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TO THE ISSUE OF THE PECULIARITIES OF LEARNING FOREIGN LANGUAGES IN THE SYSTEM OF PROFESSIONAL EDUCATION BY LAW ENFORCEMENT OFFICERS AND SERVICEMEN

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Today, foreign languages hold an extremely important place in the education of any specialist. English is becoming the «lingua franca» (language of communication) within the European Union. Thus, it is important to organize vocational training of law enforcement officers and servicemen in English so that as a result of training they reach the level of

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B2 foreign language communicative competence, which would allow for effective communication in professional activities.

The purpose of training foreign languages of law enforcement officers and servicemen is to acquire professionally oriented foreign language competence for the successful implementation of further professional activities. Under the term «foreign language communicative competence» S. J. Savignon considers the ability of an individual to act in a real communicative situation, in a dynamically changing environment, where language competence is adapted to the perception of the received linguistic and paralinguistic information [1, p. 23].

Speaking about the peculiarities of learning a foreign language in the system of professional education of law enforcement officers and servicemen, it is worth noting the priority of different approaches to teaching foreign language communication. Thus, the individual approach is based on the assessment of the personality and social status of students, their professional needs and psychological characteristics to create optimal conditions for their personal involvement in educational activities [2, p. 35-38]. Accordingly, some students need to be given the opportunity to choose creative types of educational activities, to create conditions for the realization of their leadership skills as organizers of educational activities of other participants; others need to be given a little more time to learn the material in the mode of self-study. Finally, some students need to create the conditions for the logical presentation of educational information using tables, diagrams and computer presentations; for others it is important the professional significance of the educational material and the possibility of its practical application, etc.

The next principle is the principle of age approach, which assumes that in determining the educational purpose, choice of content, forms and methods of adult learning one must take into account the psychological characteristics of adulthood and maturity. It is important to take into account the physiological and intellectual characteristics of the linguistic performance and mental activity of law enforcement officers and military personnel who are undergoing advanced training, as they are usually adults with slightly slower processes of information perception and memorization. The most effective pedagogical methods of the process of learning a foreign language should become the structuring of educational information into more compact elements (verbal stereotypes), which are based on the reserves of long-term memory, erudition and knowledge of the native language [3].

An important element of the organization of training in foreign language communication is the principle of relevance and actualization of learning outcomes in the practice of law enforcement and military personnel. Due to the profile orientation of training in the system of advanced training, the process of training in professional foreign language communication involves the formation of readiness for foreign language communication activities for professional purposes. Therefore, learning a foreign language should be integrative in nature, be filled with professionally important vocabulary. The principle of actualization of learning outcomes implies the mandatory application of acquired knowledge, skills, abilities and qualities in further professional activities. In this context, the use of various forms and methods of teaching, types of practical classes, internships become particularly important.

Another, extremely important part of the process of learning a foreign language in the system of retraining and advanced training is the use of existing social experience and professional knowledge and skills of law enforcement and military personnel. Taking into account individual experience determines the educational needs of the specialist, in other words he seeks to obtain the information, knowledge, skills and abilities that are of practical importance for his professional activity and meet his educational needs. Most retrained workers show a professional interest in the foreign language learning material they are studying, a personal interest in learning the material, and a responsibility for the learning outcomes that come from the practical value of the foreign language skills they acquire. In addition, the students themselves often take an active part in the learning process, supplementing specific learning situations with their own experience and their own life values, trying to correlate the learning situation with their goals and objectives. The use of active and interactive forms of training is important for updating the social and business experience of law enforcement officers and the military. Such forms of foreign language teaching presuppose an active position of students and allow integrating new knowledge with the already existing life and professional experience of servicemen.

One of the most common issues in learning a foreign language is the low level of motivation to learn it. The negative attitude to learning a foreign language can be explained by the lack of previous positive experience of foreign language learning, which in most cases was characterized by previously used dogmatic style of learning, which was detached from the social and professional needs of learners. In addition,

according to numerous surveys, law enforcement and military personnel seek to learn to communicate in English, but at the same time find it difficult to overcome the language barrier, often avoid communication because they are unsure of their language skills and are afraid to make mistakes. J. Scrivener believes that it is possible to help a language learner by creating «casual» real communicative situations in which students use a language they already know to some extent [4, p. 148]. It is possible to change the attitude to foreign language learning by forming new ideas about the practical significance of foreign language proficiency, opening new career prospects in case of mastering foreign language communicative competence.

In conclusion, pedagogical methods of increasing the motivation of law enforcement officers and servicemen are an integral part of the purposeful activities of the teacher, aimed at forming new personal attitudes and perception of foreign language learning as a vital potential for further professional growth. The knowledge gained by a specialist acquires value only when it helps to solve real life and professional problems, promotes personal self-determination and self-realization.

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