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MOBILE RESOURCES IN THE TRAINING SYSTEM FOR FUTURE POLICE OFFICERS

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Abstract. *The article deals with the problems of modern education among which an important role belongs to innovations reflected in the tendencies of accumulation and modifications of initiatives, and innovations in the field of education. The importance of modern professional educational problem is revealed — formation of high level of intelligence of future specialists, the development and consolidation of comprehensive abilities to solve problems under the conditions of frequent changes and new requirements of the surrounding environment.*

Key words: *innovation, innovative technologies, mobile education, mobile resources, process of training, interactive technology.*

The problem of permanent improvement of the quality of education, the modernization of its content and the form of the organization of educational process; the introduction of educational innovations and information technologies is identified among the priority directions of the state policy regarding the development of higher education in the context of Ukraine's Eurointegration.

The content of higher education is a system of knowledge, skills and competences, professional outlook and civil qualities caused by the aims and needs of the society, which should be formed in the process of training, considering prospects of development of society, science, technique, technology, culture and art.

Education as a process does not stop until the end of a person's conscious life. It provides a high level of understanding of the world, life, people, society, spiritual values; it forms the intelligence, ability and need for creativity, continuous self-improvement of a person. The individual result of education is the the individual's accomplishment which is determined not by formal indicators but by the experience as a set of formed personal qualities, knowledge and skills that allows a person to function actively in dynamic life circumstances.

Scientists suggest that education should be regarded as the sphere of human creation, the design of its future, as an institution of socialization, intellectualization and human development, the introduction of it into the sacred and spiritual dimension of human life as well as the mechanism of

harmonization of social consciousness and its ability to perceive civilizational changes.

On the assumption of the modern views on the development of education which are being firmly established in the public consciousness according to the forming the main goals of the further development of education, the problem of informatization should be as follows: "not just the informatization of education but the informatization and paradigm of equal access to the qualitative education", where the key word, the initial position is an equal access to the qualitative education. Modern Internet technologies open up new instruments for organizing the educational process and a student has got unlimited access to the necessary information.

Innovation in education is the process of creation, introduction and dissemination of new ideas, instruments, pedagogical and managerial technologies in educational practice which lead to the improvement of the indicators (levels) of the acquirement of the structural components of educational increase, in such a way the system gets its qualitatively different state. The word "innovation" has got a multidimensional meaning because it consists of two forms: there is an actual idea and the process of its practical implementation.

Analysis of scientific research. Problems of informatization of education were considered in the works of A. Gurzhiy, Y. Doroshenko, M. Zhaldak, L. Belousova, V. Bykov, S. Rakova, I. Bulakh, M. Golovan, O. Goncharova, M. Shkil, J. Zhuk, T. Zaitseva, T. Koval, V. Klochko, V. Monakhov, S. Papiert, A. Penkova, A. Spivakovsky and others.

Theoretical and practical aspects of the use of interactive teaching methods are reflected in the works of I. Vachkov, Y. Yemelyanov, S. Kramarenko, A. Martynets, N. Oganessian, L. Pirozhenko, O. Pometun, T. Yatsenko.

Purpose of the article: to reveal the role of mobile resources and to use them in the system of future police officers' training.

Modern informational and communicative technologies allow to solve a number of pedagogical tasks aimed to activate educational activities and to develop the culture of independent work of students. The necessity to use modern informational and communicative technologies is also determined by the continuous increase of the amount of information that needs to be studied and processed during the course of training [3].

The Internet and informational technologies are determined to form a common educational space throughout our country and the European community. Also informational technology eliminates the problems of replicating and distributing of educational material.

Considering the technological aspect of education in higher educational establishments we can admit that nowadays person-oriented and informational

technologies of education are the most widely used. The person-oriented technologies are represented by technologies of differentiation and individualization of training, designing technology, etc. The main forms of information technology's usage are the following:

- multimedia lessons;
- author's computer presentations which can be used during lectures, practice or seminars;
- testing with the help of computers; telecommunicational projects, online work with audio- and videoresources ;
- distance learning; work with *the Smart Board* interactive tablet;
- voice chat inside the local network used for studying phonetics;
- linguaphone devices which include a teaching console and a student's workplaces; searching the Internet for additional useful information by the teacher during classes;
- usage of blog technologies and mobile technologies for the organization of students / cadets' independent work.

In this article we would like to pay special attention to the peculiarities of the mobile resources' usage in the training of future police officers. The term "mobile learning" (*m-learning*) that appeared in the English-language pedagogical literature became more often used in the scientific work of our researchers.

There are several interpretations and definitions of mobile learning based on either the technological features of mobile devices or the didactic capabilities provided by these technologies [1].

From the technology's point of view mobile learning means transfer and reception of educational information using WAP or GPRS' technologies for any portable mobile devices which you can be used to perform the online connection, to get or find materials, to answer questions in the forum, to perform a test, etc. The following types of mobile devices can be used for mobile training:

- mobile facilities of communication — cell phones, smart phones, communicators;
- various portable mobile devices — MP3/4 players, electronic books, devices for electronic games, devices for listening to podcasts, navigators, digital cameras and video cameras etc.,
- portable computers — portable pocket computers, tablet computers, netbooks, ultrabooks, etc.

It is believed that mobile training changes the entire educational process because mobile devices modify not only the forms of teaching and access to the material but also contribute into the creation of new forms of cognition and mentality. Training becomes well-timed, adequate and personalized ("just-in-time, just enough and just-for-me"). These characteristics of mobile learning

contrast with the characteristics of mixed learning and e-learning in which the didactic principles such as multimedia, structuredness or modularity, interactivity, accessibility obtain the first positions. Mobile technologies transform the balance between the learning process and the learner's participation. That's why mobile learning is a new form of studying different from mixed or distance learning and characterizing a new stage in the development of the human society's informatization [4].

A number of authors emphasize the difference between mobile learning and so-called e-learning approving that uniqueness of mobile learning lies in the fact that students are primarily not tied to specific time and place, their didactic material is always at hand, can be studied at any time so this development events allows them to get used to the idea that you need to learn and you can always do it, at any convenient time [3]. Thus, the undoubted advantages of using mobile devices and technologies are [2]:

- quick access to the training and reference resources and programmes anywhen and anywhere;
- permanent feedback from the teacher and the training community;
- paying respect to individual characteristics of the student — diagnosing problems, individual tempo of training, etc.;
- increase of motivation of trainees due to usage of familiar technical devices and virtual environment;
- organization of autonomous training;
- creation of a personalized professionally-oriented student/cadet's training space;
- development of skills and abilities for whole-over-the life learning;
- professional development of teachers without interruption from work.

In this way we suggest that the using of mobile resources during the training of future police officers will contribute to the solution of such didactic tasks:

- development of communicative skills;
- development of abilities of independent work;
- development of abilities for social interaction;
- stimulation of cognitive activity and motivation for further studying communication tactics of actions.

Thus, the possibilities of using Internet resources are enormous as they create the conditions for obtaining the necessary information for students/cadets who can be located anywhere in the world.

However, there is an important for every teacher's understanding position: in the educational process the computer is not a mechanical teacher or his/her deputy. It is an instrument that enhances and expands the possibilities of teacher's educational activities.

Conclusions: in such a way the main task of the new pedagogical technologies can be solved — meaning the increasing of time for communication with students outside of the auditoriums. In other words, the growth of the creative component in the activities of the teacher, the transition from broadcasting to the discussion. The key to the solving of this problem is the transfer of some traditionally classroom activities into the sector of independent students' work.

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