

Reforming police education in Ukraine: problems of theory and practice

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Abstract. The article analyzes the current problem of reforming police education. Particular attention is paid to the change in the paradigm of police education in the context of reforming the system of the Ministry of Internal Affairs of Ukraine, European integration processes and the importance of such a principle of education as orientation towards the future. It is emphasized that the regulatory regulation of methodological work in the system of professional education of police officers requires further improvement.

Key words: police education; reform of departmental higher education institutions; primary professional training; higher legal education; training in higher education institutions with specific learning conditions; postgraduate education; in-service training.

Реформування поліцейської освіти в Україні: проблеми теорії та практики

Анотація. Одним із важливих напрямів державотворчого процесу на сучасному етапі розвитку України є реформа системи вищої освіти. Наука та освіта є тими складовими суспільного життя, які визначають рівень інтелектуалізації всіх його сфер. Водночас необхідно враховувати, що критичний стан нашого суспільства також вплинув на систему освіти. Вона виявилася неспроможною відповідати вимогам, які диктує динамізм сучасної цивілізації, зростання соціальної ролі особистості, гуманізація та демократизація суспільства, стрімкі зміни технологій і техніки у всьому світі. Переорієнтація України на стратегію інтенсивного розвитку як умову подолання економічної кризи повинна супроводжуватися зміною освітньої політики, її формуванням з урахуванням не лише соціально-політичних та економічних трансформацій, але й потреб суспільства. У сучасну епоху освіта стала однією з численних сфер людської діяльності. Її соціальна роль суттєво зросла, а перспективи розвитку Української держави значною мірою залежать від її розвитку та радикального оновлення, як це визначено Законом України «Про освіту», від її ефективності та спрямованості.

У статті проаналізовано актуальну проблему реформування поліцейської освіти. Особливу увагу привернуто до зміни парадигми освіти працівників поліції в контексті

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реформування системи Міністерства внутрішніх справ України, євроінтеграційних процесів та важливості такого принципу освіти, як спрямованість на майбутнє. Наголошено, що нормативна регламентація методичної роботи у системі професійної освіти поліцейських потребує подальшого удосконалення.

Ключові слова: поліцейська освіта; реформування відомчих закладів вищої освіти; первинна професійна підготовка; вища юридична освіта; підготовка у закладах вищої освіти із специфічними умовами навчання; післядипломна освіта; службова підготовка.

Introduction

Problem statement. One of the important directions of the state-building process at the current stage of Ukraine's development is the reform of the higher education system. Science and education are those components of public life that determine the level of intellectualization of all its spheres. At the same time, it is necessary to bear in mind that the critical state of our society has also affected the education system. It is unable to meet the requirements that dictate the dynamism of modern civilization, the growth of the social role of the individual, the humanization and democratization of society, the rapid change of technologies and techniques throughout the world. Ukraine's reorientation to a strategy of intensive development as a condition for overcoming the economic crisis must be accompanied by a change in educational policy, its formation taking into account not only socio-political and economic transformations, but also the needs of society. In the modern era, education has become one of the numerous spheres of human activity. Its social role has significantly increased, and the prospects for the development of the Ukrainian state largely depend on its development and radical renewal, as defined by the Law of Ukraine «On Education», on its efficiency and direction.

The state of research on the problem. The problematic issues of reforming the education and training of the National Police have been the subject of research by many scientists, including: O. M. Bandurka, E. O. Bezsmertny, I. P. Golosnichenko, D. P. Kalayanov, A. T. Komzyuk, M. V. Kornienko, B. G. Litvak, V. M. Plishkin, L. L. Popov, O. N. Yarmysh and others. However, taking into account the complexity of the problem under study, it still remains quite relevant.

In turn, further reform of the National Police of Ukraine requires the introduction of new standards for training police officers, which is not considered possible without addressing the existing shortcomings of departmental education in the Ministry of Internal Affairs of Ukraine. Thus, the problems associated with the proper organization of training for the National Police remain unresolved, which determines the relevance of this study.

The purpose of the article is to identify conceptual approaches to the problems of reform, development of specific proposals and recommendations for police education in Ukraine.

Results

The main problem of police education, first of all, is the need to reform departmental higher education institutions subordinate to the Ministry of Internal Affairs of Ukraine. If, in the initial period of the formation of the rule of law, the specified institutions largely satisfied the needs of the then police as a militarized and repressive state body, then at the current stage of the development of democratic processes, many significant factors have changed (in a radical way): social requirements for the police, tasks and values of their activities have been transformed; the National Police has become a practically separate body in the system of the Ministry of Internal Affairs of Ukraine; higher legal education at a highly qualified level is provided by dozens of state and private higher education institutions.

In addition, according to the current legislation, higher legal education is not the main requirement for the selection of personnel potential. Therefore, the task of the police education reform should not be in the perspective of the goal of providing special departmental higher education institutions with higher legal education to as many police officers as possible during a 5-year training period, but in determining the mechanisms and methods for transferring specific knowledge, skills and a set of practical skills to police officers for direct application in

the profession within the framework of an intensive training course (or advanced training course) from 6 months to 1 year [1].

In the future, police education should consist of two levels – vocational school and higher education. Instead, Article 72 of the Law “On the National Police” stipulates a complex and too costly system of professional training for police officers for the State Budget, consisting of:

- 1) initial professional training;
- 2) training in higher educational institutions with specific training conditions;
- 3) postgraduate education;
- 4) in-service training [2].

In the above list, at least one position - postgraduate education, in the author's opinion, in no way meets the urgent needs of the police, but is essentially the educational needs of the police officer himself, which, of course, should be supported, but not locked in the space of competence of the Ministry of Internal Affairs and the National Police, and even more so, not to maintain an entire infrastructure for this.

Filling the goals and objectives of the activities of law enforcement agencies with modern social content necessitates the revision of the organizational and legal support for the initial professional training of the personnel potential of the National Police. In our opinion, the relevance of such a revision is due to the following main factors. First, the importance of the professional personnel corps of the specified category in the transitional period of development of society, the state and, in particular, the internal affairs bodies increases because it is designed to qualitatively ensure the implementation of the most important law enforcement tasks in the field of ensuring the rights, freedoms and interests of a wide variety of participants in public relations. Given this, it is quite logical that an integral part of the personnel policy of the Ministry of Internal Affairs of Ukraine is to ensure the effective functioning of the initial professional training of the National Police, on which, in fact, the improvement of affairs in the law enforcement and law enforcement spheres of the life of a citizen, society and the state depends [3, c. 41].

Secondly, the initial professional training of the National Police should become a form of targeted influence on the legal awareness of the trainees so that their further activities meet the requirements of democratic relations between the state and the individual and the citizen as much as possible. The state determines the scope, boundaries and tasks of state-service relations and the legal status of state service bodies, structures and units of internal affairs. At the same time, the most important condition that determines the integrity of the approach to the restructuring of the Internal Affairs Ministry is the need and ability to separate from service-labor relations the central figure - a person, that is, an employee who must study, work effectively, serve the state, ensure and protect the rights, freedoms and legitimate interests of an individual, citizen, and society. Thirdly, the need to develop the personnel potential of the bodies of the Ministry of Internal Affairs system in terms of working with personnel has actualized the problem of improving the regulatory and legal support for the initial professional training of rank-and-file and command personnel.

When improving the regulatory and legal support for the content of the educational process of initial professional training of National Police employees, it is necessary to take into account the following conceptual principles for the further development of the content and structure of professional training programs.

Firstly, the content characteristics of the training programs for the initial training of the National Police employees should provide for the formation of such knowledge, skills and abilities that will ensure the possibility of horizontal, without additional training, and vertical, in a certain area of law enforcement activity, personnel rotation. Secondly, the structure and content of professional programs should provide for the formation of such knowledge, skills and abilities that will ensure the effective performance of official duties by the National Police employees. Thirdly, it is advisable to compile the programs according to the modular principle,

which will make it possible to provide the necessary and sufficient not only professionally oriented, but also humanitarian, social and scientific and natural science training. Fourthly, the content of the modules should be aimed at mastering the skills and abilities of professional and service tasks, functions and powers. Fifth, the means of measuring the quality of the initial professional training of National Police personnel should be independent and impartial testing, taking tests and exams, the consequences of which must be taken into account when hiring private and managerial personnel, promoting them, and certifying them. [4, c. 139].

The content of professional training of police officers in educational institutions is the unity of the content and goals of the pedagogical process, the subject of the educational process - the teaching staff that organizes it, the object of the educational process (which, by its nature, according to the development of modern trends in educational activity, also acts as a subject) - police officers (students), means of the pedagogical process, material and technical support, educational and methodological literature, computer and information resources, the introduction of innovative technologies into the education system [4, c. 139].

Thus, the quality of police education depends on a high level of a number of indicators, such as: professional training; personnel and scientific potential involved in the educational process; means of the pedagogical process; material and technical and educational and methodological support and the quality of the person who is studying.

The report of the group on the formation of unified approaches to European police science rightly notes that the lines of police education and training often intersect, since they are carried out within the framework of one process. At the same time, there is a danger of losing the balance between these processes in the training of personnel if the educational organization adheres to high academic and intellectual standards, and vice versa. The search for harmony between these processes in the professional development of police personnel is important from the point of view of the result of the training of a police officer as a guarantor of public safety and the fight against crime [3].

According to the author, the coexistence of police training and police education is objective. In the context of reform, it is unjustified to destroy one of the components of the formation of a police officer's professional competence. On the contrary, both professional education and professional training need to be improved. Significant changes in our society, the requirement for transparency and professional and effective law enforcement activities, and the reduction of corruption risks require radical changes in the educational process, starting from the stage of selection for training and ending with distribution. The need for practice involves a transition from a formal theoretical educational process to the introduction of training technologies, especially in the last year of training, the formation of permanent and professional skills.

In our deep conviction, there is now an urgent need in Ukraine to make changes to the existing system of professional training of police officers. It is quite obvious that the priority tasks in this area now are the modernization, optimization, improvement and transformation of the process of professional training of police officers in accordance with the requirements of the Constitution of Ukraine and international standards, in particular the Universal Declaration of Human Rights, the European Code of Police Ethics, the European Convention on Human Rights, the provisions of the Lisbon Strategy, and the doctrinal principles of the Pedagogical Constitution of Europe.

It is clear that such changes should concern the legislative framework, the development of curricula, the testing of modern methods of teaching educational materials using the capabilities of 3D technologies, the content of curricula, the use of new forms of training, the definition of the role and status of teachers in police education institutions, the establishment of the National Police Academy of Ukraine, and other issues that require urgent resolution. [5, c. 116-120].

Today, there are two main directions of development of police education in Ukraine. One of them is based on the Order of the Ministry of Internal Affairs of Ukraine dated November 25, 2016 No. 1252 “On approval of the Concept of reforming education in the Ministry of Internal Affairs of Ukraine” [6]. The other is based on the draft Concept of improving legal (legal) education for professional training of a lawyer in accordance with European standards of higher education and the legal profession [7]. According to the first direction, based on the Concept of Education Reform in the Ministry of Internal Affairs, the basis of the network of educational institutions are higher educational institutions with specific training conditions that belong to the sphere of management of the Ministry of Internal Affairs and central executive bodies, the activities of which are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs.

It was also determined that a feature of the educational institutions of the Ministry of Internal Affairs that train specialists of the National Police of Ukraine is a three-level system of professional training of a police officer: initial (primary professional) training directly in higher educational institutions with specific conditions of training of the Ministry of Internal Affairs; the second level is training in the Higher Educational Institutions of the Ministry of Internal Affairs, which will be carried out according to the educational programs for training specialists of educational degrees adapted, if necessary, to the first level; the third level is training (retraining, advanced training) of management personnel according to educational programs in the management direction (management and administration, etc.) for 3 months [8, c. 102].

In general, the Concept is not without significant shortcomings. For example, its content does not specify the areas of training and specialties in which training will be provided. This becomes especially relevant in view of the Draft Concept for Improving Legal Education for Professional Training of Lawyers in Accordance with European Standards of Higher Education and the Legal Profession. This draft, in particular, provides for the introduction of a standard for legal education. For example, the following legal professions are defined: judge, lawyer, prosecutor, notary [7]. As we can see, according to the second direction of reforming legal education, there are no police officers (or even investigators) among the list of legal professions, and therefore, police officers may change their legal profession to another specialty in the future.

Taking into account the features of the regulatory and legal support for the initial professional training of employees of the National Police allows us to draw the following conclusions regarding increasing its efficiency and regulation: the process of ensuring the efficiency of the regulatory and legal regulation of the initial training of personnel involves the existence and allocation of a certain set of principles that cover the main essential points of this process and which must be consistently implemented in practical activities. These are, first of all, the principles of consistency, comprehensiveness, systematicity and generality.

The issuance of any regulatory legal act in the field of initial training of National Police employees and the creation of organizational and managerial prerequisites for its timely delivery to the executors is a mandatory stage of the rule-making process, ensuring the real transformation of regulatory provisions into life. Its further improvement should be carried out in the direction of resolving issues regarding a clear, substantiated definition of the list of bodies and units to which the content of regulatory acts must be brought to the attention of the executors; the method of bringing the latter to the executors; the term and time of their entry into force, ensuring control over their implementation.

Given that the regulatory legal support for the initial professional training of National Police employees is an integral part of a more general regulatory framework designed to regulate the activities of law enforcement agencies, its improvement must necessarily take place in the context of reforming all components of the specified legal regulation system.

Further development and improvement of the regulatory and legal support for the initial professional training of National Police employees involves carrying out a set of organizational

and managerial measures in this area, namely: developing draft regulations and making relevant proposals regarding the introduction of education for National Police employees; initiating direct work on the psychological study of candidates through individual interviews, analysis of personal file materials, and participation of a psychologist in the personnel commission meeting; carrying out work on the creation of educational and scientific complexes with integrated content training of specialists according to cross-cutting plans and curricula; developing target programs and plans for improving the educational and educational process of initial professional training of National Police employees, strengthening its professional, psychological, pedagogical and practical orientation in accordance with the standards and specifics of the departmental education system; to more widely introduce new methods and training technologies based on solving situational tasks according to algorithms of correct actions of employees of internal affairs bodies, services and units and which are extremely necessary in the process of performing official duties in maintaining public order and combating crime [9].

Conclusions. So, in our opinion, initial professional training can be really effective if the following conditions are met: first, it is necessary to have a clear idea of what a future employee of the National Police should be like. Until the education system for training employees of the National Police is provided with appropriate models, there will be a danger that students will receive knowledge whose content will not meet the requirements that everyday practical activity poses to them.

Secondly, it is advisable to build the training systems themselves taking into account the psychological patterns of learning new knowledge. Today, the informational and explanatory type of training is widespread in the departmental education system, the main principles of which when teaching educational material are the principles of systematicity and consistency. With this type of training, cadets also develop an appropriate style of mental activity, which primarily consists in the development of memory and reproductive thinking. That is why, as practice shows, when faced with real problems, graduates are often not ready to effectively solve them, because they do not have ready-made recipes for solving them. Hence the conclusion: it is necessary to introduce new forms of learning into the educational process that will foster creative, non-standard thinking. In our opinion, this can be problem-based training of personnel, the principles of which not only meet the conditions for mastering knowledge and actions, but also coincide with the main psychological conditions for the development of the personality of a future employee of the National Police.

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