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ON THE EXPERIENCE OF CONDUCTING FOREIGN LANGUAGE TRAINING FOR POLICE OFFICERS, PARTICIPANTS OF EVENTS AIMED AT ENSURING SECURITY MEASURES DURING THE PREPARATION AND HOLDING OF INTERNATIONAL EVENTS

The paper deals with the content of practical experience of teaching a foreign language aimed at developing skills of effective cultural interaction with foreign citizens in future police officers. Learning a foreign language is a factor in the development and expansion of the professional outlook of the future law enforcement specialist. The issue of performing tasks that are designated in the course program as a professional component aimed at expanding the professional horizon of trainees, developing the ability to use foreign language knowledge in oral speech practice within the framework of professionally directed training is considered. Special emphasis is placed on the need to provide an educational component, which is aimed at stimulating positive qualities of the emotional and volitional sphere, the formation of such civic qualities as patriotism, morality, responsibility, improving communication culture, developing cognitive activity and understanding the importance of using a foreign language in life and professional activity.

The learning objectives are indicated in the teaching materials as a list of knowledge, skills and abilities that focus on a specific result and reflect the learning objectives in relation to individual stages and learning conditions.

The paper reveals the significance of the realization of the principle of awareness of learning by adult students, established specialists of the Department of Internal Affairs, who are aware of their gaps in knowledge, the peculiarities of their pronunciation, the insufficiency of their lexical stock, their understanding of the need to make special efforts to overcome these shortcomings in the process of training.

The practical experience of using a foreign language considered in the paper reveals the possibilities of solving the problem of training and retraining highly qualified personnel capable of successfully performing the functional duties of an employee of the internal affairs bodies to ensure security, law and order, combating crime, protecting human and civil rights and freedoms. Knowledge of a foreign language also allowed the police to effectively perform their official duties, having the language skills necessary in operational and official activities.

The Department of Foreign Languages of the Far Eastern Law Institute of the Ministry of Internal Affairs of the Russian Federation participated in the preparation of police officers for various international forums and events, classes were held on the study of foreign (English and Chinese) languages for police officers and

cadets participating in events aimed at ensuring security measures during the preparation and holding of various events, for example, the meeting of heads of state and government of the countries participating in the Asia-Pacific Economic Cooperation Forum, The Eastern Economic Forum (September 2020 and 2021), during the preparation and holding of the World Summer Student Games — Universiade in Kazan, a course with language training for law enforcement officers involved in law enforcement and public security during the preparation and holding of the Olympics in Sochi.

To provide didactic materials, the department staff created a Russian-English-Chinese phrasebook «Ensuring law and order in transport during the APEC Summit», which is intended for use in the practical activities of the Interior Ministry units. In the practice of the department, there is experience in conducting a specialized course with language training for law enforcement officers involved in law enforcement and public safety.

These educational and methodological developments are based on the following provisions of the program: foreign language proficiency is an obligatory component of the professional training of ATS employees, an optional foreign language course should be carried out within the framework of a cognitive and communicative learning model and determined by the social, professional and cognitive needs of the trained audience; the improvement of communicative and speech skills and abilities is considered in accordance with the purpose of the elective as the leading target component of training, the implementation of which is possible only when referring to all types of speech (reading, speaking, listening comprehension).

The purpose of learning a foreign language (English, Chinese) the language is a complex unity of practical general education, developmental, professional and educational components, providing for the following results at the level of the practical component: improving knowledge of a foreign (English, Chinese) language as a system, mastering the basic forms of communication and speech functions (informative, regulatory, motivational, emotional and evaluative), mastering a foreign language as a means of communication in oral and written form at the interpersonal and intercultural level.

The tasks that are designated in the course program as a professional component include the expansion of the professional horizon of trainees, the development of the ability to use foreign language knowledge in oral speech practice within the framework of professionally directed training. In addition, it is necessary to provide an educational component — it is the stimulation of positive qualities of the emotional and volitional sphere, the cultivation of such civic qualities as patriotism, morality, responsibility, the education of a culture of communication, the formation of cognitive activity and the need for the use of a foreign language in life and professional activity.

The learning objectives in the teaching materials are considered as a list of knowledge, skills and abilities that focus on a specific result and reflect the learning objectives in relation to individual stages and learning conditions.

A foreign language occupies a special place in the professional training of an internal affairs officer. Due to its intended purpose, it plays an important role in the formation of specialists, mediating their development of the ability to interpersonal, intercultural and professional communication, as well as in the formation of cultural, conceptual and professional pictures of the world. Having the status of a subject of federal rank, a foreign language is an integral component of the educational system of the university, contributing with its versatile means to the upbringing and education of cadets.

In the process of conducting elective classes in English, we were fully convinced that the andragogical principles of teaching are significant in working with organs of the Interior specialists, so, for example, the priority of learning independence, reliance on the experience of students was carried out in solving specific tasks set by students that arose in their practical activities. The employees were waiting for specific advice on how to build interaction, how to ask, how to contact a foreign citizen. The conceptuality of learning is associated with the realization of important values for the student. Obtaining or updating knowledge of a foreign language turned out to be focused on fulfilling social roles, improving one's personality (self-improvement). An example is the tourist experience of students, the desire of a modern person to get acquainted with the world, the prevention of difficulties that may arise when communicating in a foreign-language social environment, culture [1].

The importance of updating the results of training could be especially noted, because students enrolled in the program for police officers and cadets participating in events aimed at ensuring security measures during the preparation and holding of the meeting of heads of State and government of the countries participating in the Asia-Pacific Economic Cooperation Forum understood that they would have to implement their knowledge, skills and abilities in practice, that they would have to communicate, which created positive motives for studying the discipline.

The principle of mindfulness of learning is most vividly realized, since an adult learner, an accomplished organs of the Interior specialist, is aware of his gaps in knowledge, the peculiarities of his pronunciation, the insufficiency of his vocabulary, and therefore makes special efforts to overcome these learning deficiencies.

We received confirmation of the correctness of the approach to the organization of this process by further studying the Professional Development Program for employees of internal affairs bodies (police units for the organization of public order protection) involved in law enforcement and public security during the preparation and holding of the XXVII World Summer Student Games — Universiade 2013 in Moscow.

Kazan, which was sent to us for review by the Kazan Law Institute of the Ministry of Internal Affairs of Russia, and a project of an educational and methodological complex within the framework of a specialized course with language training for employees of territorial bodies of the Ministry of Internal Affairs of Russia involved in law enforcement and public safety during the preparation and holding of the XXVII World Summer Student Games — Universiade 2013 in Kazan, prepared by the author's team of the Kazan Law Institute of the Ministry of Internal Affairs.

The overall result of the complex of events can be considered the fact that, in general, the participants of the elective and courses mastered the communication skills necessary to participate in security measures during the preparation and holding of meetings of heads of State and government of the APEC forum participating countries, which was confirmed by the test conducted in the form of testing and an oral interview on the materials of the studied topics, during which the cadets showed that they possess the necessary vocabulary and can find a way out in the proposed situation of students [2].

At the end of the course, the employees of the Department of Internal Affairs were asked to fill out a questionnaire, they were asked to assess their satisfaction with their initial knowledge of a foreign language, the content of the theoretical and practical part of the foreign language course, satisfaction with the use of technical teaching tools, mastery of spoken language in courses, the quality of teaching a foreign language in courses and satisfaction with interaction in groups. Feedback showed that the results of the department's activities were evaluated positively satisfaction with their initial knowledge of a foreign language — 4,6; satisfaction with the content of the course — 8,25, theoretical part — 9,0, practical part — 8,5, satisfaction with the use of technical means of teaching — 7,1, mastery of spoken speech — 6,9, the quality of teaching a foreign language in courses — 9,1, satisfaction with interaction in groups — 7,6. The results are quite convincing, they are comprehended by the staff of the department; it is also taken into account that more active work is required on the use of technical means and practice of spoken speech in given situations, dialogues.

After returning of cadets and staff from a business trip, a meeting was held with cadets and staff who participated in the performance of operational and service tasks during the meetings of the heads of State and Government of the APEC Forum participating countries. For example, fourth-year cadets worked at the railway station, where they had to answer questions about the route of travel, about the loss of things, give other kinds of information for the English-speaking guests of the summit who addressed him. The cadets also worked at the airport, where they also had to communicate with foreign citizens. They note that the training in a foreign language gave results, and that they communicated without a phrasebook, understanding the questions, and giving answers understandable to English-speaking citizens. Cadets

studying Chinese were on duty at police stations and repeatedly talked to Chinese citizens about the theft of personal belongings and documents. An employee of the headquarters of the Ministry of Internal Affairs told us that they successfully used the phrasebook and talked with citizens of other countries on various occasions.

Thus, the solution of the problem of training and retraining of highly qualified personnel capable of successfully performing the functional duties of an employee of the internal affairs bodies to ensure security, law and order, fight crime, protect human and civil rights and freedoms was solved within the framework of the educational process, in order to improve the practical orientation of training and mastering by students the language skills necessary in their operational and official activities and allowed them to effectively perform their official duties.

1. Kozhina Yu.G. Linguoecological Resource of Russian Classical Literature for the Education of Police Officers in the Educational Organization of the Ministry of Internal affairs // Язык и культура: вопросы современной филологии и методики обучения языкам в вузе : сб. ст. конф., 21 мая 2021 г. ; Тихоокеанский гос. ун-т. Хабаровск, 2021. С. 48–52. [Вернуться к статье](#)

2. Кожина Ю. Г. Из опыта преподавания лингвистических дисциплин в дистанционном режиме в период пандемии COVID-19 // Актуальные проблемы науки и практики : электрон. сб. науч. тр. по итогам науч.-представит. мероприятий / Дальневост. юрид. ин-т МВД России. Хабаровск : РИО ДВЮИ МВД России, 2021. Вып. 7. С. 18–26. [Вернуться к статье](#)

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Об опыте проведения подготовки по иностранным языкам сотрудников ОВД, участников мероприятий, направленных на обеспечение мер безопасности в период подготовки и проведения международных мероприятий

В статье раскрывается содержание практического опыта преподавания иностранного языка, нацеленного на развитие у будущих полицейских навыка эффективного культурного взаимодействия с иностранными гражданами. Изучение иностранного языка является фактором развития и расширения профессионального мировоззрения будущего специалиста правоохранения. Рассматривается вопрос о выполнении задач, которые обозначены в программе курса как профессиональный компонент, нацеленных на расширение профессионального горизонта обучаемых, развитие способностей использования иноязычных знаний в устной речевой практике в рамках профессионально направленного обучения. Особый акцент делается на необходимости обеспечения воспитательного компонента, который направлен на стимулирование позитивных качеств эмоционально-волевой сферы, формирование таких гражданских качеств, как патриотизм, нравственность, ответственность, повышение культуры общения, развитие познавательной активности и понимание важности использования иностранного языка в жизни и профессиональной деятельности.

Задачи обучения обозначены в учебно-методических материалах как перечень знаний, умений и навыков, ориентирующих на конкретный результат и отражающих цели обучения применительно к отдельным этапам и учебным условиям.

В работе раскрывается значение реализации принципа осознанности обучения взрослыми обучающимися, состоявшимися специалистами ОВД, осознающими свои пробелы в знаниях, особенности своего произношения, недостаточность своего лексического запаса, понимания ими необходимости прилагать особые усилия для преодоления этих недостатков в процессе прохождения подготовки.

Рассмотренный в статье практический опыт использования иностранного языка раскрывает возможности решения задачи подготовки и переподготовки высококвалифицированных кадров, способных успешно выполнять функциональные обязанности сотрудника органов внутренних дел по обеспечению безопасности, законности и правопорядка, борьбе с преступностью, защите прав и свобод человека и гражданина. Знание иностранного языка и позволило полицейским эффективно выполнять свои должностные обязанности, обладая языковыми навыками, необходимыми в оперативно-служебной деятельности.