

ENTREPRENEURSHIP ACTIVITY AS THE COMPETENCE OF PREPARATION FOR LAW ENFORCEMENTS

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ABSTRACT

The essence of components of professional training of future officers in higher educational institutions of the Ministry of Internal Affairs of Ukraine (social and humanitarian, educational, practical, professional) is analyzed. It is proved that professional qualities, among which the main focus is on readiness for management, are formed primarily in the process of professional training, which involves the acquisition of theoretical special knowledge in the corresponding specialty and specialization, the formation of practical skills that are necessary for further professional activities, the implementation of its various types. The pedagogical potential of professional training in higher educational establishments of the Ministry of Internal Affairs of Ukraine concerning the formation of readiness for management activity, which is primarily about the ability to develop a stable value system, internal regulators of behavior, the ability to flexibly adapt to changing life situations, to train cadets as managers capable to perform management functions, to develop managerial, organizational, communicative qualities, is characterized.

Keywords: Managerial Activity, Professional Competence, Entrepreneurial Model, Development, Motivation, Tactical Training.

JEL Classifications: M5, Q2

INTRODUCTION

At the current stage of reforming higher education in Ukraine, problems of training specialists with a range of professional competences, the formation of which is ensured in the process of professional training in higher educational institutions, are actualized.

Taking into account the specifics of the organization of the educational process in higher educational institutions in the Ministry of Internal Affairs, which is determined by the strict regulation of the training time, the increased level of psychological tension, the implementation of the necessary daily functions related to compliance with the requirements in accordance with the requirements of the organization of domestic, educational, economic, combat activity of future officers, it should be noted that only on condition of harmonious coordination of the leadership of the institution, teachers, cadets at three levels (institutional, managerial, and technological), it is possible to achieve a common educational goal.

REVIEW OF PREVIOUS STUDIES

The analysis of scientific works on the problem (officers, police officers, etc.) in higher educational establishments of foreign countries has allowed outlining the peculiarities of forming their readiness for management activity. Researchers (Drobyazko et al., 2019) highlighted the factors that determine the specifics of training law enforcement professionals in the field of public order: features of building national law enforcement systems and legal regulation of its activities; historical traditions of law-enforcement activity in a certain country of the world; features of socio-economic and cultural development of a certain country at the present stage (material base of law-enforcement activity, level of democracy of the political-legal system, interaction of state structures and institutes of civil society, general and legal culture and public awareness), etc. (Drobyazko et al., 2019a; Nemeth, 2017).

Generalization of different positions of scientists from the point of view of the management theory (Gutshall et al., 2017; Arribas et al., 2019), management psychology (Hilorme et al., 2019), sociology (Lockie et al., 2019), pedagogy (Walker & Archbold, 2018) definition of functions of management activity and its types allows to state that management activity is multifunctional activity, which is determined by the specifics of the professional environment.

METHODS

The methodological basis of the study is the position of the theory of scientific knowledge; theory and methodology of military education and upbringing; personally oriented approach that allows to take into account the personal potential of students, their ability to self-development, adaptive qualities; ideas of the cultural approach from the standpoint of forming readiness for management as a basis for the development of management culture, perception of behavior patterns, enshrined in culture; theoretical provisions of the activity approach, which allows to identify the ability to make managerial decisions as the basic quality of readiness for management activities; the ideas of the system approach, revealing the essence of management activity as a system process, endowed with multi-functionality and structuring; provisions of the competent approach, which determine the essence of readiness for the management of cadets as an integrative quality of the person, the basis of managerial competence.

RESULTS AND DISCUSSION

Thus, in Germany, educators raise questions about the need to update the content of training law enforcement officers, noting that curricula do not meet the requirements of practice, cause the need for restructuring the educational process, reorienting it to practical problems, training competent law enforcement officers and working in complex criminal conditions that have being endowed with managerial qualities (Hilorme et al., 2019a).

The main factor contributing to the development of law enforcement agencies, in particular the police in Belgium, is the general cultural level of specialists. In Belgium, the training of law enforcement officers focuses on practical problems of professional activity, the development of professional competencies of law enforcement professionals, among which the main focus is on the ability to make managerial decisions. To this end, information and communication technologies of learning, modern teaching aids are actively used, centers of practical training are created (Walker & Archbold, 2018). These measures are aimed at

implementing the “*service to society*” (“*social service*”) model of the activity of law enforcement bodies, which fully corresponds to the essence of civil society.

The experience of Poland shows that the basic training of officers, in particular police officers, is aimed at the development of professional qualities (Walker & Archbold, 2018). In addition to theoretical knowledge, future officers acquire the practical skills necessary to complete the tasks that they will carry out after completion of the training. During the training period, considerable attention is paid to the formation of officers of such qualities as self-discipline, honesty, compulsory, responsibility and courage, which constitute the essence of their readiness for management activities.

Professional training of officers in Poland is organized as follows: the central refresher training is carried out by the training units of the police, taking place in the form of specialized courses in accordance with the programs approved by the official orders of the chief commandant of the police; local qualification upgrading has a “*field*” character, carried out by police units or structural units, which allows to organize activities and, accordingly, to implement an effective modification of the content of the program in response to qualitative changes in crime; external qualification improvement-organized by non-police subjects in a situation where educational problems for various reasons cannot be solved within the framework of a central or local increase.

In the United States there is a historically formed system of law enforcement professionals training, which involves the interaction of theoretical, practical, fire and tactical components. The theoretical preparation involves the mastering of a wide range of disciplines, among which: basics of jurisprudence, forensic sciences, methods of investigation of crimes and conduct of intelligence activities, techniques for conducting surveys and interrogations, forensics medicine, basics of case management, basics of national security, counterintelligence and counterterrorism activities, various types of crime, in particular organized and “*white-collar*”, investigation of drug crimes, modern information technologies, as well as ethics, psychology, pedagogy and other social and behavioural sciences.

Practical component is aimed at working out practical skills of professional activity in an environment that is as close to real as possible. Future agents in practice learn to observe the object, detention procedures and techniques of tactical survival on the streets of the city. Fire training is aimed at forming the ability to use a variety of firearms (firing at accuracy, defensive actual firing and justifiable shooting). Tactical training includes everything that is needed by a specialist to effectively perform his functional duties: tactics of self-defence and tactics of detention; special physical training; tactics of management and shooting tactics; tactics of engagement, silent and electronic surveillance, reconnaissance tactics, tactics of a search, personal review; program of tactical actions in critical situations on motor vehicles, etc. (Phillips & Jarvis, 2017).

The need to develop a model for preparing future officers to prepare for management in the process of professional training, analysis of the state of formation of this quality of future specialists in higher educational institutions of the Ministry of Internal Affairs of Ukraine necessitates the definition of criteria, indicators and levels of readiness for the specified type of activity. The substantiation of these categories will facilitate the implementation of effective diagnostics at the stage of the staging phase of the experiment, coverage of changes in the process of the forming stage of the experiment, comparative analysis of the dynamics of the results of the pedagogical experiment.

On the basis of the analysis of work on criteria and indicators of readiness for a certain type of activity of future officers, the generalization of the peculiarities of professional training in higher educational institutions of the Ministry of Internal Affairs of Ukraine, taking into account the components of readiness for cadets' management activity (motivational-value, conceptual-content, operational-activity, emotional-volitional), indicators of readiness of future officers for management activity in the process of professional training are determined, criteria are set: valuable-regulatory, cognitive, praxeological, personal-reflective and its parameters (Table 1).

Criteria	Indicators	Methods for determining the data on the criteria
Valuable-regulatory	Motivation for the implementation of future management activities	Questionnaire for determining motivation for management activities "Personality orientation" methodology "Square of values" methodology for identifying value orientations of the personality
	Direction for management activities	
	Formation of valuable orientations for management activities	
Cognitive	Knowledge of the specifics of the officer's management activities	Surveys, tests of the combined type
	Direction for management activities	
	Formation of valuable orientations for management activities	
	Possessing a thesaurus on management activity issues	
Praxeological	Strength and systematic knowledge of management activities	Questionnaire, ranking methodology, conversations, communicative skills development level map
	Possession of managerial and organizational skills	
	Ability to make managerial decisions	
Personal-reflective	Possession of communicative skills	Conversations, observation, questionnaire for self-assessment of personality and managerial qualities of future officers for the management activities, expert assessment card
	Self-assessment of personal qualities in the management activity	
	Self-analysis of managerial qualities for the implementation of the appropriate type of activity	
	Focus on self-improvement, self-development of readiness for future management activities	

After designing the criteria and indicators for analyzing the readiness of the students for management activities, which is formed during the process of professional training, we can determine the levels of formation of the specified quality. In the pedagogical studies there is a problem of ambiguity in the detection of levels of problems in the formation of certain professional and personal qualities of future officers.

Level indicators are based on the components of readiness for cadets' management activity, which are formed during the process of professional training and correspond to the educational qualification characteristics of these specialists. We characterize the levels of

formation of preparedness for the future officers' management activity, which is formed during the process of professional training, according to each criterion.

The results of our study are confirmed by the following studies. So, Gutshall et al. (2017), using the methodology for assessing the formation of the psychological readiness of cadets-magistrates in management activities, define the following key levels of productivity of officers' management activities: non-productive (low); reproductive (satisfactory, adaptive); medium-productive (locally-modelling, sufficient); highly-productive (system-modelling, creative).

RECOMMENDATIONS

Based on certain criteria and components of preparedness for cadets' management activity, which is formed as a result of professional training, the levels of formation of this quality are recommended:

High (expressive motivational settings for management activity, orientation, value orientations for the development of managerial, organizational, communicative qualities, which ensures the development of professionalism, self-affirmation in the profession; possession of interdisciplinary knowledge of the peculiarities of management activity, its purpose, means, stages of making managerial decisions; the ability to design systematic knowledge of the theory and practice of management activity in the professional environment; critical thinking, ability to work with people, orient in non-standard situations, determination, purposefulness, stress resistance, flexibility of behaviour, responsibility, adherence to principles, ability to find non-standard management decisions and forecast its consequences; possession of a pedagogical tact, the ability to persuade, evaluate own knowledge and skills; motivation for professional development in the field of management activity).

Average level (unclear motivation, need, orientation, value settings for future management activities, self-affirmation in a professional environment; insufficiently holistic representation of the basic concepts of management activity; conscious correlation of theoretical material with regard to the specifics of management activity with own profession; rare manifestation of managerial, organizational, communicative skills; detection of the ability to make non-standard decisions, fragmentary forecasting of the results of making managerial decisions, manifestation of persistence, autonomy, and constructiveness at all stages of its implementation; insufficiently precise evaluation of personal (volitional, emotional) qualities; unsystematic implementation of reflexive evaluation of the effectiveness of management activities; identification of subjectivity in the design of knowledge about the essence, tasks, means of management in own management activities; insufficient focus on self-development and self-improvement in managerial professional sphere).

Low level (lack of motivation, need, value position and orientation for future management activities, lack of need for implementation of the specified activity, possession of fragmentary knowledge about the specifics of management activity, goals, means, stages of making managerial decisions, resources that ensure the effectiveness of management activities; insignificant disclosure of managerial, organizational, communicative skills; uncertain ability to predict the consequences of decision-making, persuasion, independence of judgments; fragmentary evaluation of own emotional reactions, volitional qualities that ensure the effectiveness and success of management activities; ambiguity of the design of the goal of self-

development through the acquisition of new knowledge, development of relevant professional skills in the process of future management activities).

CONCLUSION

Professional training of specialists for law enforcement agencies in foreign countries (France, Great Britain, the United States, Italy, Germany, Belgium, Poland, etc.) is characterized by the historical formation of educational traditions, the practice of organizing internships, exchange of experience in combating crime and protecting public order. It should be noted that the foreign and domestic experience of training law enforcement specialists confirms the focus on the development of a competitive specialist, endowed with a range of professional competencies, including readiness for management activity, determines the orientation of the educational process to the formation and development of practical skills, managerial qualities, and professionalism.

The study does not cover all aspects of the research. Problems of methods and forms of professional development of teachers of professional disciplines in higher educational institutions of the Ministry of Internal Affairs of Ukraine in order to prepare readiness for cadets' management activity; development of managerial culture, managerial competence of working professionals in the law-enforcement sphere; use of elements of progressive experience in forming readiness for management activities in the conditions of formal and informal education abroad require further study.

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