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THE TUTOR SUPPORT DURING THE FORMATION OF COMMUNICATIVE COMPETENCE OF THE POLICE OFFICERS

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Abstract: *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.*

Keywords: *the communicative competence of the future police officers, a tutor, tutoring, a tutor, the higher education, the higher educational institution, the educational process.*

Introduction. 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 [3, p. 67]. 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, that is to be

professionally competent [1, p. 80]. 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. Kukhareno, M. Kravtsov, V. Kruglik, S. Schennikova, G. Bespalova, 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 an 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. To present the results of a study on the formation of communicative competence of future police officers through the introduction of a tool for tutoring in the educational process.

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 tutorantov in their research and endeavors; 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 [6, p. 55].

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 adhere 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 [5, p. 68].

According to V.I. 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 [4, p. 57].

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) [8].

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 implement the goals. There are such tutor technologies: question-answer; counseling; 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”.

In the National Academy of Internal Affairs ESI №3 at the “department of tactical and special training” there is a scientific circle. 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, the article revealed the essence and content of the professional activities of the future police officers, defined a mechanism for including the tool of tutoring in the process of forming the communicative competence of future police officers.

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