

**APPLICATION OF EUROPEAN EXPERIENCE
OF PROFESSIONAL TRAINING OF POLICE STAFF
IN THE CONDITIONS OF DEVELOPMENT OF THE NATIONAL
POLICE OF UKRAINE: TRENDS AND PROSPECTS**

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INTRODUCTION

The need for resolute counteraction to violations of law and discipline in the country puts on the agenda the issue of making significant changes in the training programs of law enforcement officers, educational work among them. The dynamism and results of the ongoing transformations largely depend on the professional competence of the staff, their progressive orientations and morale, activity, healthy forecasting and self-improvement and career growth. This is especially important now, when the personnel situation in the relevant police units is characterized as a crisis. It is the level of appropriate training that determines the effectiveness of a police officer's performance of his or her duties. The difficult and aggravated criminogenic situation forces us to determine the need to improve the quality of training of law enforcement specialists, to reconsider many "traditional" approaches to education. Therefore, the issue of training with new thinking, which would not have been brought up on negative remnants, had a new worldview, is relevant. This can be facilitated by positive foreign experience, given that each European country has its own unique system of police training, but they were all formed under the influence of many factors (territorial, historical, political, socio-economic, etc.) and features of national legal systems. However, in some European countries the training of police officers is carried out within the national education system (ie on the basis of national standards of vocational education, in other countries – training is focused on narrow professional police training¹.

Of course, the study of foreign experience does not mean its direct transfer into the practice of national law enforcement agencies. However, the analysis of these activities and the use of individual approaches or elements is certainly very useful. It is known that the study of the achievements of others always

¹ Колонтаевская И.Ф. Организационные и нормативные основы регулирования профессиональной подготовки управленческих кадров полиции за рубежом. *Таможенное дело*. 2006. № 3. С. 10–25.

enriches their own activities, gives the opportunity to make the necessary adjustments, reveals the untapped opportunities².

Achieving the desired result involves not only the study of existing trends, but also the study of effective foreign practice.

Absolutely rightly notes R. Melnik, that it is foreign experience that contributes to the expansion of our understanding of the studied legal phenomena; helps to look at this or that problem from other point of view; compare their own achievements with the achievements of foreign colleagues; do not waste time solving problems that have already been solved on the pages of foreign publications³.

On the other hand, blind borrowing of foreign experience gives insufficient effect, sometimes creates legislative contradictions, leads to gaps in the regulation of a particular type of legal relationship⁴.

It is impossible to mechanically transfer even the positive experience of any country to the domestic conditions of the labor market and the tools of public law employment. Minimizing the risks of negative consequences of unjustified transfer of foreign experience to ensure the full realization of the right of citizens to work and social protection against unemployment in our practice convinces of the expediency of compliance with certain conditions of its study, evaluation and use, which consists in:

- conducting a comprehensive analysis of the formation of social protection systems in economically developed market countries, the experience of which is expected to be applied;
- analysis of the legal basis of the public administration of Ukraine in the field of employment and those countries whose experience is studied for further use;
- conducting an axiological analysis of existing experience: determining how relevant it is in a particular situation, whether it corresponds to the general concept of development of the employment system;
- forecasting how effective foreign experience can be in terms of realization of the right of citizens to work and social protection against unemployment, and under what conditions (legal, organizational, logistical, personnel, etc.);
- theoretical substantiation of the necessity and sequence of implementation of foreign experience;

² Реформування поліції в країнах Центральної та Східної Європи. Процес і прогрес / П. Абрахам, Д. Бакрач, А. Бек та ін. ; за ред. М. Капаріні. Київ, 2005. С. 6.

³ Мельник Р.С. Система адміністративного права України : дис. ... докт. юрид. наук : 12.00.07. Харків, 2010. С. 179.

⁴ Коломоєць Т.О., Лютиков П.С. Державний контроль у галузі чорної металургії в Україні: організаційно-правовий аспект : монографія. Запоріжжя : Запорізький національний університет, 2009. С. 145.

– in the implementation of foreign experience, taking into account the peculiarities of the national mentality and domestic socio-economic traditions.

Undoubtedly, it is difficult and impossible to take into account all aspects of police training in other countries and transfer this experience in the context of building the national police of Ukraine, but currently there are various (and quite effective) models that can be successfully borrowed to improve the Ukrainian law enforcement system.

1. The essence, significance and tasks of professional training of police personnel

Before referring to the best European practices of police training, it should be emphasized that the concept of “training” is derived from the general concept of “training” and is narrower, as it refers to training in a particular field, and not at all.

Article 1 of the Law of Ukraine “On Higher Education” defines professional training as obtaining a qualification in the relevant field of study or specialty⁵.

The concept of vocational training is also provided in the pedagogical terminology dictionary, which is defined as a system of vocational training, which aims to accelerate the acquisition of skills necessary to perform a particular job, group of works, etc.⁶.

A broader concept of training is formulated by some foreign scholars. According to their wording, professional training is defined as a set of special knowledge, skills, qualities, work experience and norms of behavior that ensure the possibility of successful work in a particular field, as well as the process of proving to students the relevant knowledge and skills⁷.

From the point of view of psychological training, the concept of professional training of police personnel is interpreted quite ambiguously. First, such training is considered as practical training of police officers to professionally competent solution of operational and service tasks, successful overcoming of psychological difficulties of official activity and correct consideration of its psychological aspects, increase of intensification and ensuring efficiency of final results of work⁸. Second, how to provide

⁵ Про вищу освіту : Закон України від 17 січня 2002 р. № 2984-III. *Відомості Верховної Ради України*. 2002. № 20. Ст. 134.

⁶ Педагогічний термінологічний словник. URL: http://pedagogical_dictionary.academic.ru/

⁷ Кудрявцев Т.В. Опыт в педагогике и психологии. *Педагогическая энциклопедия* : в 4 т. / Гл. ред. : И.А. Каиров, Ф.Н. Петров. Москва : Сов. энцикл., 1966. Т. 3. С. 209–211.

⁸ Делікатний С.К. Професійно-психологічна підготовка працівників органів внутрішніх справ. *Інформаційний бюлетень Республіканського навчально-методичного центру Української академії внутрішніх справ*. 1995. № 3. С. 80.

employees with basic psychological knowledge, skills and abilities, using modern experience of professional psychology in various life situations⁹. Thirdly, as a set of interrelated activities aimed at the formation and development of psychological qualities and condition of the police officer¹⁰. The most meaningful, in our opinion, is the concept of psychological training as an organized and systematic process aimed at forming and developing a system of knowledge, skills, abilities and professionally significant psychological qualities that provide effective solutions to professional problems, successful overcoming of psychological difficulties, as well as proper consideration of its psychological aspects¹¹.

Therefore, summarizing the above, it should be noted that the training of police officers involves the development of certain abilities. In our case, it is the need to acquire special knowledge, and the need for police officers to acquire the appropriate skills and abilities. The vast majority of definitions of police training also contain the purpose for which the above qualities are actually obtained. In particular, the purpose of acquiring knowledge, skills and abilities of police officers is the need to successfully perform operational and service tasks, the content of which is disclosed in the Law of Ukraine “On National Police”, namely the tasks of the police are to provide police services in areas: 1) public safety and order; 2) protection of human rights and freedoms, as well as the interests of society and the state; 3) combating crime; 4) the provision, within the limits prescribed by law, of services to assist persons who, for personal, economic, social reasons or as a result of emergencies, need such assistance¹².

It should be noted that in the definition given in the Law of Ukraine “On Higher Education” on the contrary, the purpose of training is not specified at all, but emphasizes its formal side – obtaining qualifications, which, in our opinion, is fair, because in the learning process is extremely important its result matters. In this regard, it should be noted that no legal act governing the organization and implementation of training in the police system contains

⁹ Філатов С.Д., Малівська Н.М., Тітаренко П.О. Заходи щодо запобігання втрат особового складу під час проведення спеціальних операцій по затриманню озброєних злочинців та дій в екстремальних ситуаціях. Київ : РВВ МВС України. 1996. С. 5.

¹⁰ Корнев О.М. Професійно-психологічна підготовка працівників підрозділів швидкого реагування міліції України : автореф. дис. ... канд. психол. наук (спец. 19.00.06). Київ : НАВС України, 2001. С. 7.

¹¹ Кришевич О.В. Психологічні аспекти розв'язання конфліктів у слідчій діяльності МВС України : автореф. дис. ... канд. псих. наук (спец. 19.00.06). Київ : НАВС України, 2002. С. 9.

¹² Про Національну поліцію : Закон України від 2 липня 2015 р. № 580-VII. *Верховна Рада України*. URL: <https://zakon.rada.gov.ua/laws/show/580-19>

comprehensive criteria for the quality and quantity of knowledge, skills and abilities acquired by employees as a result of training.

Moreover, almost all of the above definitions do not guarantee further promotion of the National Police, provided they have successfully trained and qualified. In this regard, it is worth noting the statement of some scholars who in determining the criteria for the effectiveness of training of police personnel emphasize the “ensuring the possibility of successful work in a particular field” based on the results of training¹³.

Based on the analysis, the training of police officers can be defined as an organized continuous and purposeful process aimed at obtaining appropriate qualifications based on the acquired knowledge, special skills and abilities necessary for successful performance of operational and combat missions and further promotion.

The list of tasks of professional training of police personnel is not limited exclusively to regulations. There are also many views of scientists on this subject. In particular, there is an opinion on the need to include in the tasks of professional training of police officers such elements as training in the skillful performance of official duties; ensuring daily readiness to perform operational and service tasks, to act in a complex operational environment; formation of high moral qualities, honesty, sense of personal responsibility for the performance of official duties in the rank and file; improving the skills of management in the training and education of subordinates to implement in practice the achievements of science and technology, advanced forms and methods of work, the basics of scientific organization of labor and management; achieving a high level of technical training of personnel¹⁴.

Other scientists include the tasks of professional training of police officers: mastering general and special knowledge, skills and abilities; formation, development and correction of professionally important personality traits and prevention of professional deformities; formation and maintenance of optimal professional motivation¹⁵.

The result of high-quality training of police officers is the ability of an employee to efficiently, systematically and reliably perform their duties, regardless of the situation and the conditions around them. That is, professional training should produce professionalism in the employee

¹³ Кудрявцев Т.В. Опыт в педагогике и психологии. *Педагогическая энциклопедия* : в 4 т. / Гл. ред.: И.А. Каиров, Ф.Н. Петров. Москва : Сов. энцикл., 1966. Т. 3. С. 28.

¹⁴ Жанабилов Н.Е. Правовое регулирование труда лиц рядового и начальствующего состава ОВД. Караганда : Изд-во Караганд. ВШ МВД СССР, 1976. С. 40.

¹⁵ Шопіна І.М. Правові та організаційні засади підвищення ефективності професійної діяльності слідчих органів внутрішніх справ України : дис. ... канд. юрид. наук : спец. 12.00.07. Харків, 2004. С. 148.

undergoing it. This is what most scientists emphasize in their scientific works, whose works are devoted to the study of current problems of policing and quality training of police personnel¹⁶.

Research of scientists' views on the content of training tasks, as well as analysis of departmental regulations in this regard indicate the possibility of combining police training tasks into four groups: 1) general; 2) general-functional; 3) special-functional and 4) organizational.

Thus, the general tasks of professional training of the National Police of Ukraine should include: improvement and updating of knowledge, skills and abilities in legal, economic, political science, management, socio-humanitarian and other issues of professional activity of police personnel; ensuring daily readiness to perform operational and service and combat tasks, to act in a complex operational environment; formation of high moral and ethical qualities, honesty, a sense of personal responsibility for the performance of official duties in the rank and file¹⁷.

The peculiarity of the general tasks of professional training of police personnel is that they, first of all, concern all, without exception, members of the rank and file and chief of police; secondly, related to the formation of their general knowledge, skills and abilities in legal, economic, political science, management, socio-humanitarian, moral and ethical and other issues indirectly related to the profession of police officer.

The general functional tasks of professional training of police officers include the acquisition of special knowledge, skills and abilities to ensure the personal safety of citizens, protect their rights and freedoms, legitimate

¹⁶ Sobakar A.O., Solntseva K.V., Kurakin O.M., Chanysheva A.R. Classification of Personnel Procedures in the National Police of Ukraine / Amazoniainvestiga. Volume 9. Issue 28 : 100–107 / April, 2020. URL: <https://amazoniainvestiga.info/index.php/amazonia/article/view/1291/1160> ; Valieiev R. et al. The Job Satisfaction of Ukrainian Police Officers: Condition, Structure and Key Predictors / Ruslan Valieiev, Oleksii Tohochynskyi, Volodymyr Pekarchuk, Andrii Sobakar, Sergii Iermakov // Romanian Journal for Multidimensional Education (Revista Romaneasca pentru Educatie Multidimensionala). 2019. T. 11. № 1. P. 271–286 ; Valieiev R., Polyvaniuk V., Antonenko T., Rebkalo M., Sobakar A., & Oliinyk V. (2019). The Effects of Gender, Tenure and Primary Workplace on Burnout of Ukrainian Police Officers. *Postmodern Openings*, 10(4), 116–131. doi:10.18662/po/97 <http://lumenpublishing.com/journals/index.php/po/article/view/2204> ; Кобзар О.Ф. Поліцейська діяльність в Україні: адміністративно-правовий аспект : монографія. Харків : Дніпропетровськ : Панов, 2015. 316 с. ; Юнін О.С. Зарубіжний досвід організації діяльності підрозділів поліції і можливості його застосування в Україні : монографія. Харків : Вид-во, 2015. 456 с. ; Лошицький М.В. Теоретико-правові засади адміністративно-поліцейської діяльності держави : дис. ... докт. юрид. наук / спец. 12.00.07. Київ, 2014. 403 с.

¹⁷ Репелиця А.В. Адміністративно-правове регулювання підготовки персоналу для органів внутрішніх справ України : дис. ... канд. юрид. наук : спец. 12.00.07. Львів, 2009. С. 128.

interests, promote their implementation; prevention of offenses and their termination; protection and maintenance of public order; detection and disclosure of offenses, search for the perpetrators; participation in the provision of social and legal assistance to individuals and legal entities, assistance within its competence to state bodies, enterprises, institutions and organizations to fulfill their obligations under the law.

Against this background, scientists should be supported, who in their scientific work on the administrative and legal regulation of personnel training for law enforcement agencies note that the peculiarity of this group of tasks of professional training of police personnel is that they are related to their main tasks¹⁸.

The peculiarity of special-functional tasks of professional training is that police officers improve or acquire knowledge, skills and abilities in accordance with the requirements of professional qualification characteristics of certain categories of positions. For example, the task of special-functional training of National Police investigators is: to master general and special knowledge, skills and abilities in high-quality, complete, objective, comprehensive investigation of criminal cases; ensuring the established procedure for conducting criminal cases; organization of criminal investigations; timely consideration of applications and reports, materials on crimes; observance of accounting and registration discipline by investigators in the investigation of crimes; organization of interaction of investigators with bodies carrying out operative-search and expert activity, inquiry; coordination of activities with bodies exercising prosecutorial supervision and judicial control over investigations in criminal cases; dissemination and implementation of advanced methods of investigation and use of technical means in the detection and investigation of crimes.

The organizational tasks of professional training of police personnel include: implementation of the unified personnel policy of the Ministry of Internal Affairs of Ukraine; development of the regulatory framework in the field of vocational training; ensuring the management and coordination of the system of professional training, proper control over its implementation; training in accordance with state educational standards, professional qualifications and needs of the police; creation of appropriate educational and material base for professional training; ensuring close cooperation between practical bodies and educational institutions (centers) that provide professional training; preparation of standard curricula, programs, textbooks, teaching and methodical manuals, didactic materials for training in the system of professional training; ensuring the implementation of social rights and guarantees of employees of police bodies and units during training;

¹⁸ Перепелиця А.В. Вказ. праця. С. 128.

intensification of international cooperation in the field of vocational training in order to exchange work experience¹⁹.

These groups of tasks of professional training of police officers should be taken into account when creating programs and training plans, development of appropriate methodological materials and necessary educational literature, as well as when selecting the teaching staff that will conduct training sessions.

2. Perspective directions of using the best European practices of professional training of police personnel in the law enforcement system of Ukraine

There are different police structures in the world and, accordingly, quite different training systems. However, the tasks of the police force are the same, and therefore the basic principles of police training are the same. That is why the organization and legal regulation of police training in most European countries have much in common. They reflect the requirements, on the one hand, of the legislation that establishes the basics of law enforcement, and on the other – the regulations on education.

The basis of police activity in solving official tasks and professional training of police officers in all countries are the norms of the constitutions. In addition, the system of norms governing the organization of service in national and municipal police forces, the legal status and training of their employees, is formed, as a rule, national (federal) laws on police, decrees and decrees of heads of state and executive authorities, as well as normative acts of local self-government bodies, which contain provisions on the legal regime of certain categories of police personnel. Legislation in many countries regulates the training of public servants only in general form, authorizing agencies to issue regulations, thus giving a wide space for departmental rule-making.

The legal regulation of police training in most European countries is reflected in departmental regulations of the national (federal), regional (territorial) and local levels, depending on the jurisdiction of the educational institution providing training, as well as the official level of police personnel, for which it is intended. The decisive role in the organizational and normative regulation of professional training of police personnel is played by the organizational and structural structure of law enforcement agencies, the degree of their centralization or decentralization, as well as their competence and jurisdiction of training systems.

National systems of professional training of law enforcement agencies of foreign European countries are different in their structure, forms and areas of activity. Their effective development is influenced by a number of factors,

¹⁹ Перепелиця А.В. Вказ. праця. С. 129.

including: features of socio-economic and political system; the level of social, cultural and scientific development in these countries; their national-ethical, territorial-geographical and cultural-historical traditions, mentality; level of development in the country of education; the quality of legislative support of the educational process; state of development of information, pedagogical, management technologies, etc.

In parallel with the main levels of professional training in countries with a developed police function, there is an extensive multidisciplinary network of additional or postgraduate education established by law, ie professional development, specialization, improvement and retraining of police personnel, which operates both on the basis of police training at the place of service. Such a system in most developed police countries is based on the principles of: continuity of training, ie training throughout all professional activities; mandatory training, ie to consider the improvement of professional knowledge, skills and abilities as one of the responsibilities of police personnel; scientific substantiation of the needs of police bodies and units in employees of one or another qualification, ie conducting a preliminary scientific examination of staff turnover in certain categories of positions, determining the workload and staffing for certain professions in the police, etc., analysis of practice needs in certain specialties and educational levels ; complexity and system of professional training, ie during its organization the optimal types, forms and methods of professional training should be used; differentiation of training depending on the available knowledge, skills and abilities, ie the formation of groups for training in the system of professional training depending on the availability of basic knowledge; legal and social protection of members of the rank and file and police chiefs during professional training, in particular the extension of all guarantees, providing the necessary financial and material resources, etc.

In Europe, in addition to the opportunity to obtain departmental police education, more and more police officers are sent on their own or enter public universities, institutes, and colleges on their own. The number of people hired by the police who already have one or two higher educations, as well as a scientific degree, has become more frequent. European departmental police training has been integrated into national and international educational spaces through a system of state licensing, certification and accreditation and operates in accordance with national criteria and standards.

For example, in Poland, training includes: three areas:

- Central advanced training – is carried out by police training units and takes place in the form of specialized courses in accordance with the programs approved by the official orders of the Chief of Police;

- local training – has a “field” nature, carried out by police units or structural units of these units, which allows to form formulas of measures and,

as a consequence, effective modification of the content of the program in response to qualitative changes in crime;

– external professional development – organized by non-police entities in a situation where educational problems for various reasons cannot be solved within the framework of central or local professional development. At the same time, the offered specialized courses, as well as other activities, are a supplement to the professional skills that allow to improve the skills of police officers that they need in the performance of their duties within specific specialties²⁰.

For example, on the basis of the Lithuanian Police School, a three-month professional training is carried out on the specializations of graduates of the Faculty of Law of the Nicholas Romeris University. In order to improve skills, in-depth development of action skills in typical and extreme situations, the PRISim Suite Judge Trainer system works, which is a full-fledged training and evaluation program of application and assessment of strength. By design, the program creates a safe, effective and realistic nature of tactical operations, firing, actions of a police officer in typical and extreme situations, evaluation of his actions by an instructor, etc. In addition, it is innovative in the method of training Lithuanian police personnel to conduct tactical training classes to work out various situational scenarios at night.

In France, for example, the training model of police officers in the service is based on the use of strong general theoretical training and centralized coordination of departmental educational institutions, which is largely explained by the centralized structure of the police in this country. The main emphasis in the training of police executives is on attracting university graduates to the positions of police commissioners. To this end, quotas have been set for admission to police schools for police officers and civilians with appropriate education. Another key feature of the French model is the pronounced practical nature of training, and the organization of police training is very pragmatic²¹.

The Swedish model of professional police training is implemented through the single career principle, which provides for systematic training. After the basic training phase, every Swedish police officer starts working in law enforcement with a lower rank (Polisassistent) and has the opportunity to go through all stages of career growth. Recruitment to the Swedish police is carried out according to a single procedure, which involves assessment of

²⁰ Мартиненко О. Система підготовки польської поліції (за матеріалами МВС України). URL: <http://khp.org/index.php?id=13990224483>

²¹ Шушкевич И.Ч. Совершенствование профессиональной подготовки кадров органов внутренних дел России и зарубежный опыт полицейского образования. *Зарубежный опыт организации подготовки полицейских кадров и работы полиции* : сборник статей / под общ. ред. В.П. Сальникова. Санкт-Петербург, 1999. С. 72–74.

general, special, physical, medical and psychological requirements, as well as compliance with a standardized profile of competencies. Candidates who have successfully passed the selection start studying in the relevant higher education institutions²². In 2006, Sweden decided to reform the police, an important part of which was the reform of police education, which, as noted in the documents, should be changed in accordance with the following requirements:

- the wider police, ie the police should reflect as a percentage the number of men and women, as well as the ethnic composition of the Swedish population;
- practical training in actions in difficult situations, typical for police officers with different functions and positions;
- the need for specialization. In the long run, crime prevention will require policing to be based on more specialized, scientific knowledge. The police officer should be better versed in research in relevant areas and constantly evaluate their own methods of work, choosing the ones that give the best results;
- providing a closer connection between theoretical training and teaching practice of cadets.

As a result, higher education for police officers in Sweden has been the only form of training since 2015, which should provide effective training in the face of growing demands on the knowledge and skills of police officers. The ability to see one's professional activity as a whole, which should be formed in a higher education institution, is a key factor in the successful work of the police. Cadets in the learning process should develop their abilities in the analysis and perception of new knowledge, as well as use the acquired knowledge directly in the practical work of the police²³.

An example of maximum openness not only for national public educational institutions, but also for external contacts is the British model of professional training of police executives. The more contacts between police executives, the organizers of such professional training emphasize, the higher the level of interaction between law enforcement systems of interacting countries and understanding of common problems of police activity.

The British model is characterized by a narrower specialization of police officers of various units and services in the early stages of training. This approach can be observed in the American model of professional police training, which also trains specialized specialists for police units from the very

²² Public Sector Employment Regimes: Transformations of the State as an Employer / K. Gottschall K. et al. Palgrave Macmillan, 2015. P. 240.

²³ Adang O.M.J. Reforming the Policing of Public Order in Sweden: Combining Research and Practice. Policing. 2013. Vol. 7. № 3. P. 328.

beginning. In addition, the coordination of the training process in the UK is decentralized and carried out on a regional basis. However, since the mid-80's. In England, measures are taken to strengthen the center's influence on police management and training, as one of the main reasons for the shortcomings in training and, accordingly, the functioning of the police is the lack of effective management at the national level.

In Britain, the main task of the police is to serve first society, citizens, and then the state and government. This approach to defining the main function of the police has a long tradition. The English training experience is characterized by a humanistic orientation of the educational process, long training of constables at work, the most careful selection of candidates for the criminal police, the organization of their training, the emphasis on independent service by police at the initial stage of service.

The British model is characterized by a high degree of democracy and publicity of exams, as well as appeals against their results. For example, the British departmental magazine, the Police Review, regularly publishes a variety of exam tickets and assignments for the position of inspector (sergeant and other positions). Applicants not only have the opportunity to get acquainted with their content in advance, but also to send their answers by mail, which in some cases are credited and are the basis for confirmation of the exam²⁴. If the candidates for police positions consider that their answers are unreasonably understated, then they have the opportunity to apply to the Appeals Commission and get an explanation not only on their question, but also to read the written answers of other candidates, whose results were higher.

The British model, as well as the American, is characterized by its maximum openness to external contacts with other civic institutions. Thus, the curriculum of the main faculties of the college in Brahmshill is aligned with the curricula of most English universities and in addition to the study of special subjects includes classes in general history, sociology, economics, literature, English and foreign languages. The college maintains extensive contacts with a number of English and foreign universities: Oxford, London, New York universities, the American College of Criminal Law. J. Jay, FBI Academy, etc., exchanging curricula, teachers and students²⁵. It is also worth noting the significant role of the United Kingdom in the cooperation and integration of police activities in European countries, as well as the

²⁴ Sherman L.W. & Bennis W. Higher education for police officers: The central issues. Police Chief, 1977. P. 32.

²⁵ Психология и педагогика в профессиональной подготовке сотрудников органов внутренних дел : в 5 ч. Ч. 4, 5. Москва, 1992. С. 38.

establishment of links between the Ministry of Internal Affairs of Ukraine and the Ministry of the Interior of the United Kingdom²⁶.

The German experience stands out most clearly among all police training systems, namely the training of senior police chiefs (police management) introduced at the German Police High School (Higher School), located in Münster, North Rhine-Westphalia. This educational institution specializes not only in the training of police executives for all German states, but also in the training of police officers from other EU member states who are sent for professional training, internships or advanced training²⁷. The main feature of training at the German Police High School is the mandatory presence of a “state order” for the training of relevant specialists for the law enforcement system, which is determined by the Ministers of the Interior.

In German police schools, considerable attention is paid to the quality of staff training, which is constantly assessed (the quality of teaching) by both the teaching staff and school management, as well as students. The basis of the organization of education at school is “a look at the learning process through the eyes of a student”. By the way, Germany offers the toughest conditions in Europe for promotion. Another promotion can be obtained only after obtaining some additional education, and police officers are appointed to some positions only if they have the appropriate educational degree. Such a system developed in the 50s of XX century. In the educational process, methods of combining theoretical classes with internships, modeling, working out situations, simulations, etc. are used. At the highest levels of training, complex classes predominate. Realizing that the success of training depends on the qualifications of teachers, in Germany there are conditions that allow you to select for this work the most qualified professionals²⁸.

Along with the Constitution and state legislation, police training in Germany is governed by the laws of each of the sixteen Länder and local police regulations. For example, Bavaria has adopted regional regulations: Regulations on the service of police officers in Bavaria; Regulations on the training of Bavarian police officers, Regulations on examinations for Bavarian police officers. Similar regulations, taking into account local characteristics and needs, have been adopted in each of the sixteen federal states of Germany.

²⁶ Україна та Великобританія визначили точки дотику у боротьбі з міжнародною злочинністю. URL: <http://mvs.gov.ua/mvs/control/main/uk/publish/article/740890;jseid=A490B9A3AA920BA430EB58611365CAD2>

²⁷ Public Sector Employment Regimes: Transformations of the State as an Employer / K. Gottschall K. et al. Palgrave Macmillan, 2015. С. 33.

²⁸ Эйзерман П.Д. Законодательно-правовое обеспечение профессионального обучения полиции / *Подготовка полицейских кадров. Проблемы и пути развития в общеевропейском масштабе*: материалы Международной научно-практической конференции. Москва, 2000. С. 33.

Analysis of the Basic Law of Germany allows to clarify the competence of the federation and its lands in matters of police training.

In the educational process in Germany, methods of alternating theoretical classes with internships, modeling, working out situations, simulations are used. At the highest levels of training, complex classes predominate. Realizing that the success of training depends on the qualifications of teachers, Germany has created conditions that allow to select the most qualified professionals for this work.

The Police Academy in Athens trains and retrains Greek police officers. It includes: the police school (basic course of study), the school of officers (training of middle officers), the school of senior officers, the school of foreign languages, the school of vocational training. Non-commissioned officers under the age of 35 are allowed to study at the school of officers after passing the entrance exam and on the recommendation of the head. Applicants “from outside” with a relevant university education under the age of 28 can also obtain a study permit. Education in this school lasts 3 years with alternating theory (10 months each year) and practice²⁹.

The study of the organization of police training abroad demonstrates a high degree of legal regulation of all stages of this process, from the selection of candidates for promotion or appointment to the stage of assessing the quality of training and training results. For example, Circular № 105/1991 of the Home Office of the United Kingdom sets out the basic principles of standards for the assessment of professional training³⁰, developed jointly by representatives of the Ministry of Internal Affairs, the National Police Association of Great Britain, the Metropolitan Police Department of London, the College of Police Training in Hendon, the Central Planning and Training Division, and approved by the Police Training Council.

Changes in approaches to policing in modern Europe, focusing not on the use of deterrent or prohibitive measures, but on serving citizens, require every police officer, including management, to change their attitude to police ethics and its implementation in the practice of officer training. In many European countries, this problem is associated with a radical reorganization of police services, change of their functions, transformation from a state institution aimed strictly at combating violations of laws and regulations, into an organization that serves the general public, in contact with it more widely

²⁹ Сасік А.С. Професійна підготовка працівників поліції в країнах – учасницях шенгенської угоди. *Особливості підготовки поліцейських в умовах реформування системи МВС України* : зб. матеріалів І міжнар. наук.-практ. конф., м. Харків, 20 травня 2016 р. / МВС України, Департамент патрул. поліції України ; Харків. нац. ун-т внутр. справ, Каф. спец. фіз. підготовки. Харків : ХНУВС, 2016. С. 79–83.

³⁰ A Short Guide to NPT Courses and Consultancy. National Police Training. London. 2003. P. 16.

and therefore requires more meaningful ethical knowledge of police officers who have strong ethical behavior skills.

Compliance with professional ethics is an important component of police training in any European country. The professional ethics of a police officer acts as a system of moral requirements for his attitude to society, to his profession, to other employees, as well as to all participants in the sphere of his official activity and extracurricular relations.

The ethics of a police officer is a type of professional ethics that studies the specific reflection of the principles and norms of morality in the official activities and extracurricular behavior of police officers, as well as forms and methods of educating them in high moral qualities.

Compliance with police ethics has for many years been based on generally accepted guidelines for the ethical conduct of professional staff, enshrined at European Community level and enshrined in a number of documents, including the Police Declaration adopted by the Parliamentary Assembly of the Council of Europe on 8 May 1979. authorities of many countries in developing their professional standards. The declaration consists of a preamble and three sections – “Ethics”, “Status”, “War and State of Emergency – Foreign Occupation”. The Ethics section applies to all staff and organizations, including bodies such as the secret services, the military police, the armed forces or paramilitaries performing police functions. They have a duty to protect the law, investigate crimes and maintain public order and national security. The ethics of a police officer involves confronting violations of the law. An important norm of this international act is that a police officer who fulfills the conditions of the declaration has the right to active moral and physical support from society³¹.

The Police Declaration states that persons who have violated human or personal rights while serving in the police, or who have worked in police units disbanded due to inhumane practices, may not serve as police officers. It was emphasized that the universal adoption of the rules of professional ethics of the police, taking into account human rights and fundamental freedoms, would contribute to the improvement of the European system of protection of these rights. As for the European Code of Police Ethics (December 2001), the setting is crucial for research purposes: in carrying out their functions, the police must respect subjective rights, including human rights and freedoms, and not act arbitrarily or unlawfully. This is fundamental to the rule of law and to the subject of policing in a democracy. The role of the police in protecting and ensuring the rule of law is so significant that by observing the

³¹ Негодченко О.В. Забезпечення прав та свобод людини органами внутрішніх справ: організаційно-правові засади : дис. ... докт. юрид. наук : 12.00.07. Харків, 2003. С. 63, 64.

behavior of the police in a democracy, one can judge the level of democracy in it. The conclusion of the CoE Committee of Ministers that the Deontological Police Code defines common European directions and principles in the field of common purpose, functioning and responsibility of the police to ensure the security and observance of human rights in democratic societies, governed by the rule of law, is extremely important.

Typical trends of the current stage of professional education of police officers in Europe and the formation of highly ethical moral principles of policing are:

- training in police ethics with a special focus on human rights, as well as police cooperation with leading human rights organizations;
- training in police ethics together with management training, ie with the acquisition of managerial knowledge and skills;
- mandatory implementation of most principles of the European Code of Police Ethics in national codified sources, including the principles: respect for the right to life; respect for fundamental rights and freedoms of the individual; separation of powers in the system of punishments; presumptions of innocence; impartiality, transparency, honesty, courtesy, justice, responsibility, prudence, obedience to the law; equality before the law, objectivity, necessity and balance, incorruptibility and respect for society;
- development of distance learning for police officers and, in particular, police ethics (Spain, Norway, Sweden, Finland, etc.).

In general, the adoption of the European Code of Police Ethics was the beginning of work on the standardization of highly ethical police activities, as well as the standardization of pedagogical activities of police schools in the field of training cadets in police ethics at the European level. The importance of this code is due to the agreed requirements for policing in the European space, built on the principles of high moral and ethical conduct.

CONCLUSION

Therefore, the actual and extremely important task in the field of implementation of European standards in the activities of the National Police of Ukraine is to resolve the issue of full ratification of fundamental international documents on policing standards³², with subsequent “transfer” of certain provisions to the Law of Ukraine “On National Police”.

Thus, the need to improve the training of the National Police of Ukraine is beyond doubt and can be achieved through the use of positive achievements of foreign police systems, built on the principles of:

³² Мартиненко О. Державна превенція злочинності в системі органів внутрішніх справ. *Право України*. 2005. № 6. С. 58–60.

- versatility and flexibility of the system of professional training of police officers;
- activity and professional orientation of training of police officers, which will be achieved by widespread introduction of practical training on the example of European police education, which is expressed in the use of active methods, reproduction of situations arising in policing, field trips directly to police bodies and units;
- practical orientation of training;
- constant use of “feedback” in the educational process, including with graduates and practitioners (through round tables, questionnaires, surveys, reviews, etc.);
- international police integration in the field of research and development of regulatory and methodological support that will simultaneously solve the problem of preparing the leadership of the police to work in the European space.

SUMMARY

The scientific publication, based on the analysis of current legislation, available scientific, journalistic and methodological sources, including foreign experience, clarifies the features of professional training of police personnel in the development of the National Police of Ukraine. The concept of professional training of police personnel is defined and on the basis of the analysis of departmental normative-legal acts four groups of tasks are characterized, among which: general; general-functional; special-functional and organizational tasks.

Characteristic trends of the current stage of professional education of police officers in Europe and the formation of highly ethical principles of policing, including: training in police ethics with special attention to human rights, as well as police cooperation with leading human rights organizations; training in police ethics together with training in management, is with the acquisition of managerial knowledge and skills; mandatory implementation of most principles of the European Code of Police Ethics in national codified sources; development of distance learning for police officers and, in particular, police ethics. The need to improve the professional training of the National Police of Ukraine was emphasized and the ways of applying the positive achievements of foreign police systems in the Ukrainian realities of today were suggested.

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