in the EG. The average level of PLCC was shown by 47% of CG cadets and 47.1% of EG cadets. The cadets with low levels of PLCC were 26.5% in CG and 26.2% in EG. As a whole, the results of the ascertainment experiment indicated the need to introduce a more effective professionally oriented model of language training for future law enforcement officers in the HEI.

Implementation of the developed model at the formative stage of the pedagogical experiment was carried out in the natural conditions of the educational process during the teaching of the cadets of the experimental group of disciplines "Ukrainian language for vocational direction", "Foreign language for vocational direction" (English), special training "Improvement of foreign language training". The language training in the control group was based on traditional technology.

According to the developed model, the process of professionally directed language training of future law enforcement officers in the HEI was conditionally divided into three stages: initial (motivational-corrective), basic (substantive-formative) and final (control-corrective).

At the initial stage of vocationally directed language training (during the first academic semester), the necessary conditions were created for the formation of the motivational-value component of the PLCC of cadets. To this goal, we modeled such learning situations that would contribute to the formation of the students' internal cognitive and professional motivation, their conscious attitude to the language training process as an important component of their professional training. Particularly significant, according to the cadets, were the binary classes, which were conducted by teachers of the institute together with practitioners, in particular the head of the psychological support department of the personnel department, organization of educational and scientific activity of the Ministry of Internal Affairs of Ukraine N. V. Lygun, representative of the Commissioner for Human Rights in Donetsk and Lugansk regions P. L. Lysyansky, Director of Mariupol Local Center for Free Secondary Legal Aid N. Ye. Sikora, Chief Specialist of the Law Department questioning and providing free legal assistance by K. A. Venzhego, Head of the Corruption Prevention and Lustration Division of the Ministry of Internal Affairs of Ukraine S. P. Yaremenko, Head of the Criminal Investigation Department of Donetsk Oblast State Police P. V. Svir, Honored Lawyer of Ukraine, Attorney G. A. Konyshov and others. The latter, among other things, exemplified to cadets the importance of language training for their future profession in specific examples.

Watching videos that showed the art of questioning, negotiating, appearing by lawyers and prosecutors in the courts were also helpful. Experimental work on the second – the main (content-forming) stage of professionally directed language training was to organize the conditions for the formation of emotional-volitional, cognitive and communicative-activity components of professional language-communicative competence of the participants of the experiment. For the purpose of vocational orientation of theoretical and practical language training of cadets at this stage, we modeled the content of the training taking into account the subject and social context of their future professional activity. Both traditional and innovative forms and methods were used in the learning process, personal cadets were included in the learning process through the use of problematic, project and interactive learning technologies, as well as interpersonal interaction and dialogical communication of the subjects of the educational process.

During the implementation of the final (control and correction) phase, deepening, structuring, diagnostics and correction of vocationally-oriented knowledge skills were carried out, and the cadets' self-control and self-reflection abilities were improved. The quasi-professional activity and independent research work of the cadets were important means of formation of the PLCC of future law enforcement officers at the main and final stages.

The main methods and forms of training of future law enforcement officers in the last two stages of their language training were defined as different types of lectures and practical classes, as well as independent work. Based on the theory of contextual training, the following types of lectures were used: lecture-talk, lecture-visualization, lecture with predetermined mistakes, lecture-press-conference. Important were the binary classes that were conducted with practitioners. Practical classes were also conducted according to the context type: the content of each of them was professionally oriented, simulated problem-oriented professional situations, project and interactive forms and methods of teaching (case method, web-based quests, business and story-role games, etc.) were applied. Throughout the training period, the teachers offered the students additional tasks for independent work: writing abstracts, editing additional literature, periodicals, preparing reports, creating multimedia presentations on the topic of the report, translating special legal texts, etc.

One of the most important places during the main and final period of language training were role-playing and business games, discussions, debates, as forms of organization of quasi-professional activity of cadets, in which the language communication activities of future specialists are most naturally realized. In particular, games on the following topics were used: Law Firm, Time of Court, Battle of Lawyers, etc. Discussions were raised by the teacher's questions "Can there be two official languages in Ukraine?", "Should the police officer speak the official language?" and so on. Discussions on topical topics were organized and held, including: "Patriotism – Fashion or the Self-Consciousness of the Nation?", "Euthanasia: Psychological and Legal Aspects" and others.

An important means of activating the creative potential of future professionals was also project work, which involved the use of a wide range of problematic, research, search methods, focused on practical results. In particular, the cadets were invited to perform project work on the topic "Court Speeches" (purpose: to explore the linguistic features of court speech; stages of preparation for it; the art of pronouncing speeches); to study the history of language policy formation in Ukraine; to analyze the peculiarities of language policy formation and implementation at the present stage; to trace the bilateral influence of language policy on the general development of society) and others. During the implementation of the projects, we used methods of finding the



necessary information (print, sound, video, etc.), discussion, "brainstorming", "round table", creative reports, project defending.

To ensure the effectiveness of vocationally oriented language training of cadets of the experimental group, special methodological complexes were created, which were professionally oriented, aimed at intensifying the independent creative activity of cadets, introducing them to the situation of quasi-professional communication. The developed methodical materials included supporting illustrative material, original audio texts, computer programs, videos, multimedia presentations of training material with a block of developed exercises and tasks for it.

After that, we conducted a final measurement of the level of formation of the PLCC. Let us consider the quantitative indicators of the level of the PLCC of future law enforcement officers by separate criteria in the control and experimental groups at the stages of initial (IC) and final (FC) control in absolute and percentage values.

According to the motivational value criterion, the number of cadets with a high level of PLCC in CG increased by 1% (from 10.2% to 11.2%), and in EG – by 2.9% (from 10.2% to 13.1%). According to the indicators of a sufficient level, the number of cadets increased by 1.6% (from 22.9% to 24.5%), and in the EG – by 6.8% (from 23.3% to 30.1%). According to the indicators of the average level, the number of cadets increased by 1.6% (from 47.4% to 49%), and in the EG – by 0.5% (from 45.6% to 46.1%). In both categories of groups, the number of cadets with a low level of language and communication competence decreased: in the CG – by 4.1% (from 19.5% to 15.4%), and in the EG – by 10.2% (from 20.9% to 10.7%).

According to the emotional-volitional criterion, the number of persons with high level of linguistic and communicative competence increased by 1% (from 14.8% to 15.8%), and by 3.3% (from 15.1% to 18.4%). The number of cadets with a sufficient level increased: in CG – by 1% (from 29.1% to 30.1%), and in EG – by 10.7% (from 28.6% to 39.3%). The number of cadets with an average level increased by 1.5% (from 34.2% to 35.7%) in the CG, and this indicator decreased by 3.8% (from 35.9% to 32.1%) in the EG. At the same time, in both groups the number of cadets with low levels decreased: in CG – by 3.5% (from 21.9% to 18.4%), and in EG – by 10.2% (from 20.4% to 10.2%), which confirms the effectiveness of the developed contextual model of professionally targeted language training of future law enforcement officers in universities.

The analysis of quantitative data makes it possible to determine that in the experimental group the level of professional language-communicative competence by cognitive criterion increased significantly. Thus, if in the control group number of cadets with a high level increased by 8.1% (from 3.6% to 11.7%), then in the experimental group (EG) – by 15.5% (from 4.4% to 19.9%). Changes in the number of cadets who had a sufficient level observed the same pattern: in CG they increased by 17.9% (from 12.2% to 30.1%), and in EG – by 33.1% (from 12, 1% to 45.2%). The number of cadets with an average level decreased by 13.8% in the CG (from 67.9% to 54.1%), and in the EG – by 32.7% (from 67.5% to 34.9%). As for the cadets who showed a low level, their number decreased in CG by 12.2% (from 16.3% to 4.1%), and in the EG at the beginning of the study there were 16%, and at the stage of the end of the experiment they were none.

The same situation was observed for the communicative activity criterion, in which the number of cadets with high level of language and communication competence increased by 6.7% (from 2.5% to 9.2%) in the CG, and by 9.7% (from 2.9% to 12.6%); the number of persons with sufficient levels in the CG increased by 1% (from 11.2% to 12.2%), and in the EG – by 24.3% (from 10.2% to 34.5%). The number of cadets with an average level in the CG remained unchanged (37.8%) and in the EG decreased by 0.5% (from 40.3% to 39.8%). In both groups, the number of cadets with low levels of communication and activity component of language and communication competence decreased. However, in the CG this decrease was only 7.7% (from 48.5% to 40.8%) and in the EG – 33.5% (from 46.6% to 13.1%).

The general results of diagnostics of the levels of PLCC among cadets of the control and experimental groups at the initial and final stages of control are presented in Table 3.

**Table 3**  
*Comparison of PLCC levels of future law enforcement officers before and after the design experiment*

Levels	CG				EG				
	IC		FC		Levels	IC		FC	
	Abs.	%	Abs.	%		Abs.	%	Abs.	%
High	15	7,6	23	11,8	High	17	8,2	33	16
Sufficient	37	18,9	48	24,5	Sufficient	38	18,5	77	37,4
Average	92	47	87	44,4	Average	97	47,1	79	38,3

Low	52	26,5	38	19,3	Low	54	26,2	17	8,3
TOTAL	196	100	196	100	TOTAL	206	100	206	100

The table shows that in CG there is an increase in the number of cadets with a high level of professional language and communication competence by 4.2%, and with sufficient – by 5.6%, while in EG the increase of this indicator was more significant: by 7.8 % – high, 18.9% – sufficient. At the same time, the number of cadets with an average level of linguistic and communicative competence decreased by 2.6% in the CG and decreased by 8.8% in the EG. A steady downward trend in low-level individuals is observed in both the control and experimental groups. However, in EG this decrease is equal to 17.9%, and in CG – only 7.2%.

Analyzing the effectiveness of the experiment involved the use of mathematical statistics, which could analyze the results obtained during the study, determine its effectiveness or inefficiency and, as a consequence, to confirm or refute the hypothesis of the study. Thus, the use of mathematical statistics (Kolmogorov-Smirnov  $\lambda$ -criterion and Pearson  $\chi^2$ -criterion (Adamov, 2008; Sidorenko, 2000, pp. 142-152) testified the statistical significance of the obtained results and confirmed the hypothesis of the study.

## VI. DISCUSSION AND CONCLUSIONS

Comparison of the results of the control diagnostic study in the experimental and control groups with the results of the ascertaining diagnostic study showed positive and statistically significant dynamics of the level of PLCC of the cadets of the experimental group, which confirms the effectiveness of the developed contextual model of professionally directed language training of future law enforcement officers.

The results of theoretical analysis of normative documents, scientific literature, as well as the pedagogical experiment made it possible to offer the following methodological recommendations for improving the effectiveness of language training of future law enforcement officers in HEI: the formation of the PLCC of cadets should be carried out not only in the context of teaching, but first of all, in a quasi-professional dialogical communication; the complex of pedagogical technologies of language training should be chosen based on the principles of adequacy of forms of cadets' educational activities with the goals and content of education, a reasonable combination of traditional and innovative forms and methods of teaching, the leading role of interpersonal interaction and dialogical communication of the subjects of educational process; the training should create psychological conditions that provide a positive emotional background for the lessons and personal involvement of future professionals in educational activities.

The study does not embrace all aspects of the language training of future law enforcement officers. The prospective areas of further scientific work should include research of the issues of forming the future law enforcement officers' psychological readiness for language communication, developing a system for monitoring the quality of language training of cadets at the HEI of Ministry of Internal Affairs of Ukraine.

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