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TUTOR'S ROLE IN PROFESSIONAL TRAINING OF THE POLICE OFFICERS

The article analyzes the scientific literature, summarizes and systematizes pedagogically experience of the problem, reveals the essence and content of professional competence of future police officers, presents a functional and role-based view of communicative activities from the position of tutor, identifies the possibility of including a tutor tool in the formation of future communicative competence police officers. It is emphasized that tutor action is the most important emergent component of the holistic process of training future police officers, where the formation of communicative competence is an important task.

Key words: educational process; higher education; higher educational institution; tutor; tutoring.

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Introduction. A man lives in an ever-changing world of experience in which he is the center in which he is the center as an organized whole. In this interaction with the world, man, as an integral system, seeks to realize his «I». In other words, the realization of one's «I» should become the meaning of the life of each person, and this process is very long, therefore it needs competent and skillful management or support. Consequently, the modern level of development of human civilization poses new challenges for education. One of them is the formation and development of a person who is competent, free, proactive, responsible, able to act in conditions of uncertainty. The solution to this problem is impossible without the emergence of a new pedagogical figure, position, profession – tutor, providing individualization of education.

The global changes in the technological and social development of the world civilization have turned education into a strategic factor in the progress of society, because building up the scientific, technical, socio-cultural and spiritual potential of society is directly related to the level and state of the education system, raising the educational level of the entire population.

There is a reformation of the structure of vocational education, the ratio of the technical and humanitarian segments of higher and secondary schools. Today, education not only forms the professional competencies necessary for the development of the material and technical components of any society. The important role of education is manifested in the fact that it has a significant impact on the process of creating spiritual values, the transformation and development of the individual. It ensures the realization of students' cognitive interests, satisfies their needs for spiritual and intellectual development, contributes to the

creation of conditions for their self-determination and self-realization, and participates in the formation, preservation and development of various abilities. Therefore, the world has intensified the search for new educational models that best meet the needs of the individual and society (Kravtsov, 2008, p. 68). Under current conditions, future police officers should be ready for any changes, be able to quickly and effectively adapt to new conditions, show a desire to be professional, constantly update their knowledge and skills, strive for self-development, be tolerant of uncertainty, be prepared for risk, t. e. be professionally competent (Kravtsov, 2008, p. 69). Therefore, it becomes so necessary to include a tool of tutoring in the educational process, which would contribute to the development of communicative competence of future police officers, which will lead to an increase in the quality of education and the formation of positive relations between all participants in the educational process.

A brief overview of publications on the topic. The problem of tutor accompaniment is on the focus of many authors: A. Bell, K. Tanner, G. Gould, L. Bendov, V. Kulkharensko, M. Kravtsov, V. Kruglik, S. Schennikova, G. Bepalova, M. Bayntona, I. Vorozhtsova, Ch. Wedemeyer, R. Harrison, G. Gurtovenko, J. Derzhavne, S. Zmeeva, T. Kovaleva, E. Kolosova, N. Kostina, N. Rybalkina, and others. Developing pedagogical and methodological aspects of training teachers-tutors to work in conditions of remote (mobile) training are devoted to the scientific works of such scientists as A. Shabanova, O. Gnedkova, E. Gavrilov and others.

The problem of individualizing education and creating of a redundant information environment for higher education applicants is becoming ever more acute in order to fully implement the educational needs of students, which, in turn, has a positive effect on the competitiveness of a single educational institution of higher education in the modern educational space. This

task is intended to be solved by the tutoring institute being developed in the education system.

The purpose of the article is substantiating the role of tutoring in the formation of the communicative competence of future police officers.

Tutorial approach in education. Today, there are various forms of student support, one of which is tutor support.

The traditional structure of the tutoring system includes three elements (Staheeva, 2015):

- tutoring itself, which provides training to the applicant for higher education during the trimester or the school year (cultural trend);
- management of occupations (supervision), ensuring the study of applicants for higher education and work, including during vacation time (combination of cultural and individual);
- moral mentoring, which involves supporting the life of a higher education applicant in a university in the broadest sense of the word (individual trend).

T. Kovaleva (2012), speaks of three vectors of tutorial action. The first is the *social vector*, it involves working with a variety of educational offers, due to the infrastructure of various educational institutions, as well as any fundamentally accessible educational offers that answer the student's request. This vector makes very serious demands on the level of «information equipment» of a tutor at the university (Kravtsov, 2008, p. 68).

Next is the *cultural subject vector*. «This is work with subject material selected by tutors. The tutor constantly captures the progress of the schoolchild or student within the boundaries of the subject of interest and, with the help of subject consultants, helps the students enter the development of a certain cultural tradition.

Working in the direction of the indicated vectors, the tutor creates a redundant educational environment with a large selection of opportunities for building an individual educational trajectory based on the interests of the student. Further work consists in accompanying and assisting decision-making in the formation of a personal development strategy, organizing effective training, verifying and controlling the performance of homework (Gnedkova, Kozmina, 2008, p. 80).

The third vector is *anthropological*. «When creating his own educational program, every pupil or student must understand what requirements the implementation of this program places on him, what qualities he can already rely on, and which he still needs to form» The tutor here works with the individual characteristics of the student and helps to clarify both these features and the requirements of the educational situation and the program that the tutor is oriented towards (Staheeva, 2015).

So, *the tutor* (from lat. *Tutorem* – mentor, guardian) – in the meaning of «senior, appointed to take care of the younger student in the learning process» (Shalimova, 2015). «Tutoring» is aimed at supporting the trainee's corporate training process, discussing the experience of transferring acquired knowledge to real practice.

Materials and methods. The main research method is the analysis of scientific and pedagogical literature, which revealed that the most important invariant functions in tutoring are: to promote the learning process, helping all applicants of higher education to effectively interact with each other, as well as listen carefully to their wishes achieving goals; to lead students, helping them to fully engage in the educational process, to advise on the

choice of information, the best methods to achieve their goals; to help future police officers to realistically assess achievements in the learning process and recommend ways to improve them; must be an expert of the subject area that he teaches, constantly evaluate and update his own knowledge, which he shares with the tutor; to be a qualified educational adviser, to be able to establish and explain successful learning criteria so that the student can achieve the set learning goals; to motivate future police officers to learn and, thereby, encourage them to put their ideas into practice, to involve them in discussions that require reflection, interactive discussions; support of students in their research and endeavours; apply new technologies in the learning process, including the use of complexes for the implementation of information and communication technologies, sites as elements of the information environment for organizing training, as well as the ability to plan and manage the posture of classroom training. The results of this interaction will be presented at seminars and workshops in debates, forums, discussions, written work and the use of mobile resources.

The results and its discussion. Tutorial action is the most important emergent component of the holistic process of training future police officers, in which the main task is to develop the communicative competence of future police officers, which is characterized as a subject of personal and professional growth that is able to expand and update the subject areas of their professional activities. The applied, psychological and practical direction of studying communicative competence in professional activity has been developed in a number of publications by researchers I. Ponomarev and V. Trubochkin, who consider a high level of development of communicative competence to be the most important prerequisite for a professional psychological culture of communication. They proposed a universal model for the structure of communicative competence that is universal for many professionals involved in the field of communication of the future police officer. It has three blocks of components: communicative personal qualities; possession of communication techniques – skills and abilities to carry out individual communicative actions; possession of methods and tactics of communication – the ability to build communication in holistic situations of activity (Chigrina, 2016, p. 50).

A. Dulov, speaking about the sense of communicative activity of the investigator, pointed mainly to obtaining the necessary information in the process of communication. Accordingly, knowledge, abilities, skills of its receiving in communication and use in professional activity are in demand. Y. Chufarovskiy, Y. Antonyan, M. Enikeev, V. Eminov adheres to the same position. V. Noskov connects the success in solving many of the communicative tasks of an operational worker with a high degree of communication skills of psychotechnicians (Shabanov, 2004, p. 73).

According to V. Pink is now putting forward new requirements for the communicative qualities of future police officers, primarily for professionally important ones. That is, communicative preparation, along with cognitive and emotional-volitional - is an important component of the professional and psychological preparation of the future police officer. Consequently, the formation of the communicative competence of future police officers is a specially organized, purposeful process of developing and enhancing the professionally necessary communicative

qualities, knowledge and skills that determine the successful, effective, performance of functional powers with a pronounced communicative component (Kruglik, 2008, p. 89).

The quality of professional training of future police officers is ensured not only by mastering the content of educational programs of the university, but also, to a large extent, integrated with the production practice of a single, cluster, open, variable, educational environment, through the innovative inclusion of the tutoring tool in the learning process.

Tutoring support is a complex, multi-component process, which consists in the direct interaction of subjects and objects in the educational process. Such forms of tutor support are known: individual (between a scientific and pedagogical worker and a candidate for higher education), socio-psychological (interaction in a social group), integral (combines various educational and educational interactions in a given social group).

Defining tutor support as an instrument, it is necessary to single out the following didactic components of it. So, tutor technologies represent a system of joint activities of the future teacher and tutor, include a set of operations for designing, shaping, and reflecting the result in accordance with the conditions of the educational process, allowing to effectively implementing the goals. There are such tutor technologies: question-answer; counselling; training, moderation; reflection. Interactive methods focused on

a wide interaction of subjects of tutorial action, namely: «case method», «visualization», «six thinking hats», «brainstorming», «intellect map», «debate», «portfolio».

There is a scientific circle in the National Academy of Internal Affairs at the Department of Tactical and Special Training. As part of its activities, future police officers perform individual and group scientific work on the subject of the department's disciplines. The model of tutor support for members of the scientific circle of the department includes the following stages: motivation and diagnostics of scientific interests, drawing up a plan of scientific work, learning how to work with information, presentation and evaluation of scientific work.

Conclusions. Thus, in conclusion, it should be noted that the ideal model of a modern mentor is reduced to a tutor, whose professionalism palette combines a high level of formation of his psychological, pedagogical, methodological and educational competencies. The article also revealed the essence and content of the professional activities of future police officers, determined the mechanism for including a tutoring tool in the formation of the communicative competence of future police officers, which can only be achieved through professional education, its additional psychological and pedagogical training and self-improvement. The perspectives of further research are seen in the foreign experience study and Ukrainian practices in formation of communicative competence of the police officers.

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РОЛЬ ТЬЮТОРА В ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ОФІЦЕРІВ ПОЛІЦІЇ

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Сучасні умови модернізації вищої освіти в Україні зумовили потребу впровадження інноваційних підходів до реалізації концепції підготовки майбутніх фахівців із урахуванням європейських стандартів. Адже саме вища освіта відіграє вирішальну роль у соціально-економічному і культурному розвитку суспільства. Потреба у підготовці компетентного офіцера поліції, здатного до ефективної професійної діяльності в умовах багатонаціонального середовища, є пріоритетним напрямом у підготовці майбутніх офіцерів поліції в параметрах європейських стандартів.

У статті здійснено аналіз наукової літератури з проблеми. Підкреслено, що ідеальна модель сучасного наставника зводиться до репетитора, палітра професіоналізму якого поєднує високий рівень сформованості його психологічних, педагогічних, методичних та освітніх компетенцій. У статті розкрито сутність і зміст професійної компетентності майбутніх офіцерів поліції; представлено функціональний і рольовий погляд на комунікативну діяльність з позиції тьютора; виявлено можливості включення інструменту тьюторства в процес формування комунікативної компетентності майбутніх офіцерів поліції. Підкреслюється, що тьюторська дія є найважливішим емерджентним компонентом цілісного процесу професійної підготовки майбутніх офіцерів поліції, де важливим завданням є формування комунікативної компетентності. Проаналізовано практичний досвід Національної академії внутрішніх справ, де в Навчально-науковому інституті №3 при кафедрі тактичної та спеціальної підготовки діє науковий гурток з тьюторською підтримкою дослідницької діяльності майбутніх працівників поліції. Модель тьюторської підтримки для членів наукового гуртка кафедри включає такі етапи: мотивація та діагностика наукових інтересів, складання плану наукової роботи, навчання роботи з інформацією, презентація та оцінка наукової роботи.

Ключові слова: вища освіта; заклад вищої освіти; комунікативна компетентність майбутніх офіцерів поліції; освітній процес; тьютор; тьюторство; тьюторант.

РОЛЬ ТЬЮТОРА В ПРОФЕСІОНАЛЬНОЇ ПІДГОТОВКЕ БУДУЩИХ ОФІЦЕРОВ ПОЛІЦІЇ

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Современные условия модернизации образования в Украине обусловили необходимость внедрения инновационных подходов к реализации концепции подготовки будущих специалистов с учетом европейских стандартов. Ведь именно высшее образование играет решающую роль в социально-экономическом и культурном развитии общества. Потребность в подготовке компетентного офицера полиции, способного к эффективной профессиональной деятельности в условиях многонационального среды, является приоритетным направлением при подготовке будущих офицеров полиции в параметрах европейских стандартов.

В статье осуществлен анализ научной литературы, обобщен и систематизирован педагогический опыт по проблеме, а также раскрыты сущность и содержание профессиональной компетентности будущих офицеров полиции, представлен функциональный и ролевой взгляд на коммуникативную деятельность с позиции тьютора, выявлены возможности включения инструмента тьюторства в процесс профессиональной подготовки будущих офицеров полиции. Подчеркивается, что тьюторская деятельность является важнейшим эмерджентным компонентом целостного процесса профессиональной подготовки будущих офицеров полиции, где важной задачей является формирование коммуникативной компетентности.

Ключевые слова: высшее образование; высшее учебное учреждение; коммуникативная компетентность будущих офицеров полиции; образовательный процесс; тьютор; тьюторство; тьюторант.

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