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## **ACQUISITION OF PERFECTION BY TEACHERS-LAWYERS OF EDUCATIONAL INSTITUTIONS WITH SPECIFIC LEARNING CONDITIONS**

Modern signs of Ukrainian society are changes in all spheres of life, which require moving the economy, industry, culture, science and education to provide highly qualified specialists who will be able to interact effectively in accordance with the requirements of society and the state, capable of independent, creative, intellectual, critical and qualified development to complete the assigned tasks.

The profession of a lawyer in the field of law enforcement, more than ever, presents the employees of these bodies with complex tasks that are connected with dynamic changes in the current legislation of Ukraine, as well as with the technical and technological equipment of persons who commit illegal acts. Pre-higher and higher education institutions with specific learning conditions are designed to train highly qualified, professional personnel who will be able to meet society's expectations and demands for them.

The problematic issues of training law enforcement officers were examined by many specialists in law and public administration, as well as scientists who work directly in educational institutions with specific training conditions. Among them, it is worth turning to important studies by such scientists as A. Andreev, O. Bandurka, V. Bilchenko, V. Glukhoverya, I. Krasnytskyi, M. Loshytskyi, I. Soveliava and others. Taking into account the significant amount of scientific research, there remain problematic issues of improving the professional skills of the scientific and teaching staff of educational institutions with specific learning conditions.

The use of the best European experience and harmonization of national legislation with European standards in the field of training of law enforcement officers and legal specialists is an important condition for modern transformations. The training of future lawyers, law enforcement officers, and human rights defenders should be focused on the human-centered principles of law enforcement work, as well as on strengthening the practical training of students of higher education, both law enforcement officers and human rights defenders, and lawyers, as well as on preventive work among the population [1, p. 556].

One of the most important criteria for evaluating educational institutions with specific learning conditions is the ability of the institution, i.e. its teaching staff, to train highly qualified law enforcement officers who are also professional lawyers.

Precisely because of the peculiarity of the conditions of training of law enforcement officers for the Security Service of Ukraine, the Tax Service, the police, etc., which involves mastering the

knowledge and skills of operational and investigative activities, conducting investigative (search) and covert investigative (search) actions, the use of measures of physical influence, special means and firearms, the ability to quickly and adequately respond to dangerous circumstances and situations, being in conditions of professional risk, requires from the teachers of these educational institutions an additional range of professional knowledge and skills that are not inherent in the scientific and pedagogical staff of other institutions that provide educational services.

In this regard, teachers of educational institutions with specific learning conditions need to devote more time not only to scientific and pedagogical activities, but also to maintain themselves in a state of professional training that would allow them to also perform the functions of an employee of one or another law enforcement agency.

A teacher of an educational institution with specific learning conditions, in accordance with clause 27 of the second part of Article 8 of the Law of Ukraine "On Central Executive Authorities" [2], Article 72 of the Law of Ukraine "On the National Police" [3], on a permanent basis in order to ensure the ability to performance of tasks for the protection of human rights and freedoms, combating crime, maintenance of public (public) order and security improves the level of knowledge, abilities, skills and professional qualities of a police officer during official training, which includes the following types: general, tactical, fire, physical.

The right to professional development and professional skills of teachers of legal sciences in institutions of pre-higher and higher education with specific conditions of study is a component of the right to education. This right includes the right to receive professional education of the appropriate level, and the right to receive additional professional knowledge and skills.

According to the legislation of Ukraine, professional training of police officers is carried out not on the basis of educational institutions, but on the basis of welfare institutions. However, such institutions provide professional and technical education for the profession of a policeman, are registered in the Unified State Database on Education and issue diplomas of a skilled worker.

The majority of teachers of higher education institutions of the Ministry of Internal Affairs, as well as security institutions, have the rank of policemen, enjoy all social guarantees on a par with investigators, patrol, precinct, operational employees, and can also be involved in public order protection.

In connection with the given definitions of the current legislation, the question arises about a greater number of requirements for the professional skill of teachers of legal sciences in institutions of pre-higher and higher education with specific conditions of study, also taking into account the fact that most of them do not have a special pedagogical education.

The professional skill of any teacher is possible only when he strives for professional development, the main tasks of which are: ensuring the effective performance of functional duties; increasing the flexibility of management and adaptability to innovations; career advancement and growth; increasing professional growth, adaptation of employees to new technologies; expansion of competences, knowledge, abilities and skills.

In addition to professional training and professional development of the teaching staff of educational institutions with specific learning conditions, internship remains the most effective way of acquiring both pedagogical experience and mastering the professional competence of a certain type of legal activity. Gaining experience from an experienced practical police officer who has worked in a specific unit for many years is a significant contribution to the teacher's experience and an opportunity to combine knowledge in managerial, psychological, professional and pedagogical activities.

The role of pedagogical internship has been studied in many works of scientists, because it is an extremely important topic, in particular interesting developments by V. Chepurnaya [4], O. Yaroshynska [5], which actualize the scientific and pedagogical internship itself for the development of teachers of higher education institutions. Internship can be carried out both on the basis of the educational institution where the teacher works, other educational institutions, but not only the system of the Ministry of Internal Affairs, in addition, law enforcement training institutions abroad, especially since in European countries there is an effective system of training lawyers and law enforcement officers.

The decisive factor during training at such an institution is ensuring its close connection with police practice. In addition to the theoretical training of law enforcement officers in the criminal process, criminology, constitutional law, sociology, psychology, etc., they also have large blocks of practical classes. The training first takes place in a practical police institute, and then directly in the police station, only after that the applicants take a qualifying exam [6].

After getting acquainted with the scientific literature on this issue, one can come to the conclusion that pedagogical skill is achieved by awareness of the peculiarities of the pedagogical process, being able to build it. Therefore, every teacher can learn pedagogical skill and excellence, provided he works on himself. The formation of such a level of pedagogical activity is possible only from practical experience, which allows us to solve organizational and educational issues together with students, taking into account the individual and psychological interests of everyone.

The criteria of a teacher's pedagogical skill can be: scientific knowledge, expediency, creativity, humanism, democracy, effectiveness, which make it possible to solve professional and pedagogical tasks at a high level during the educational process.

Prospects for further development in this scientific direction are seen in studies of the legal status of higher education institutions with specific conditions of study, increasing the role of practical training in the educational process, wide use of interactive methods during training, reducing the load on the teaching staff involved in daily tasks and protection of public order. All these issues require reforming the training of lawyers in Ukraine.

Requirements for the educational process of legal teachers, in order to achieve the training of qualified lawyers - the list of educational subjects must be determined by educational institutions together with employers; work training programs are developed by the educational institution together with the enterprises-customers of labour personnel and are agreed with the regional education authorities, taking into account the professional skills of the teaching staff of the educational institution with specific training conditions.

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